

Ocean Academy Catch Up Funding Plan 2020/21

1. Summary information						
Academy	Ocean Academy					
Academic Year	2020-21	Total Catch up Funding	£28,278		Date Written: Sept 2020	Date for review: Dec 2020, March 2021, May 2021, July 2021
Not Achieved		Actions in Place			Achieved	

2. Current attainment																
Current DATA (autumn 2020)	PP KS1 and Sept 2020 Baseline (BL)								All Pupils KS1 and Sept 2020 Baseline (BL)							
11	YEAR 3				YEAR 5		YEAR 6		YEAR 3		YEAR 4		YEAR 5		YEAR 6	
	KS1	BL	KS1	BL	KS1	BL	KS1	BL	KS1	BL	KS 1	BL	KS 1	BL	KS 1	BL
% meeting the expected standard in reading, writing and maths combined	25%	25%	55%	9%	50%	8%	45%	9%	47	14	69	20	61	24	71	11%
% meeting the higher standard in reading, writing and maths combined	0%	0%	9%	0%	8%	0%	18%	0%	6	0	12	0	11	5	18	0%
% meeting the expected standard in reading	25%	25%	59%	18%	54%	21%	55%	32%	61%	25%	75%	46%	71%	47%	78%	37%
% meeting above the expected standard in reading	25%	25%	23%	18%	17%	13%	23%	0%	24%	0%	26%	25%	20%	15%	27%	7%
% meeting the expected standard in writing	58%	42%	68%	18%	50%	17%	45%	23%	59%	18%	74%	20%	66%	33%	73%	38%
% meeting above the expected standard in writing	0%	0%	9%	0%	13%	4%	18%	0%	6%	0%	16%	0%	15%	11%	22%	3%
% meeting the expected standard in maths	42%	50%	64%	27%	58%	25%	23%	14%	71%	24%	76%	56%	73%	55%	80%	17%

% meeting above the expected standard in maths	17%	17%	18%	9%	8%	13%	18%	0%	20%	2%	24%	19%	22%	20%	22%	0%
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3. Barriers to future attainment

Academic barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	high % of pupils have a low reading rate that is impacting on scanning, retrieval and stamina for reading / writing
B.	GD learning has been lost over COVID - particularly in Year 6
C.	Limited vocabulary choices are impacting on achievement
D.	Year 3 has low KS1 outcomes and this has been worsened by Lockdown. Baseline scores are low across RWMC
E.	QLAs have revealed that basic spelling and arithmetic skills have been lost. Times tables remain strong

Additional barriers (*including issues to be addressed outside of school, such as low attendance rates*)

D.	Emotional resilience, anxiety, limited social interaction
E.	Attendance for pupils whose parents are anxious about COVID V Cold or flu symptoms

4. Intended outcomes (*specific outcomes and how they will be measured*)

Whole School Initiatives:	<p>Whole school wellbeing audit to be carried out with the educational psychologist in Oct/Nov 2020 and then CPD for all staff to implement whole school level, leadership for change (Kotter's 8 steps) for all leaders, INSET in Nov 2020 re learning change for wellbeing and how this will impact on staff and pupil behaviour. £3000</p> <p>Purchase of whole school quality texts to improve language, vocabulary, particularly for lower attainers and PP pupils. £1000</p> <p>CPD: Phonics, wellbeing audit / leadership and follow up training £2,000</p> <p>Continued use of Lexia - funding to support ongoing licence £1500</p> <p>Phonics CPD and resourcing for all staff £ 1000</p> <p>Additional chrome books purchased to support access and learning opportunities (10,000). Chrome books also gifted to vulnerable families (£1000)</p>
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Desired Outcome	ACTION	SUCCESS CRITERIA
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<p>A.</p>	<p>YEAR 3 READING To reach end of year targets by supporting reading comprehension, reading speed, phonics and arithmetic across all levels</p>	<ul style="list-style-type: none"> ➤ Continue to build on staff training into the understanding of teaching phonics and spelling into all aspects of learning - use of IRIS ➤ Opportunities for staff to observe others teaching spelling and phonics release time 2 sessions per teacher and cover <p>(EEF states that the evidence suggests that phonics can be an important component in supporting the development of early reading skills, particularly for pupils from disadvantaged backgrounds)</p> <ul style="list-style-type: none"> ➤ Phonics resources available in all classrooms ➤ Baseline phonics screen on entry to each year group and tracked termly with TA release time ➤ Lexia reading - pupils have been assigned in each year group and intervention time planned <p>EEF states re targeted support / one to one and small group tuition that there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy: Our planned target support:</p> <p>Focus groups:</p> <ul style="list-style-type: none"> Reading speed (EXS and GD): daily x TA x 1:1 Comprehension (GD): Teacher x 2 week x 1:1 Phonics daily teaching: daily Precision teaching: 8.30 - 9 daily 1:1 Arithmetic x 2 week x 1:1 Pupil conferencing daily with teacher x 1:1 <ul style="list-style-type: none"> ➤ Metacognition approach to build independence and higher levels of thinking: Knowledge, Task, Strategy, Thinking <ul style="list-style-type: none"> <i>‘What do I know about problems like this?’</i> <i>‘What ways of solving them have I used before?’</i> ➤ Focus on diminishing the difference for PP learners - assigned groups and pupil conferencing in the afternoon <p>£5000</p>	<ul style="list-style-type: none"> ➤ Year 3 reach their end of year targets and subsequently reach their predicted end of Yr 6 targets (Data in school to evidence impact) ➤ Shared responsibility of all class staff to promote the teaching of spelling throughout the curriculum - learning walks evidence consistent approach (English Learning walk Jan 2021) ➤ Tracking of phonics throughout the year to measure progress - impact on phonics tracker. Pupils have improved reading accuracy and SALFORD score improves ➤ Intervention successes are evident as pupils achieve targets set and evidence this in independent work (Book looks, assessed level improves, learning walks evidence QFT, effective use of AFL) ➤ RWM targets reached ➤ At least 75% of children read at a speed near to or at 100WPM
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AUTUMN TERM:

Reading at PIXL EXS: up 3%, at GD up 14%
PP pupils are outperforming non PPG pupils in reading
Boys are making better progress than girls at expected, same at GD
There were no SEND pupils at EXS+ at PIXL baseline and there are now 27%
Maths at PIXL EXS: up 42%, at GD up 16 %
PP pupils are making the same progress at GD than non
Boys are making very slightly better progress at EXS than girls, both are making the same at GD
SEND pupils have made 18% progress at EXS and are currently achieving the same as at end of KS1

SPRING TERM:

22% increase in children reading at chronological age since the start of term. 17% increase in children reading at an age appropriate speed. Target of 75% has been surpassed by 7% currently. % of children achieving combined EXS has increased by 5%
 83% of SEND pupils are reading above their chronological age - 28% increase from AP1. 27% of SEND pupils are reading at 90wpm+ - 24% increase from autumn term
 82% of PPG pupils are reading above their chronological age compared to 79% NPPG.
 Significant interruption in interventions this term due to COVID and key areas have been identified for intensive support throughout the summer term.
 Additional purchase of chrome books for identified children to use at home has increased capacity for online learning and engagement has increased (evidenced in year group audit of daily engagement). Additional 30 chrome books purchased for in school use have increased capacity for pupils to have more regular online access.
 Uniform, additional food vouchers, shoes and trainers have supported a sense of belonging. Extra curricular funding has allowed pupils to participate in more activities - raising self worth and developing talents.
 Pastoral support has ensured attendance is monitored and pupils and families supported to ensure pupils are in school or working on line.

SUMMER TERM:

- +27% increase of pupils reading age appropriate texts at speed.
- 100% of PPG pupils are reading above their chronological age.
- +27% increase of pupils reading at 90wpm+.
- PPG reading progressed at a better rate in EXS and GDS.
- Substantial progress made for ALL children, but more so by PPG reading and writing.
- Positive progress was made in teacher assessments for reading, writing and maths across all groups; particularly at EXS.

YEAR 3	R	W	M
ALL	SALFORD: +1% PROGRESS SINCE AP2 83% now reading above chronological age READING SPEED: +27% PROGRESS SINCE AP2 56% now reading at 90 wpm+ COMPREHENSION: EXS+: 65% (+14% PROGRESS SINCE AP2) GDS: 8% (+6% PROGRESS SINCE AP2)	EXS+: 37% (+2% PROGRESS SINCE AP2) GDS: 12% (+6% PROGRESS SINCE AP2)	EXS+: 60% (+9% PROGRESS SINCE AP2) GDS: 12% (+4% PROGRESS SINCE AP2)

<p>B. YEAR 4</p> <p>To reach end of year targets by supporting reading comprehension through reading speed. Reasoning skills across all levels and to improve the ARE expectations in writing.</p>	<ul style="list-style-type: none"> ➤ Focus groups following baseline QLA that have entry and exit criteria and are monitored and adapted as each child reaches the target and after every Data Drop. ➤ Continue to build on staff training into the understanding of teaching phonics and spelling into all aspects of learning - use of IRIS ➤ Reading speed activities built into the timetable to promote reading speed and fluency in reading comprehension ➤ Interventions put in place September 2020 from analysis of PIXL and gaps - and again in March 2020 following second lockdown ➤ Rapid readers - 3 to 4 sessions per week with class TA ➤ Code-X - 4x children every day with TA ➤ Handwriting - 2 to 3 sessions a week with PB 	<ul style="list-style-type: none"> ➤ Year 4 reach their end of year targets and subsequently reach their predicted end of Yr 6 target (Data in school to evidence impact) • Rapid reader and CodeX intervention to improve reading age on Salford - Impact evidence through formal Salford assessment tracked on intervention sheet. • Handwriting intervention - Children to be forming cursive writing independently in lessons. Impact evident through the intervention tracking sheet.
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EEF states re targeted support / one to one and small group tuition that there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy: Our planned target support:

Catch up interventions - 3x weekly with PB in afternoons working with identified groups

Focus groups for on the cusp children in reading, writing and maths in lesson with T/TA.

Pupil conferencing daily in lessons with T and TA

Focus on diminishing the difference for PP learners - assigned groups and pupil conferencing in the afternoons - 1:1 targeted support

- Metacognition approach to build independence and higher levels of thinking:
Knowledge, Task, Strategy, Thinking
'What do I know about problems like this?
'What ways of solving them have I used before?' £5000

- Children who are identified as on the cusp for EXS/GD (key marginals) to improve their PIXL scores to reach EXS or GD impact evident through PIXL analysis.
- Intervention successes are evident as pupils achieve targets set and evidence this in independent work (Book looks, assessed level improves, learning walks evidence QFT, effective use of AFL)
- RWM targets reached
- At least 80% of children read at a speed near to or at 90WPM

AUTUMN TERM:

Reading at PIXL EXS: up 12% , at GD up 2 %

Girls are outperforming boys by 11%, but progress is similar

Yr 4 are performing slightly above (2%) in comparison to other PIXL schools

Interventions in place to target key marginals.

Writing at PIXL EXS: up 27%, at GD up 11 %

Focus in the spring term needs to be for PP and boys writing - accelerate progress

Maths PIXL EXS:73% GD: 40% Positive progress

Focus for PP learners in maths for the spring term - interventions in place

SPRING TERM:

+14% increase of pupils reading above chronological age and all groups progressing at similar rates

88% of PPG pupils are reading above their chronological age compared to 94% NPPG

+10% increase of all pupils reading at 90wpm+. PPG the highest progress with a 19% increase

PPG made better progress than NPPG in EXS but less in GDS

Additional purchase of chrome books for identified children to use at home has increased capacity for online learning and engagement has increased (evidenced in year group audit of daily engagement). Additional 30 chrome books purchased for in school use have increased capacity for pupils to have more regular online access.

Uniform, additional food vouchers, shoes and trainers have supported a sense of belonging. Extra curricular funding has allowed pupils to participate in more activities - raising self worth and developing talents

Pastoral support has ensured attendance is monitored and pupils and families supported to ensure pupils are in school or working on line

SUMMER TERM:

- +4% increase of PPG pupils reading above chronological age. 92% ALL pupils reading above chronological age.
- Positive progress of all pupils reading at 90wpm+. PPG the highest progress with a 9% increase. 67% of the cohort reading at or above 90 wpm.
- Excellent progress in reading between AP2 and AP3 .
- Excellent progress in EXS writing between AP2 and AP3.

- Excellent progress in maths between AP2 and AP3.
- Slower progress for GDS reading and writing.

YEAR 4	R:	W	M
ALL	SALFORD: +0% PROGRESS SINCE AP2 92% now reading above chronological age READING SPEED: +5% PROGRESS SINCE AP2 67% now reading at 90 wpm+ COMPREHENSION: EXS+: 86% (+9%) PROGRESS SINCE AP2 GDS: 32% (+1% PROGRESS SINCE AP2)	EXS+: 65% (+11%) PROGRESS SINCE AP2 GDS: 13% (+4% PROGRESS SINCE AP2)	EXS+: 87% (+9% PROGRESS SINCE AP2) GDS: 41% (+10% PROGRESS SINCE AP2)

<p>C. Year 5</p> <p>To reach end of year targets by supporting reading comprehension, reading speed, spelling, arithmetic and writing across all levels.</p>	<ul style="list-style-type: none"> ➤ Focus groups following baseline QLA that have entry and exit criteria and are monitored and adapted as each child reaches the target and after every Data Drop. ➤ Pupil conferencing with class teacher/TA in reading, writing and maths. ➤ PM teacher interventions for PPG and key marginal children (pupil conferencing - identifying areas for development). ➤ Key marginal children identified (EXS and GDS) in maths, reading, writing and SPaG. These are focus children within the classroom setting. ➤ Continue to build on staff training into the understanding of teaching phonics and spelling into all aspects of learning - use of IRIS. ➤ Lexia reading <p>EEF states re targeted support / one to one and small group tuition that there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy: Our planned target support:</p> <p>Reading speed activities built into the timetable to promote reading speed and fluency in reading comprehension. 1:1 targeted support - precision teaching</p> <p>Daily reading interventions with those reading below EXS with class TAs.</p> <p>Handwriting interventions between 8:30-9:00am in class with TAs.</p> <p>Focus on diminishing the difference for PP learners - assigned groups and pupil conferencing in the afternoons. Teacher targeted support.</p> <ul style="list-style-type: none"> ➤ Metacognition approach to build independence and higher levels of thinking: Knowledge, Task, Strategy, Thinking <p><i>‘What do I know about problems like this? What ways of solving them have I used before?’</i></p> <p>£5000</p>	<ul style="list-style-type: none"> ➤ Year 5 reach their end of year targets and subsequently reach their predicted end of Yr 6 target (Data in school to evidence impact) ➤ Improved targeted interventions with higher quality specific teaching of phonics and spelling - impact evidenced in intervention target sheets ➤ Shared responsibility of all class staff to promote the teaching of spelling throughout the curriculum. ➤ Intervention successes are evident as pupils achieve targets set and evidence this in independent work (Book looks, assessed level improves, learning walks evidence QFT, effective use of AFL). ➤ PPG children make accelerated progress in maths, reading and writing as a result of interventions. ➤ Children who are identified (key marginals) as on the cusp EXS/GD to improve their PIXL scores to reach EXS or GD impact evident through PIXL analysis, as a result of additional teacher time and red pen questioning to deepen understanding ➤ RWM targets reached ➤ At least 88% of children read at a speed near to or at 100WPM
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AUTUMN TERM:

Reading at PIXL EXS: up 10 %, at GD up 18 %
 The attainment gap is closing at EXS for boys.
 SEND attainment is improving at GD

Yr5 pupils are performing slightly above (2%) in comparison to other PIXL schools

The gender gap is slowing decreasing for girls in maths

Focus for spring term - maths gaps across the year group

Additional Chrome books purchased in spring 1 to support online learning throughout COVID due to the numbers of pupils in school and at home. £10000. A number of chrome books have also been gifted to vulnerable students to work on at home.

SPRING TERM:

75% of PPG pupils are reading above their chronological age compared to 94% NPPG but PPG made 4% more progress

+10% increase of pupils reading at 90wpm+ and all groups progressing well with PPG the highest with a 17% increase.

50% of SEND pupils are reading at 90wpm+ - 22% increase from autumn term

Good progress was made in writing across all groups; particularly at EXS. PPG writing progressed at a higher rate to NPPG.

Positive progress in maths across the cohort: PPG made better progress than NPPG in EXS and girls made slightly better progress than boys.

Additional purchase of chrome books for identified children to use at home has increased capacity for online learning and engagement has increased (evidenced in year group audit of daily engagement). Additional 30 chrome books purchased for in school use have increased capacity for pupils to have more regular online access.

Uniform, additional food vouchers, shoes and trainers have supported a sense of belonging. Extra curricular funding has allowed pupils to participate in more activities - raising self worth and developing talents.

Pastoral support has ensured attendance is monitored and pupils and families supported to ensure pupils are in school or working on line.

SUMMER TERM:

- 89% pupils reading above their chronological age.
- 77% of PPG pupils are reading above their chronological age.
- +13% increase of pupils reading at 90wpm+ and PPG progressing exceptionally well with a 35% increase.
- EXS reading progressing well.
- EXS & GDS writing making good progress, particularly PPG pupils.
- EXS & GDS maths making good progress.

YEAR 5	R	W	M
<p align="center">ALL</p>	<p>SALFORD: +0% PROGRESS SINCE AP2 89% now reading above chronological age READING SPEED: +13% PROGRESS SINCE AP2 87% now reading at 90wpm+ COMPREHENSION: EXS+: 74% (+11% PROGRESS SINCE AP2) GDS: 35% (+4% PROGRESS SINCE AP2)</p>	<p>EXS+: 65% (0% PROGRESS SINCE AP2) GDS: 29% (+12% PROGRESS SINCE AP2)</p>	<p>EXS+: 74% (+3% PROGRESS SINCE AP1) GDS: 35% (+7% PROGRESS SINCE AP1)</p>

<p>D.</p>	<p>YEAR 6</p> <p>To reach end of year targets by targeted focus groups in RWM. 1:1 support for key marginal children.</p>	<ul style="list-style-type: none"> ➤ Key marginals have been grouped to maximise achievement of all and accelerated progress opportunities have been identified in the planning and grouping of these pupils. <p>EEF states re targeted support / one to one and small group tuition that there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy: Our planned target support:</p> <ul style="list-style-type: none"> Class teachers, additional maths support from CB and teacher employed (mat leave) to support in reading, writing and maths targeted support TA (degree in maths) x 1:1 2 afternoons to support maths pupil conferencing TA (qualified teacher) 1:1 x 3 pm maths / reading intervention (pupil conferencing) TA x 1:1 morning - maths intervention - targeted support Targeted reading groups to promote reading speed, expand vocabulary and enhance comprehension skills Targeted maths groups to focus on specific needs. Currently focusing on place value and four operations to cement basic understanding. Focus on diminishing the difference for PP learners - assigned groups and pupil conferencing in the afternoons <ul style="list-style-type: none"> ➤ Metacognition approach to build independence and higher levels of thinking: Knowledge, Task, Strategy , Thinking <ul style="list-style-type: none"> <i>'What do I know about problems like this?</i> <i>What ways of solving them have I used before?</i> £5000 	<ul style="list-style-type: none"> ➤ Year 6 reach their end of year targets <p>(Data in school to evidence impact)</p> <ul style="list-style-type: none"> ➤ RWM targets reached At least 80% of children read at a speed near to or at 100WPM ➤ Children who are identified (key marginals) as on the cusp EXS/GD to improve their PIXL scores to reach EXS or GD impact evident through PIXL analysis, as a result of additional teacher time and red pen questioning to deepen understanding
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AUTUMN TERM:

Reading scores up by 19 % at EXS, and up 3 % at GD
SEND pupils have made a 9% increase at EXS.
Yr 6 pupils are performing slightly above (3%) in comparison to other PIXL schools
Writing EXS up 9 %, at GD up 7 %
The gender gap has closed consistently with boys now attaining as well as girls
Maths EXS up 10%, GD up 4%
Attainment gap has closed by 8% between PP and NPP- now only a 1% gap
Only a slight difference in gender attainment

SPRING TERM:

100% of PPG pupils are reading above their chronological age - 10% increase from autumn term
+18% increase of pupils reading at 90wpm+ and all groups progressing at similar rates
85% of SEND pupils are reading above their chronological age - 39% increase from autumn term. 54% of SEND pupils are reading at 90wpm+ - 31% increase since autumn term
Additional purchase of chrome books for identified children to use at home has increased capacity for online learning and engagement has increased (evidenced in year group audit of daily engagement). Additional 30 chrome books purchased for in school use have increased capacity for pupils to have more regular online access
Uniform, additional food vouchers, shoes and trainers have supported a sense of belonging. Extra curricular funding has allowed pupils to participate in more activities - raising self worth and developing talents
Pastoral support has ensured attendance is monitored and pupils and families supported to ensure pupils are in school or working on line

SUMMER TERM:

- Excellent progress in all areas between AP2 and AP3.
- PPG progress in reading and maths GDS particularly strong.

	R	W	M
ALL	COMPREHENSION: EXS+: 86% (+19% PROGRESS SINCE AP2) GDS: 44% (+17% PROGRESS SINCE AP2)	EXS+: 80% (+18% PROGRESS SINCE AP2) GDS: 30% (+19% PROGRESS SINCE AP2)	EXS+: 80% (+18% PROGRESS SINCE AP2) GDS: 30% (+15% PROGRESS SINCE AP2)