



## Brayford Academy Catch Up

## Funding – Autumn 2020

| Identified need  | Action  | Cost   | Impact  |
|--|---|--|---|
| <p><u>Reading/Spelling</u><br/>Communication and interaction with others compromised during lockdown resulting in children missing out on key language development</p> <p>Lack of exposure to implicit learning of vocabulary through high level texts</p> | <p>Reading programme implemented which makes a daily class reading a core principle of vocabulary exposure.</p> <p>Continue to teach spelling using Decision spelling in Ks2 which focuses on word etymology and word families.</p> <p>Curriculum maestro knowledge organisers utilised in class. Teachers to consider the explicit and implicit teaching of different vocabulary</p> <p>Year 1 and 2 children timetabled independent time to promote language and communication skills and interaction with peers. Supports emotional development also</p> <p>Restock library books with more non-fiction books in line with accelerated reader.</p> | <p>£360</p> <p>£700</p>                                      | <p>Reading tracked on accelerated reader and targets for individuals given half termly.</p> <p>Children's writing moderated across the Trust.</p> <p>Children's attainment increased in all year groups</p> |
| <p><u>Anxiety</u><br/>Potential for increased anxiety as a result of:</p> <p>a) Extended period of time out of school. Adult anxiety passed on</p> <p>b) Familiarity of setting adjusting as Covid-19 regulations change some working procedures.</p>      | <p>All staff aware of possible changes and effects on children.</p> <p>Small school environment increases one to one adult time.</p> <p>Additional PSHE time in each class to provide time for talking and sharing anxieties. Implementation of Yoimoji from CM to promote good learning behaviours</p>   |  | <p>Through questionnaires children are felt supported in school and able to talk about their feelings more readily</p>  |
| <p><u>Maths</u><br/>Subject-wide regression due to lack of practise and consolidation of taught curriculum</p>   | <p>Small groups enables feedback to be given to immediately target those who have fallen behind within a lesson.</p> <p>White Rose scheme includes recap sessions and flashback activities. Flashback 4 – revisits a</p>  | <p>Maths manipulatives for KS1 and KS2 class</p> <p>£500</p> | <p>Progress of maths is tracked using CM tests.</p> <p>Increased attainment in year groups</p>  |

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|   | <p>range of key knowledge from previous year.</p> <p>TEAM Calculation policy introduced to teaching staff</p> <p>Ready to progress document introduced to teaching staff</p>  |              | <p>All children have enhanced conceptual knowledge seen through lesson obs</p>   |
| <p><u>Fitness</u></p> <p>Fitness levels and healthy habits are likely to be more variable</p>   | <p>Both classes to integrate daily exercise sessions at the start of each day.</p>  |              | <p>Children are able to identify what they can do to keep their mind and body healthy.</p>   |
| <p><u>Early Years</u></p> <p>Lack of time in pre-school at the crucial time means more focus on the prime areas of learning for this age group is needed: Communication and language, Physical development and Personal social and emotional development.</p> | <p>Key staff members planning activities to promote these areas of learning</p> <p>Pre-school children taking part in weekly Forest School activities</p> <p>Small groups</p> <p>A review of equipment and resources in this area in order to support the prime areas of learning</p> | <p>£1000</p> | <p>Children progress in the prime areas in line with previous year groups</p> <p>Tapestry software tracks this progress and targets are set.</p> |