



## Umberleigh Academy Catch Up Funding – Autumn 2020

<u>Identified need</u>	<u>Action</u>	<u>Cost</u>	<u>Impact</u>
<p><u>Reading/Spelling</u> 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>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> 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> 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 range of key knowledge from previous year.</p> <p>TEAM Calculation policy introduced to teaching staff</p>		<p>Progress of maths is tracked using CM tests.</p> <p>Increased attainment in year groups</p> <p>All children have enhanced conceptual knowledge seen though lesson obs</p>

	Ready to progress document introduced to teaching staff		
<u>Fitness</u> Fitness levels and healthy habits are likely to be more variable	Both classes to integrate daily exercise sessions at the start of each day.		Children are able to identify what they can do to keep their mind and body healthy.
<u>Year 1</u> A lack of curriculum time in total means the children have not been exposed to knowledge at the same rate as previous cohorts. This cohort missed out on the crucial part of reception year where formal reading, writing and maths skills are taught.	Year 1 cohort given additional play based activities throughout the day – additional TA time (14 weeks) to support these children in class. Also to support other children so that class teacher can work with this year group and provide quality first teaching.	£2720	Year 1 make rapid progress across 2 terms. Progress monitored through pupil progress meetings with class teacher