

School	St James' CofE Primary School	Person responsible for planning spending, monitoring and evaluating impact of spending	Mrs J Moore/Headteacher
Number of pupils	249	Total Catch-Up Funding expected	£16,720

Target children include the top 80% of PPG, bottom 20% reads, SEND children & children whose learning has suffered during national lockdown.

What the grant will be spent on	Cost	Desired effect of this spending on the educational attainment of those pupils.	How the effect of expenditure will be assessed	Impact
Aspiring Mentor 1 NTP 75% Cost to school 35%	14078 <u>-10558</u> 3520	<ol style="list-style-type: none"> 1. Improve progress and attainment in phonics. 2. Improve progress and attainment in the bottom 20% of readers. 3. Improve progress and attainment in maths. 4. Establish positive learning behaviours – resilience, stamina, challenge. 	<p>Targeted children pass the phonic screening test.</p> <p>Targeted children progress is tracked using Accelerated Reading domain reports and age-related scores.</p> <p>Progress from individual starting points measured via pre and post learning assessment.</p> <p>Increased self-motivation, stamina, and pride in achievement.</p>	<p>April 2021</p> <ol style="list-style-type: none"> 1. Y2 2021 Phonic Screening result 75% (National 78%, Local 75%). 73% of Y1 children on track. Children not on track accessing catch-up. 2. Progress week 17/05/2021, 17/05/2021 3. Progress week 17/05/2021, 17/05/2021 attainment week 4. Targeted children reading at home more frequently and quizzing more frequently.
Aspiring mentor 2 NTP 75% Cost to school 35%	14078 <u>-10558</u> 3520	<ol style="list-style-type: none"> 1. Improve progress and attainment in reading. 2. Improve progress and attainment in maths. 3. Establish positive learning behaviours. 	<ol style="list-style-type: none"> 1. Targeted children progress is tracked using Accelerated Reading domain reports and age-related scores. 2. Progress from individual starting points measured via pre and post learning assessment. 3. Increased self-motivation, stamina, and pride in achievement. 	<ol style="list-style-type: none"> 1. Progress week 17/05/2021, 17/05/2021 2. Progress week 17/05/2021, 17/05/2021 attainment week 3. Targeted children reading at home more frequently and quizzing more frequently.
Phonic Champion	123 12.25 hr	<ol style="list-style-type: none"> 1. 95% of Year One children pass the Phonic Screening Test. 	<ol style="list-style-type: none"> 1. Progress from initial starting point. 	<ol style="list-style-type: none"> 1. Greater understanding of individual needs.

		<ol style="list-style-type: none"> 2. Targeted children read fluently. 3. Targeted children develop a love of reading, which impacts positively on their reading comprehension and writing outcomes. 	<ol style="list-style-type: none"> 2. Y1 Targeted children can access Accelerated Reading books and quizzes before transition to Y2. transition. Independent writing demonstrates a use of varied vocabulary, correct spellings, range of ideas. 	<ol style="list-style-type: none"> 2. Higher percentage of children accessing Accelerated reading. 3. Pupil voice and behaviours demonstrates a love of books and are excited by reading. They want to celebrate their achievements. Reading more has had an impact on children's writing and spoken and written vocabulary.
Resources	7369	<ol style="list-style-type: none"> 1. Spelling Shed – enhanced spelling and grammar and punctuation skills and knowledge. 2. MYON – All children read a wide variety of text in school and at home. 3. Letter Join – Improved handwriting skills. 4. Computer headphones – improved access to online learning. 5. Class books – books in the home for use with remote learning and in the classroom to enhance teaching & learning during whole class reading sessions. 6. Phonic Heroes' Year Reception and Year One - Phonic teaching and learning in the home and in school. 	<ol style="list-style-type: none"> 1. Spelling, grammar, and punctuation used correctly in independent writing throughout the curriculum. 2. Children have an enhanced vocabulary, which is demonstrated in their independent writing and conversation. Parents and children research together to support learning. 3. 3. Independent writing demonstrates improved handwriting skills. Children proud of their work – pupil voice. 4. Children access online learning to support improved attainment in all areas of learning, including computing and E-Safety. 5. Children independently accessing information from text at home and in school. Improved reading comprehension skills and attainment. 6. Improvement in phonic scores, knowledge, and skills. 	<ol style="list-style-type: none"> 1. Consistent, secure, and progressive teaching and learning of SPaG. Reduced teacher workload. 2. Enhance range of literature being read through school. 3. Consistent and progressive approach to teaching of handwriting. Raised expectations for all. 4. Access to online learning enhanced. 5. Pupil voice reports a desire to read and research independently, to be more active learners within the classroom. 6. Phonics in the home – enhanced parental understanding of how phonics supports early reading.

Catch-Up Funding Statement 2020-2021

			Improved spelling skills demonstrated in independent writing.	
Est Spend	14532			

Balance £2188