



# The Oaktree School

## Recovery / Catch Up funding Impact Report

Summer Term		Reception	Phonics
How many children received your intervention?	How many hours were allocated?	What impact did the intervention have/ what difference did it make?	
13	25 mins x 1 per week for 12 weeks (per class)	<b>RAG Rate and Comment</b> Increasing confident with set 1 sounds – muddles a few. Finds it difficult to write down a word using 'fred' fingers. Increasing confidence with set 1 sounds. Formation of the letters is tricky and cant do this independently. Confident with set 1 sounds – th was the only one that she needed prompting with. Confident with set 1 sounds th was the only one that she needed prompting with. Increasing confidence with set 1 sounds. Finds writing these down tricky. Confident with set 1 sounds. Confident with set 1 sounds. Increasing confidence with set 1 sounds. Finds writing these down tricky. Needs support with digraphs. Knows some set 1 sounds. With support can recognise the picture/sound More confident with set 1 sounds – still muddles some. Unsure when writing these down. Confident with set 1 sounds and is able to blend to read a word. Finds writing digraphs tricky/ More confident with set 1 sounds – still muddles some. Unsure when writing these down. More confident with set 1 sounds – still muddles some. Unsure when writing these down.	
What was the focus of your intervention?			
Week 1	<u>Recognise single sounds masdt</u>		
Week 2	<u>Recognise single sounds ipnogc</u>		
Week 3	<u>Recognise single sounds ubfe</u>		
Week 4	<u>Recognise single sounds lhrjv</u>		
Week 5	<u>Recognise single sounds ywzx</u>		
Week 6	<u>Recognise single sounds sh th chq u ng nk</u>		
(Office use only) what funding allocation was provided for this Intervention?	Was it deemed to be effective – Value for Money?	4 (31%) achieved 8 (62%) made good progress 1 (7%) made little progress	
£788.40 + £507 = £1295.40	Within the intervention all children made progress with 31% achieving target set and 62% making good progress. The child who did not make any progress this term has an EHCP and continued working on these targets with his 1:1 support.		

email: [office@oaktree.surrey.sch.uk](mailto:office@oaktree.surrey.sch.uk)

Website: [www.theoaktreeschool.co.uk](http://www.theoaktreeschool.co.uk)

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Summer Term		Reception	Phonics
How many children received your intervention?	How many hours were allocated?	What impact did the intervention have/ what difference did it make?	
14	30 mins per week for 12 weeks per class	<b>RAG Rate and Comment</b>	
What was the focus of your intervention?		Increasing confidence with sounds. When focused is able to use fred fingers to work out sounds needed to write a word.	
Week 1/2 1. Recognise set 1 sounds 2. Blend sounds 3. Use Fred fingers to write sounds/words: <i>Pat, Sit, Man, Pan</i>		Increasing confidence with sounds. Finds using fred fingers to work out the words and write down tricky.	
Week 3/4 Use Fred fingers to write sounds/words: <i>Tap, Map, Pin, Tip</i>		Confident with set 1 sounds and blending words. Is able to use fred fingers to write down words.	
Week 5/6 1. Recognise set 1 sounds 2. Blend sounds 3. Use Fred fingers to write sounds/words: <i>Dog, cat, sad, up.</i>		Confident with set 1 sounds and blending the words. She is able to use fred fingers to work out the sounds she needs to make the words and can write these down.	
Week 7/8 1. Recognise set 1 sounds 2. Blend sounds 3. Use Fred fingers to write sounds/words: <i>Bat, frog, egg, hat.</i>		Confident with set 1 sounds. Can use fred fingers to work out the sounds he needs to write a word. Sometimes needs some support especially with digraphs.	
Week 9/10 1. Recognise set 1 sounds 2. Blend sounds 3. Use Fred fingers to write sounds/words: <i>Jog, vet, van, yak, wet.</i>		Confident with set 1 sounds. Can use fred fingers to work out the sounds he needs to write a word. Sometimes needs some support.	
Week 11/12 1. Recognise set 1 sounds 2. Blend sounds 3. Use Fred fingers to write sounds/words: <i>Zap, win, yuck, shop.</i>		Increasing confidence with sounds. Sometimes finds writing of the words tricky using fred fingers	
(Office use only) what funding allocation was provided for this Intervention?		Increasing confidence with sounds. Sometimes finds writing of the words tricky using fred fingers.	
Was it deemed to be effective – Value for Money?		Confident with sounds and using fred fingers to write words. Needs more on digraphs and confidence writing these.	
		Confident with sounds. Sometimes finds writing of the words using fred fingers tricky.	
		Increasingly confident with sounds. Not always sure on the sound when using fred fingers e.g. frog - frot	
		Confident with sounds and is able to blend words. Support sometimes needed with digraphs.	
		Increasingly confident with sounds. Finds using fred fingers to write words tricky. Not as confident with digraphs.	
		Confident with sounds. Mostly able to blend and use fred fingers to write words. Sometimes needs support especially with digraphs.	
		2 (14%) achieved	
		12 (86%) made good progress	
		0 (0%) made no progress	

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<b>£760.56</b>	Within the intervention all children made progress with 14% achieving target set and 86% making good progress. This was reflected in the end of year data were 93% achieved their reading ELG and 90% archived their Writing ELG.	
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