

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, Feb 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%

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: Metacognition, 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>
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	<i>Desired Outcome</i>	<i>ACTION</i>	<i>SUCCESS CRITERIA</i>
A.	<p>YEAR 3 READING To reach end of year targets by supporting reading comprehension, reading speed , phonics and arithmetic across all levels</p> <p>YEAR 3 <u>Baseline</u> SALFORD: 36/50 72% reading at age 7.2 years or above (sight recognition) READING SPEED BELOW 100PM : 44/50 88 % READING: EXS 26% GD 0% WRITING: EXS 18% GD 0% MATHS: EXS 24% GD 2%</p> <p>KS1 READING: EXs: 62% GD: 24% KS1 Maths: EXs: 72% GD: 20%</p>	<p>LINK TO YEAR GROUP ACTION PLAN</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: 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</p> <ul style="list-style-type: none"> ➤ Metacognition approach to build independence and higher levels of thinking: Knowledge, Task, Strategy , Thinking <i>‘What do I know about problems like this? 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> <p>(significant staff absence in this year group in autumn 2 due to COVID)</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 PIXL Baseline: EXS 14% GD 0 % AP1: EXS 34% GD 4% ➤ At least 75% of children read at a speed near to or at 100WPM <p>AUTUMN OUTCOMES:(linked to in school data records)</p> <p><u>AP1 :Reading:</u> 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% <u>AP 1 Maths:</u> 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</p> <p>COMBINED DATA showing a focus on writing is needed in Spring 1.</p>

<p>B.</p>	<p>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> <p>YEAR 4 <u>Baseline</u> SALFORD: 75/84 89% reading at age 8.2 or above (sight recognition) READING SPEED BELOW 100PM : 48/84 57% READING: EXS 46% GD 25% WRITING: EXS: 20% GD: 0% MATHS: EXS: 55% GD: 19%</p> <p>KS1 Reading: EXS: 81% GD: 27% Writing: EXS:80% GD:16% Maths: EXS:82% GD: 26%</p>	<p>LINK TO YEAR GROUP ACTION PLAN</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 - ➤ Rapid readers - 3 to 4 sessions per week with class TA ➤ Code-X - 4x children every day with JE ➤ Handwriting - 2 to 3 sessions a week with PB <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>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.</p> <p>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</p> <ul style="list-style-type: none"> ➤ Metacognition approach to build independence and higher levels of thinking: Knowledge, Task, Strategy , Thinking <i>'What do I know about problems like this? What ways of solving them have I used before?</i> <p>£5000</p> <p><i>*Significant interruption to teaching due to staff CEV, chicken pox, maternity leave, COVID self isolation)</i></p>	<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) <ul style="list-style-type: none"> ● 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 intervention tracking sheet. ● 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 (PIXL Baseline: EXS 20% GD 0% AP1: EXS 42% GD 7%) ● At least 80% of children read at a speed near to or at 100WPM <p>AUTUMN OUTCOMES:(linked to AP1 DATA)</p> <p><u>AP1 : Reading</u> 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.</p> <p><u>AP 1 Writing:</u> 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; AP1 PIXL EXS:73% GD: 40% Positive progress Focus for PP learners in maths for the spring term - interventions in place</p>
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<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> <p>YEAR 5 <u>Baseline</u> SALFORD: 76/85 89% reading at age 9.2 or above (sight recognition) READING SPEED BELOW 100PM : 54/85 64% Reading: EXs:47% GD:15% Maths: EXS: 55% GD 20% Writing: EXS:33% GD:10%</p> <p>KS1 READING: EXS: 74% GD: 21% KS1 MATHS: EXS 76% GD23% KS1 WRITING: EXS:69% GD: 15%</p>	<p>LINK TO YEAR GROUP ACTION PLAN</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(PIXL Baseline: EXS 23% GD 5% AP1 EXS 40% GD 12%) ➤ At least 88% of children read at a speed near to or at 100WPM <p><u>AUTUMN OUTCOMES:</u> (link to AP1 DATA)</p> <p><u>AP1 Reading:</u> 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</p> <p><u>AP 1 Writing:</u> Writing at PIXL EXS up 23% , GD up 5 % SEND pupils are making progress in writing at EXS, but GD needs to be a focus. in the spring term</p> <p><u>Maths; AP1 PIXL</u> The gender gap is slowing decreasing for girls</p> <p>Focus for spring term - maths gaps across the year group</p> <p>Additional Chrome books being purchased in spring 1 to support online learning throughout COVID due to the numbers of pupils in school and at home. £3000</p>
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		(significant interruption to teaching due to COVID in this year group)	
D.	<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> <p>YEAR 6 <u>Baseline</u> SALFORD: 91% reading at age 10.2 or above (sight recognition) READING SPEED BELOW 100PM : 43/88 49% Reading: EXS 37% GD 7% Writing: EXS 38% GD 3% Maths: EXS 17% GD 0% COMB: EXS 11% GD 0%</p> <p>KS1:</p> <p>Reading: EXS 81% GD 28% Writing: EXS 75% GD 23% Maths: EXS 83% GD 24% COMB: EXS 73% GD 18%</p>	<p>LINK TO YEAR GROUP ACTION PLAN</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. <p>Focus on diminishing the difference for PP learners - assigned groups and pupil conferencing in the afternoons</p> <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> <p>£5000</p>	<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 PIXL Baseline PIX:EXS 11% GD 0% AP1 EXS 57% GD13%) 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 <p><u>AP1 Reading:</u></p> <ul style="list-style-type: none"> 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 AP1 <u>Writing:</u> at EXS up 9 %, at GD up 7 % The gender gap has closed consistently with boys now attaining as well as girls <u>Maths:</u> AP1 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 <p>Additional Chrome books being purchased in spring 1 to support online learning throughout COVID due to the numbers of pupils in school and at home. £3000</p>

