

Lower Farm Catch-up Funding Plan

Key Priorities:

1. Early reading focus/interventions to ensure pupils make sufficient progress to meet or exceed age related expectations. £850
2. Supporting effective phonics delivery at home whilst reading with children. £100
3. Speech and language programme to support children with a range of difficulties affecting their understanding and use of spoken language and production of clear speech. £600
4. Letter formation focus/interventions to develop pupils' early writing. £450
5. Effective PSHE/wellbeing curriculum with targeted support for identified pupils to promote effective mental health and wellbeing. £560
6. Protective behaviour training for parents and carers so that they can deliver effective mental health and wellbeing strategies outside of school. £200
7. Targeted support for individual pupils/groups through precise identification of gaps in pupils' learning by analysing baseline information, whole school data tracker and half termly pupil progress meetings. £840

Strand 1 = £760

Strand 2 = £2540

Strand 3 = £300

Total allocation = 45 pupils x £80 =- £3,600

	Key Issue Linked to strand	Actions/Next Steps	Required Resources	Responsible Person	To be completed on/by	Costings
1	<p>Strand 2 – Targeted Support <i>(Intervention programmes)</i></p> <p>Early reading focus/interventions to ensure pupils make sufficient progress to meet or exceed age related expectations (67% achieved ELG for</p>	<ul style="list-style-type: none"> • Gaps in phonic knowledge identified quickly and pupils given extra support to keep up with the pace of the school's expectations. • Effective and frequent assessment of pupils' progress in phonics which is sufficiently detailed to identify what targeted support is required and this support is given immediately. • Pupils split into appropriate groups to ensure good or better progress. • Extra adult support to facilitate additional group to better meet pupil needs. 	<ul style="list-style-type: none"> •RWInc •Pupil Progress meetings •Provision Map •Phonics intervention trackers •Additional staff 	-SC -Class teachers/TAs	Autumn 1 and ongoing	£850

	reading and target is 84% phonics screening).	<ul style="list-style-type: none"> • Accurately map extra provision for pupils who require additional support. 				
2	<p>Strand 3 – Wider Strategies <i>(Supporting parents and carers)</i></p> <p>Supporting effective phonics delivery at home whilst reading with children.</p>	<ul style="list-style-type: none"> • Half termly phonics sessions / communication to support the development of phonic knowledge • Parent / carer voice to capture feedback across academic year • EHT to monitor effectiveness of this strategy and report in SDP 	<ul style="list-style-type: none"> • Teacher time • High quality resource packs • Communication strategy 	-SC	Half termly	£100
3	<p>Strand 2 – Targeted Support <i>(One to one and small group tuition)</i></p> <p>Speech and language programme to support children with a range of difficulties affecting their understanding and use of spoken language and production of clear speech.</p>	<ul style="list-style-type: none"> • STS to assess individual needs and provide specific advice/targets to support the child’s communication. • Individual targets and support plan in place both in school and at home. • STS training on specific strategies and activities for adults to facilitate. • Pupils undertake individual/group interventions for a half termly block of targeted therapy. 	<ul style="list-style-type: none"> • STS • SALT programme • Pupil Progress meetings • Provision Map • SALT intervention trackers 	-AH -Class teachers/TAs	Autumn 1 and ongoing	£600
4	<p>Strand 2 – Targeted Support <i>(One to one and small group tuition)</i></p> <p>Letter formation focus/interventions to develop pupils’ early writing.</p>	<ul style="list-style-type: none"> • Targeted individual/small group support to facilitate correct letter formation allowing pupils to focus less on the physical writing and more on the thought process of what to write. • Develop positive attitudes to writing and reduce/eliminate frustration, decreased self-efficacy, and poor motivation. • Improved fine motor control and fine motor activities which stimulate the prefrontal cortex to help self-regulation and executive functioning. 	<ul style="list-style-type: none"> • Handwriting policy • Provision Map 	-SC -Class teachers/TAs	Autumn 1 and ongoing	£450

5	<p>Strand 1 – Teaching and Whole School Strategies <i>(Supporting great teaching)</i></p> <p>Effective PSHE/wellbeing curriculum with targeted support for identified pupils to promote effective mental health and wellbeing.</p>	<ul style="list-style-type: none"> • PSHE is taught from Reception, with its foundation built around developing social/emotional intelligence and resilience. Skills for good mental health are covered, including a focus on the practice of mindfulness which is particularly useful for pupils to stay calm and focused. • Mental Health First Aid Training delivered as part of PSHE which is built around developing emotional intelligence and resilience. • Protective Behaviours approach embedded across school to develop language of safety in the school community and help pupils and adults spot the early warning signs and put support measures in place quickly. 	<ul style="list-style-type: none"> •PSHE/ wellbeing programme •Provision Map •Protective behaviour training for staff and parents/carers 	<p>-AH/SC -Class teachers/TAs</p>	<p>Autumn 1 and ongoing</p>	<p>£560</p>
6	<p>Strand 3 – Wider Strategies <i>(Supporting parents and carers)</i></p> <p>Protective behaviour training for parents and carers so that they can deliver effective mental health and wellbeing strategies outside of school.</p>	<ul style="list-style-type: none"> • Training sessions led by expert with parents / carers across the academic year (3 sessions) • Follow up sessions / communication led by leadership team with parents / carers most in need of support • Regular communication via website / letters etc to promote key messages 	<ul style="list-style-type: none"> • Trainer • Protective behaviour training for staff and parents/carers 	<p>-AH</p>	<p>Termly</p>	<p>£200</p>
7	<p>Strand 2 – Targeted Support <i>(One to one and small group tuition)</i></p> <p>Targeted support for individual pupils/groups through precise identification of gaps in</p>	<ul style="list-style-type: none"> • Pupil baselines completed. • Gaps in knowledge identified quickly and pupils given extra support to keep up with the pace of the school’s expectations. • Target pupils given individual/small group support to fill gaps and facilitate rapid progress. 	<ul style="list-style-type: none"> •Pupil Progress meetings •Provision Map 	<p>-AH -Class teachers/TAs</p>	<p>Autumn 1 and ongoing</p>	<p>£840</p>

pupils' learning by analysing baseline information, whole school data tracker and half termly pupil progress meetings.					
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Success Criteria	Evaluation and Next Steps
<ol style="list-style-type: none"> 1. Proportion of pupils achieving and exceeding reading ELG (77%) and Y1 phonics screening (82%) is at least in line with national. 2. Parent / carer voice demonstrates confidence in supporting phonic developments. 3. Provision map demonstrates progress for targeted pupils ensuring S&L needs do not become a barrier to learning. 4. Provision map demonstrates progress and improved fine motor control for targeted pupils. Pupils develop positive attitude to writing. 5. Pupil voice demonstrates pupils feels safe, happy and supported in school. 6. Parent / carer voice demonstrates confidence in supporting pupils with mental health and wellbeing. 7. Provision map demonstrates progress for targeted pupils so that pupil attainment is in line with national for GLD (72%) and Year 1 in line or better than last year (67%). 	<ol style="list-style-type: none"> 1. Proportion of pupils achieving and exceeding reading ELG was 67% expected and 10% exceeding. Y1 phonics screening (93%) was very strong and is expected to be above national. 2. Phonics workshops delivered to parents and resources for home learning were effective in developing confidence in supporting phonic development and strong progress was seen in phonics across the school. 3. Target pupils made strong progress with regard to S&L. Additionally, two children have now been discharged by SALT. 4. Target pupils made strong progress with improved fine motor control for targeted pupils and 67% achieved the ELG which was higher than overall GLD. Pupils voice demonstrates positive attitude to writing. 5. Pupil voice and external audit demonstrates pupils feels safe, happy and supported in school. 6. Time to Talk programme delivered and parent / carer voice demonstrates confidence in supporting pupils with mental health and wellbeing. Protective Behaviours training planned for next academic year so it can be delivered face-to-face. 7. Target pupils made strong progress and achieved GLD. Pupil attainment for GLD overall was 63% and Year 1 data in line with last year at 67% combined (including new mobility below ARE).