

## Dogsthorpe Infant School Recovery Funding Plan 2021-22



### Recovery funding allocation = £13,485

NOV BALANCE = £11,763.87 (Collins order, Ocarinas)

JAN-JULY 2022 = Allocation of £2949 towards cost of additional TA to support delivery of interventions = £8814.87

JUNE-JULY = Allocation of £892.29 for one additional day with supply TA

AUGUST BALANCE = £7922.58

Focus	Budget	Objectives	Actions	Success Criteria	Outcomes/Impact
<b>Reading</b>	£2500  <i>Contribution to purchase of new reading books Oct - Collins book order = £1321.13</i>	To ensure children have access to a range of phonetically decodable books.	Increase range of books at lower reading bands as more children are currently reading at these levels.	Children have access to wider range of books.  Increase the number of children on track to meet EOY expectations due to having books which closely match their Phonics level.	<u><b>EOY 21-22 cohort data:</b></u> EYFS: Comprehension = 67% Word reading = 64%  Year 1 = 46% Year 2 = 49% expected  - Targets were achieved within 5% in EYFS and Y2. The impact of staff and pupil absence is evident in Y1's data. - However, teachers have shared that children have grown in confidence in 1:1 and group reading. - The new books have increased engagement and the enjoyment of reading, especially with LA learners.
<b>Reading</b>	£1500 <i>Free trial 21-22. Sept '22 – quote rec'd = £1800. 1-year subscription purchased for 22-23.</i>  Staffing costs £2949 (1 x TA for 3 days a week)  <i>Rest funded via Covid Catch up funding.</i>	To support children to become confident readers.	Purchase Tutoring with Lightning Squad intervention (free trial for a term).  Ensure children identified for TWLS access 3 sessions per week – additional TA to facilitate this.	Target children enjoyed reading and make accelerated progress.	- 2 x TAs consistently delivered this intervention. One of these TAs also took on the Y1 groups during times of high staff absence in this year group. - Average progress of the children accessing this programme:  <u>Year 1</u> Reading age at the start = 4.5 Reading age at the end = 5.6 Reading age improvement = 1.1  <u>Year 2</u> Reading age at the start = 5.7 Reading age at the end = 6.6 Reading age improvement = 0.9 - Considering the frequency of the intervention was lower than we had planned, we feel good progress has been made.

<b>Music</b>	£400 - ocarinas	To provide a broad and balanced curriculum.  To further develop children's knowledge and appreciation of music through learning to play an instrument.	Purchase ocarinas for all KS1 children for whole class lessons.	All KS1 children have the opportunity to learn to play an instrument.  Children and staff give positive feedback about the music skills learnt and the SHINE values developed (e.g. co-operation, determination etc).	<ul style="list-style-type: none"> <li>- The WCIT sessions were enjoyed by staff and pupils.</li> <li>- A group of Y1 and Y2 pupils attended the Peterborough Music Hub concerts. We were the only KS1 performing in this.</li> <li>- Children also performed at school events. All performances developed children's confidence and co-operation and enabled them to be ambassadors for our school.</li> <li>- Staff have continued to teach ocarinas, demonstrating the impact the WCIT sessions have had on teacher confidence.</li> </ul>
<b>Interventions</b>	Staffing costs £892.29	To provide additional time for reading, fine motor skills and S&L in EYFS and Y1 during Summer 2.	Supply TA in EYFS will work an additional day to release another TA to lead interventions in 2 x classes.	Target children to make progress with identified need (IPM targets, Spotlight targets etc).	<p>EYFS support – The TA completed a number of interventions, including handwriting focusing on correct letter formation, blending and additional reading sessions with those that did not read regularly at home or required additional support. The additional support meant that some of the children who were not quite able to blend then were able to achieve this skill by the end of the year. Therefore, preparing them for the transition to Year 1.</p> <p>Year 1 support – The TA supported a small group of Y1 boys with a focus on basic skills and also some social skills (i.e. turn taking). The TA also supported 'Attention Autism' which enabled this to be done with more children.</p>