

# Catch up strategy statement – The Horsell Village School

1. Summary information					
<b>School</b>	The Horsell Village School				
<b>Academic Year</b>	2020/2021	<b>Total Catch up funding budget</b>	£21360 Safe £600	<b>Date of most recent review</b>	July 2021
<b>Total number of pupils</b>	268	<b>Number of pupils in receipt of support</b>	57 Autumn Term Interventions	<b>Date for next internal review of this strategy</b>	Dec 2020 Feb 2021 April 2021 May 2021 July 2021

2. Current attainment																
October outcomes	Baseline			Dec			April			EOY						
		R	W	M		R	W	M		R	W	M		R	W	M
% achieving in reading, writing and maths	YR	6%	8%	20%	YR	66%	61%	81%	YR				YR	84%	80%	90%
	Y1	86%	86%	87%	Y1	88%	89%	88%	Y1				Y1	91%	82%	93%
	Y2	74%	64%	78%	Y2	78%	65%	51%	Y2				Y2	87%	75%	83%
% making progress in reading					Yr R	Yr1	Yr2		Yr R	Yr1	Yr2		Yr R	Yr1	Yr2	
					77%	23%	85%						100%	43%	92%	
% making progress in writing					Yr R	Yr1	Yr2		Yr R	Yr1	Yr2		Yr R	Yr1	Yr2	
					74%	23%	70%						100%	26%	85%	
% making progress in maths					Yr R	Yr1	Yr2		Yr R	Yr1	Yr2		Yr R	Yr1	Yr2	
					81%	9%	62%						100%	20%	89%	

3. Identified Gaps and priorities	
<b>In-school barriers</b> <i>(issues to be addressed in school)</i>	
<b>A.</b>	Poor speech development, limited vocabulary and language acquisition ( Reception and Year 1 )
<b>B.</b>	Lower attainment in Phonics (Reception, year 1, 2)
<b>C.</b>	Lower attainment in reading

D.	Poor progress in fine motor development ( Reception and Year 1 )	
E.	Gaps in recall of basic skills- addition facts, place value knowledge-number and previously taught calculation strategies.	
<b>External barriers</b> ( <i>issues which also require action outside school</i> )		
F.	Varying levels of parental support for learning at home. Varying levels of parental understanding of how to support learning at home	
<b>4. Desired outcomes</b>		
	Desired outcomes and how they will be measured	Success criteria
A.	Improved speech and language skills especially in the Early Years and year 1 specifically but not inclusively. (Word Aware Whole school approach, trained staff in S&L, curriculum designed to support S&L skills)	Children in Reception and Year 1 have increased access to quality language support resulting in rapid progress from baseline to support children in attaining ELG and language skills transferring through into writing for Yr R, Yr 1, Yr2 resulting in increased fluency in writing and % attaining Greater Depth at end of year.
B.	Closing the gap for those children who have not accessed reading during COVID 19.	Children in R, Y1 and Y2 will have access to high quality texts and more opportunities to read with an adult. Resulting in a greater % of children achieving EYE in reading.
C.	Closing the gap for those children who have not accessed phonics during COVID-19	Children in Reception, Year 1 and 2 who have been identified as needing additional support will receive additional phonics lessons within a small group that is targeted towards their needs. This will result in a greater % of children passing the phonics screening test in Year 1 and a % of children achieving EYE in reading and writing in Reception, Year 1 and 2.
D.	Closing the gap for those children who have not accessed fine motor skills development during COVID-19. ( specific reference to phoneme / grapheme correspondence.)	Provision is set up in reception so that there is a selection of fine motor activities daily. Children across the school receive daily handwriting sessions with targeted support as necessary and where needed a small group intervention. All children will have improved phoneme to grapheme correspondence resulting in a greater % of children achieving EYE.
E.	Closing the gap for those children who have not accessed maths during COVID-19.	Children across the school who need targeted support will receive it which will result in a greater % of these targeted children meet EYE.
F.	To support parents with basic skills and provide strategies with how they can support at home via courses, training, workshops online and meetings.	Parents will be well informed and children's progress and will be supported in encouraging children when completing reading tasks and homework out of school. Parents attending workshops and meetings for supporting children.
<b>5. Planned expenditure</b>		

<b>Academic year</b>	<b>2020/21</b>				
<b>ACTION PLAN</b>					
<b>A. Improve speech and language skills especially in the Early Years and KS1</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improve speech and language skills especially in the Early Years and KS1	<ul style="list-style-type: none"> <li>Word Aware whole school approach to language acquisition.</li> <li>Staff training – High quality CPD for EYFS &amp; KS1 staff.</li> <li>Teachers and Teaching Assistants deployed for interventions in the afternoons for Speech and language focus.</li> <li>Ensure curriculum is designed to promote talk and exploration of new vocabulary.</li> <li>Language rich environments, increased focus on role play areas and talk through all areas of the school day and curriculum.</li> <li>Increased focus on quality first teaching strategies to support children with English as An Additional Language.</li> </ul>	<ul style="list-style-type: none"> <li>Baseline data ( Sept 2020) Compared to Sept 19 is lower in Early Years for Communication. and language. Writing baselines for KS1 are lower- further analysis indicates vocabulary development is needed.</li> </ul>	<ul style="list-style-type: none"> <li>Training to ensure staff have required skills and knowledge.</li> <li>Frequent intervention for targeted individuals.</li> <li>Whole staff training approach to enable curriculum adaptation to be language rich. ( Word Aware)</li> <li>In EYFS to continue and children's learning not be disturbed (child initiated) whilst adults support S &amp; L development.</li> <li>High quality adult intervention / engagement with children throughout the day provides modelled language.</li> <li>Word Aware EYFS is used in reception.</li> <li>Webinars for EYFS staff on continuous provision and new to Early Years which pays attention on how to focus on speech in every area of provision.</li> <li>Observations via learning walks to see staff execute the delivery.</li> <li>Monitor children's development in speaking and listening using teacher assessment against development matters and EOY expectations</li> </ul>	<p>Miss May Inclusion team</p> <p>Mrs Emslie English Lead</p>	<ul style="list-style-type: none"> <li>½ termly for interventions</li> <li>Termly- pupil progress meetings.</li> <li>½ termly learning walks and drop in observations.</li> </ul>

<p>F. To support parents with skills for speaking and listening and provide strategies for how they can support at home via courses, training, online. workshops Particular focus on supporting those in all vulnerable groups.</p>	<ul style="list-style-type: none"> <li>Teachers to emphasise need verbally to targeted parents and update on concerns, raising awareness.</li> <li>Share strategies in handouts, newsletter and add to website.</li> <li>Introduced 'Talk' homework across the school- focusing on breath of vocabulary- ie: word aware approach and sentence structure.</li> <li>Share targets for individuals with parents termly.</li> <li>Speech Therapy applied for targeted children and parents involved in feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Varied parental engagement during school closure evidenced through parental discussion, coming back to school survey, well-being phone calls and emails to school.</li> <li>Baseline data compared to March 2020 in CL, W and R</li> </ul>	<ul style="list-style-type: none"> <li>Parent survey and parent conferences – to see if parents need any further support and to see uptake.</li> <li>Sharing of individual targets related to Speech and language where necessary.</li> <li>Individual plans for PP children with termly targets and provision which are shared with parents.</li> <li>Individual EAL case studies to review and continue to develop inclusive practice.</li> </ul>	<p>Miss May Inclusion team</p> <p>Mrs Emslie English Lead</p>	<ul style="list-style-type: none"> <li>Termly Parent conferences</li> <li>PP individual plan reviews</li> <li>ISP Reviews</li> </ul>
<p><u>End of Year Summary</u></p> <ul style="list-style-type: none"> <li>Word Aware implemented in whole school. Training has been given to all staff with additional training given during staff meetings. Word Aware approach has been shared with parents virtually via a recorded presentation.</li> <li>Word Aware has been seen to be being used effectively during Learning Walks, children are able to talk about it and are aware of words. It is still needs to be embedded into writing.</li> <li>PP &amp; EAL case studies approach are written and evaluated termly. These are shared with parents. Some parents still need more support on how to support their children at home.</li> <li>Communication and Language achievement was 82% in EYFS.</li> <li>Welcomm has been purchased for next year in order to support those children with speech and language difficulties. This will enable us to run interventions using specific resources and targets.</li> <li>Colourful semantics intervention implemented in summer 1 and 2 in order to help with sentence structure.</li> <li>Recordable buttons were bought and trialled through the year, to help children verbally compose sentences. Class sets of these have now been purchased for next year.</li> </ul>			<p><b>Total budgeted cost</b></p> <p>Autumn Term</p> <p>Spring Term</p> <p>Summer Term</p> <p><b>Total</b></p>	<p>£260 - Resources</p> <p>£0</p> <p>£993.00 - S+L</p> <p>£1531.50 – Colourful Sem</p> <p>£861.29 - Resources</p> <p>£3385.79 - Total</p> <p>£3645.79</p>	

**B. Closing the gap in READING for those pupils that have not accessed education due to Covid 19.**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>B. Closing the gap in READING for those pupils that have not accessed education due to Covid 19.</p>	<ul style="list-style-type: none"> <li>• Teachers &amp; Teaching Assistants deployed for interventions in the afternoons with a phonics focus.</li> <li>• Purchasing decodable phonics scheme books that correlate with 'Rapid phonics' scheme.</li> <li>• Purchased Rapid Phonics scheme for closing the gap interventions.</li> <li>• Extra individual reads for targeted children throughout each week.</li> <li>• High quality CPD for teachers in reading development</li> <li>• Reading targets identified and shared with parents for each reading band to support target led closing of the gap.</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline data ( Sept 2020) Compared to Sept 19 is lower in Early Years for Communication, and language. Writing baselines for KS1 are lower- further analysis indicates vocabulary development is needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Training to ensure staff have required skills and knowledge.</li> <li>• Frequent intervention for targeted individuals.</li> <li>• CLPE training – Centre for literacy in Primary Education- focus on developing reading and developing a love reading.</li> <li>• Webinars for EYFS staff on continuous provision and new to Early Years which pays attention on how to focus on reading in every area of provision.</li> <li>• ½ Termly Staff meetings and TA meetings focusing on reading and phonics.</li> <li>• Observations via learning walks to see staff execute the delivery.</li> <li>• Monitor children's progress in reading against success criteria for each reading book band and EOY expectations.</li> </ul>	<p>Mrs Emslie English Lead</p>	<ul style="list-style-type: none"> <li>• ½ termly for interventions</li> <li>• Termly- pupil progress meetings.</li> <li>• ½ termly learning walks and drop in observations.</li> </ul>

<p>F. To support parents with reading skills and provide strategies with how they can support at home via courses, training, workshops online. Particular focus on supporting those with English as an Additional Language.</p>	<ul style="list-style-type: none"> <li>• Reading materials sent home.</li> <li>• Reading support workshop PowerPoint on website – signposted to families</li> <li>• Reading target stickers shared with parents</li> <li>• Word Aware focus on curriculum overviews and monthly newsletters</li> <li>• Key words shared with parents at the beginning of each new topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Varied parental engagement during school closure evidenced through parental discussion, coming back to school survey, well-being phone calls and emails to school.</li> <li>• Baseline data compared to March 2020 in CL, W and R</li> </ul>	<ul style="list-style-type: none"> <li>• Parent survey and parent conferences – to see if parents need any further support and to see uptake.</li> <li>• Sharing of individual targets related to reading.</li> <li>• Individual plans for PP children with termly targets and provision which are shared with parents.</li> <li>• Individual EAL case studies to review and continue to develop inclusive practice.</li> </ul>	<p>Mrs Emslie English Lead</p>	<ul style="list-style-type: none"> <li>• Termly Parent conferences</li> <li>• PP individual plan reviews</li> <li>• ISP Reviews</li> </ul>
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<p><u>End of Year Summary</u></p> <ul style="list-style-type: none"> <li>• Rapid phonics interventions took place across the year. Reading outcomes for those that accessed intervention:</li> </ul> <table border="1" data-bbox="114 791 754 863"> <tr> <td>Reading</td> <td>Reception</td> <td>Year 1</td> <td>Year 2</td> </tr> <tr> <td></td> <td>50%</td> <td>68%</td> <td>50%</td> </tr> </table> <ul style="list-style-type: none"> <li>• Reading outcomes for all year groups:</li> </ul> <table border="1" data-bbox="114 895 754 967"> <tr> <td>Reading</td> <td>Reception</td> <td>Year 1</td> <td>Year 2</td> </tr> <tr> <td></td> <td>84%</td> <td>91%</td> <td>87%</td> </tr> </table> <ul style="list-style-type: none"> <li>•</li> <li>• New reading books purchased, focusing on phonics and decodable words – in print and online.</li> <li>• CPD given to all staff on phonics and reading.</li> <li>• Learning walks show staff have a good phonics knowledge. In order to imbed further, staff will have training on differentiate and scaffold.</li> <li>• Phonics results in Year 1 – 90%</li> </ul>	Reading	Reception	Year 1	Year 2		50%	68%	50%	Reading	Reception	Year 1	Year 2		84%	91%	87%	<p><b>Total budgeted cost</b></p> <p>Autumn Term    £3759</p> <p>Spring Term    £1934.84 - Ebooks</p> <p>Summer Term    £1953.00</p> <p><b>Total</b>    £7646.84</p>	
Reading	Reception	Year 1	Year 2															
	50%	68%	50%															
Reading	Reception	Year 1	Year 2															
	84%	91%	87%															

C. Closing the gap in phonics for those pupils that have not accessed education due to Covid 19					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Closing the gap in PHONICS for those pupil that have not accessed education due to Covid 19	<ul style="list-style-type: none"> <li>Teaching Assistants deployed for interventions in the afternoons phonics focus.</li> <li>Purchasing decodable phonics scheme books.</li> <li>Rapid Phonics intervention purchased</li> <li>Implementation across the school of Bug Club, a teaching tool for phonics.</li> <li>Differentiated phonics lessons within class</li> </ul>	<ul style="list-style-type: none"> <li>Baseline data (Oct 2020) showed a high % of children couldn't recognise diagraph blends in words.</li> <li>Baseline data showed gaps blend and decoding in reading.</li> </ul>	<ul style="list-style-type: none"> <li>Training on Bug Club and Rapid Phonics to ensure staff have required skills and knowledge.</li> <li>Frequent intervention for targeted individuals.</li> <li>½ Termly Staff meetings and TA meetings focusing on reading and phonics</li> <li>Learning walks and drop ins to ensure consistent approach across the whole school and quality first teaching.</li> </ul>	<p>Miss May Inclusion team</p> <p>Mrs Emslie English Lead</p>	<ul style="list-style-type: none"> <li>½ termly for interventions</li> <li>Termly- pupil progress meetings.</li> <li>½ termly learning walks and drop in observations.</li> </ul>
F. To support parents with phonics skills and provide strategies with how they can support at home via courses, training, workshops online, videos. Particular focus on supporting those with English as an Additional Language.	<ul style="list-style-type: none"> <li>Phonics materials sent home</li> <li>Phonics support workshop PowerPoint and teaching videos on website – signposted to families</li> <li>Reading meetings with specific focus on phonics</li> </ul>	<ul style="list-style-type: none"> <li>Varied parental engagement during school closure evidenced through parental discussion, coming back to school survey, well-being phone calls and emails to school.</li> <li>Baseline data</li> </ul>	<ul style="list-style-type: none"> <li>Parent survey and parent conferences – to see if parents need any further support and to see uptake.</li> <li>Sharing of individual targets related to phonics.</li> <li>Individual plans for PP children with termly targets and provision which are shared with parents.</li> <li>Individual EAL case studies to review and continue to develop inclusive practice.</li> </ul>	<p>Miss May Inclusion team</p> <p>Mrs Emslie English Lead</p>	<ul style="list-style-type: none"> <li>Termly Parent conferences PP individual plan reviews ISP Reviews</li> </ul>
<u>End of Year Summary</u> <ul style="list-style-type: none"> <li>Phonics interventions implemented and ran during Autumn 2 and Summer Term.</li> <li>Bug Club purchased and implemented across the school for phonics teaching</li> </ul>				<p><b>Total budgeted cost</b></p> <p>Autumn Term</p> <p>Spring Term</p> <p>Summer Term</p>	<p>See Reading costs</p>

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| <ul style="list-style-type: none"><li>• 90% children in Year 1 passed phonics screening. Phonics teaching will continue in Autumn Term to ensure they continue to be able to pass phonics screening.</li><li>• 85% in Year 2 in Phonics Screening. Those that didn't, made progress in terms of how many words they could read.</li><li>• Learning Walks show consistent approach to phonics being taught.</li><li>• Decodable phonic books purchased – in print and online</li><li>• Individual case studies for EAL and PP written termly for setting and evaluating individual targets.</li></ul> |  |  |
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**D. Closing the gap in the development of fine motor skills for those pupils that have not accessed education due to Covid 19.**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Closing the gap in fine motor skills for those pupils that have not accessed education due to Covid 19</p>	<ul style="list-style-type: none"> <li>• Teaching Assistants deployed for interventions in afternoon- fine motor skill development focus</li> <li>• Purchasing of Write From The Start for each year group.</li> <li>• Purchasing of 'tripod grip' pencils, loop scissors, peg boards and fine motor skill resources.</li> <li>• Fine motor activities in continuous provision in EYFS.</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline data ( Sept 2020) Compared to Sept 19 is lower in Early Years for physical development. Writing baselines for KS1 are lower- further analysis indicates fine motor skills and handwriting. need further developing</li> </ul>	<ul style="list-style-type: none"> <li>• Webinars for EYFS staff on continuous provision and new to Early Years which pays attention on how to focus on how to improve fine motor through every area of provision.</li> <li>• Frequent intervention for targeted individuals.</li> <li>• Learning walks</li> <li>• Lesson observations</li> <li>• Evidence in books/observations</li> </ul>	<p>Mrs Emslie English Lead</p> <p>Mrs Wright SENDCO</p>	<ul style="list-style-type: none"> <li>• ½ termly for interventions</li> <li>• Termly- pupil progress meetings.</li> <li>• ½ termly learning walks and drop in observations.</li> </ul>
<p>F. To support parents with fine motor skills development and provide strategies with how they can support at home via courses, training, workshops online, videos.</p>	<ul style="list-style-type: none"> <li>• Fine motor packs sent home.</li> <li>• Fine motor skill support workshop PowerPoint on website – signposted to families</li> <li>• Video for grapheme representations on the school website.</li> </ul>	<ul style="list-style-type: none"> <li>• Varied parental engagement during school closure evidenced through parental discussion, coming back to school survey, well-being phone calls and emails to school.</li> <li>• Baseline data</li> <li>• Letter formation</li> </ul>	<ul style="list-style-type: none"> <li>• Parent survey and parent conferences – to see if parents need any further support and to see uptake.</li> <li>• Sharing of individual targets related to fine motor skill development.</li> <li>• Individual plans for PP children with termly targets and provision which are shared with parents.</li> </ul>	<p>Mrs Wright SENDCO</p>	<ul style="list-style-type: none"> <li>• Termly Parent conferences PP individual plan reviews ISP Reviews</li> </ul>

<p><u>End of Year Summary</u></p> <ul style="list-style-type: none"> <li>• Write from the start purchased and implemented across the school in interventions</li> <li>• Letter join used consistently across the school in handwriting</li> <li>• Fine Motor activities planned for across EYFS</li> <li>• 91% achieved ELG in Moving and Handling in EYFS</li> <li>• Moving forward, there will be a progressive approach to handwriting in line with the new curriculum in EYFS for September.</li> <li>• Throughout parent conferences across the year, where needed, parents were suggested activities to support with fine motor.</li> <li>• Colour Semantics intervention introduced in Summer Term, to focus on sentence structure and writing sentences. Children then had practise of forming letters at the same time.</li> </ul>	<p><b>Total budgeted cost</b></p> <p>Autumn Term</p> <p>Spring Term</p> <p>Summer Term</p>	<p>£558 – TA</p> <p>Books - £70.44</p> <p>£0</p> <p>£1369.50 - Hours</p>
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E. Closing the gap in maths for those pupils that have not access education due to COVID 19

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>E. Closing the gap in maths basic skills for those pupil that have not accessed education due to Covid 19</p>	<ul style="list-style-type: none"> <li>Teaching Assistants deployed for interventions in the afternoons maths focus.</li> <li>Staff training – High quality CPD for EYFS &amp; KS1 staff focusing on addition facts, place value knowledge- number and previously taught calculation strategies.</li> <li>Purchasing of Number Box and additional numicon resources</li> </ul>	<ul style="list-style-type: none"> <li>Baseline data ( Sept 2020) Compared to Sept 19 is lower particularly in number.</li> </ul>	<ul style="list-style-type: none"> <li>Training to ensure staff have required skills and knowledge.</li> <li>Frequent intervention for targeted individuals.</li> <li>Webinars for EYFS staff on continuous provision and new to Early Years which pays attention on how to focus on maths (number) in every area of provision.</li> <li>Maths mastery approach visited frequently.</li> <li>Observations via learning walks to see staff execute the delivery.</li> <li>Monitor children's progress in maths against success criteria- EOY expectations.</li> </ul>	<p>Mrs Reeve Maths Lead Inclusion team</p>	<ul style="list-style-type: none"> <li>½ termly for interventions</li> <li>Termly- pupil progress meetings.</li> </ul> <p>½ termly learning walks and drop in observations.</p>
<p>F. To support parents with maths basic skills and provide strategies with how they can support at home via courses, training, workshops online, videos.</p>	<ul style="list-style-type: none"> <li>Maths support workshop PowerPoint on website – signposted to families</li> <li>Video for how we teach number at school and how to support at home</li> <li>Signposting to the calculation policy and videos for how we teach each part.</li> </ul>	<ul style="list-style-type: none"> <li>Varied parental engagement during school closure evidenced through parental discussion, coming back to school survey, well-being phone calls and emails to school.</li> </ul>	<ul style="list-style-type: none"> <li>Parent survey and parent conferences – to see if parents need any further support and to see uptake.</li> <li>Sharing of individual targets related to maths development.</li> <li>Individual plans for PP children with termly targets and provision which are shared with parents.</li> </ul>	<p>Mrs Reeve Maths Lead Inclusion team</p>	<ul style="list-style-type: none"> <li>Termly Parent conferences PP individual plan reviews ISP Reviews</li> </ul>

<p><u>End of Year Summary</u></p> <ul style="list-style-type: none"> <li>• Number Box interventions used in KS1</li> <li>• Firm Foundations (Numicon) used in Reception</li> <li>• Numicon Online used throughout the school as a teaching tool, more training to be given to all staff in Autumn 2021.</li> <li>• Maths workshop shared with parents in Summer 2, will be reshared with parents in Autumn 2021.</li> <li>• outcomes for those that accessed intervention:</li> </ul> <table border="1" data-bbox="107 331 757 405"> <tr> <td>Maths</td> <td>Reception</td> <td>Year 1</td> <td>Year 2</td> </tr> <tr> <td></td> <td>55%</td> <td>72%</td> <td>42%</td> </tr> </table> <ul style="list-style-type: none"> <li>• Maths Outcomes for Year Groups:</li> </ul> <table border="1" data-bbox="107 437 757 510"> <tr> <td>Maths</td> <td>Reception</td> <td>Year 1</td> <td>Year 2</td> </tr> <tr> <td>•</td> <td>90%</td> <td>85%</td> <td>89%</td> </tr> </table>	Maths	Reception	Year 1	Year 2		55%	72%	42%	Maths	Reception	Year 1	Year 2	•	90%	85%	89%	<p><b>Total budgeted cost</b></p> <p>Autumn Term    £1330  Spring Term    £0  Summer Term    £1953.00</p> <p style="text-align: right;"><b>Total</b>    £3283</p>	
Maths	Reception	Year 1	Year 2															
	55%	72%	42%															
Maths	Reception	Year 1	Year 2															
•	90%	85%	89%															

<p><b>6. Additional detail</b></p>
<p>Please read this closing the gap plan in conjunction with the action plans for reading, phonics, speaking and listening, maths and EAL.</p> <p>Additional resources were purchased in order to be able to deliver remote teaching (eg. Microphones, Screencasitfy licenses) - £333.19  As a result of supporting children's well being, a member of staff has trained as an ELSA. £515</p> <p>Total spent - £16,793.32  Total received: £21360</p> <p>Total not spent: £4566.68 This will be carried to the next academic year, where it will be used on interventions.</p>