



The Oaktree School

Recovery / Catch Up funding Impact Report

Autumn 2 Term		Year 1	Maths
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 per week for 4 weeks = 5 hours in total (per class)	RAG Rate and Comment Counting to 20 forwards but no backwards. Struggling to recognise numbers above 10. Confident with numbers and making progress. Made progress counting to 20 and backwards. Recognised all numbers to 20 on a number line. Can recognise most numbers to 20 and count forwards and back. Can only count in sequence with help. Struggles withy formation. Can sometimes write one more or less. Attendance concerns Can count to 20 but not backwards. Not consistently recognising numbers beyond 10. Not consistently recognising numbers beyond 10. Counting to 20 forwards and backwards. Can recognise numbers 1-20 on number line. Struggling to count from 10-20 but made progress in week 3-4. Increased confidence and progress through weeks.	
What was the focus of your intervention?			
Week 1	Numbers – reading, writing, in different contexts and counting on and back using a number line.		
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
(Office use only) what funding allocation was provided for this Intervention?	Was it deemed to be effective – Value for Money?	3 (24%) achieved 5 (38%) made good progress 5 (38%) made little progress	
£114.37	Throughout the first cycle of Maths catch up interventions children were given targets to support their basic number facts. The majority of children who attended this intervention did not attend school throughout the school closure from March 2020 and were home schooled. Upon returning to school gaps in their number knowledge were evident. Although this intervention shows that only 24% achieved the target 38% of children made good progress. This intervention contributed to the foundations in the children’s number facts that would be continued to be developed through further catch up intervention and universal approach teaching. Mrs Parker knew the children as a Year 1 TA and was familiar with the Maths that they were learning within their daily maths lesson so was able to recall and incorporate daily/weekly learning.		

email: office@oaktree.surrey.sch.uk

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Spring 2 Term		Year 1		Maths
<i>How many children received your intervention?</i>	<i>How many hours were allocated?</i>	<i>What impact did the intervention have/ what difference did it make?</i>		
20	25 mins per week for 4 weeks = 5 hours in total (per class)	RAG Rate and Comment		
<i>What was the focus of your intervention?</i>		1/3 –struggled with numbers above 20		
Week 1	To work with numbers in number range 1 – 10 To recognise numbers and develop a number concept counting all and matching the numeral and counters. To play maths games	2/3 –sometimes needed encouragement to count to 20		
Week 2	To work with numbers in number range 1 – 10 To count in 1's to 20. To count backwards in 1's from 20. To play maths games	2/3 – Secure in counting backwards from 20		
Week 3	To work with numbers in number range 1 – 10 To find partners of 10. To play maths games	3/3 – Secure in recognition of numbers to 20 and could count backwards. Confident when playing maths games.		
Week 4	To work with numbers in number range 1 – 10 To know that when adding the number gets bigger and to take away the number gets smaller. To play maths games	2/3 – Secure in recognition of numbers to 20		
<i>(Office use only) what funding allocation was provided for this Intervention?</i>	<i>Was it deemed to be effective – Value for Money?</i>	1/3 – Lacked confidence		
£114.37	Although the children did not make huge progress with the targets set through this intervention the children on the whole gained in confidence and benefitted from the smaller group teaching, supported by a familiar adult. This continued to support their understanding of basic number facts.	2/3 – Secure in recognition of numbers to 20		
		1/3 – Number recognition and written number very poor.		
		2/3 – Confident member of the group. A positive role model.		
		2/3 – Enthusiastic. Number recognition secure.		
		2/3 – Very quiet but works methodically.		
		2/3 – Confident with numbers to 20.		
		1/3 – Finds it difficult to focus. Needs encouragement to contribute to discussion		
		1/3 – A quiet member of the group. Often distracted.		
		1/3 – A little distracted.		
		1/3 – Enthusiastic		
1/3 – Conscientious				
2/3 – Enthusiastic but often off topic.				
2/3 – Conscientious and methodical				
2/3 - Enthusiastic				
1 (5%) achieved				
11(5538%) made good progress				
8 (40%) made no progress				

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Summer 1 Term		Year 1	Maths
How many children received your intervention? Which year group?	How many hours were allocated?	What impact did the intervention have/ what difference did it make?	
20	25 mins per week for 6 weeks (per class)	RAG Rate and Comment 1/3 – still appears to lack confidence in group sessions. I will sit next to me going forward and try to build on lack of confidence, perhaps also asking to help me with resources 2/3 –is progressing well, number formation is secure and is able to use the resources available to support. 2/3 –has made very good progress, is a methodical worker and is able to count backwards from 30 as well as understanding number bonds to 10. Number formation is also secure. 3/3 – has almost consistently met all targets each week with the exception of number formation. This is still not secure – 2s and 5s 2/3 –is now able to count backwards from 30 and can now recognise 12 and 20. 2/3 –is able to count backwards from 30. 3/3 – Able to count back from 20 and identify one more and one less. Secure in number bonds 1/3 – Number bonds were becoming a little clearer. Still struggling with counting above 10 and number formation. 2/3 – Has understanding of one more and one less. Number bonds to 20 secure 2/3 – Can identify one more but still struggles with the language of one less. Secure in number bonds to 10. 2/3 – Can identify one more but not one less. Secure in number bonds to 10 3/3 – Secure in number bonds to 10. Can identify one more and one less 1/3 – Number bonds and counting back still need attention but can count to 30 with good written number formation. 1/3 – Number bonds, counting forward and back from 30 still require work. 1/3 – Number bonds, counting forward and back from 30 still require work. 2/3 – Needs help to use resources for addition. Can count backwards from 30. 2/3 – Almost there counting back. 3/3 – Very conscientious and engaged. Secure counting back and using resources in addition. 3/3 – Confident counting back and in addition. 2/3 –has made excellent progress in terms of confidence, is always engaged. Numbers to 30 correctly formed. Understood number bonds. Unable to count back.	
What was the focus of your intervention?			
Week 1	Consolidation from Spring Cycle		
Week 2	Children to count to 20 or 30 and create number line. Addition and subtraction		
Week 3	Using physical resources and creating number lines Addition within 20/Subtraction within 20		
Week 4	Number lines up to 30 Finding numbers/Addition within 20 and number bonds		
Week 5	Number lines up to 30 Addition and finding number pairs		
Week 6	Number lines backwards, counting backwards/Addition and subtraction within 20-30.		
(Office use only) what funding allocation was provided for this Intervention?	Was it deemed to be effective – Value for Money?	5 (25%) achieved 10 (50%) made good progress 5 (25%) made no progress	
£137.25	Through the year the children have been working on developing basic number skills within their catch-up interventions and within their Maths lessons. 25% of children achieved the targets set and 50% made good progress. The remaining 25% were children need further support, they are also receive support with additional personal targets through ISPs. The Summer data showed that within Year 1, 80% of children were at ARE.		

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