



# The Oaktree School

## Recovery / Catch Up funding Impact Report

Autumn 2 Term		Year 1	Phonics
How many children received your intervention?	How many hours were allocated?	What impact did the intervention have/ what difference did it make?	
16 chn	25 mins per week for 4 weeks = 5 hours in total (per class)	<b>RAG Rate and Comment</b> Behaviour can be disruptive and 'silly' but wants to please. Struggles with letter formation and outing words into context in verbal sentences Quiet but always on task Strong member of group but needs to develop focus and attention on her own work Attendance Struggles with phonetic awareness verbally and when writing Letter formation requires more work Strong member in group Attentive but reserved Loses focus quickly but benefitted from small group work Enthusiastic and engaged Worked hard Hesitant but made progress and joined in more week on week Quiet but focussed Encouraged peers Rarely able to maintain focus or on task. Needed additional reminders	
What was the focus of your intervention?		<b>0 (0%) achieved</b> <b>10 (63%) made good progress</b> <b>6 (37%) made little progress</b>	
Week 1 m, a, s, d, t Week 2 i, n, p, g, o Week 3 c, k, u, b Week 4 f, e, l, h, sh, r	Was it deemed to be effective – Value for Money?		
(Office use only) what funding allocation was provided for this Intervention?			
£114.37	Although no children achieved the target in Phonics, 63% of children did not make good progress. These children gained in confidence and benefitted from the smaller group teaching, supported by a familiar adult. 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 phonic knowledge were evident and this intervention contributed to building on children's phonological awareness and phonic skills.		

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Spring 2 Term		Year 1	Phonics
How many children received your intervention?	How many hours were allocated?	What impact did the intervention have/ what difference did it make?	
21 chn	25 mins per week for 4 weeks = 5 hours in total per class)	<b>RAG Rate and Comment</b>	
What was the focus of your intervention?		1/3 – grew in confidence over the 4 weeks and by week 4 was able to join in phonics games sensibly. Often needs encouragement to attempt sounds in front of the group. If unsure will often become silly or angry.	
<b>Week 1</b>	<b>Set 2 sounds</b> <ul style="list-style-type: none"> <li>Re-cap the set 1 sounds</li> <li>Read set 2 sounds, ‘ay, ee, igh, ow, oo, oo’.</li> <li>To spot the above sounds within words</li> </ul>	2/3 - initially quite disruptive (not listening, calling out, not turn taking). However, tried best as the weeks have gone on and is much improved in this area. blending improved over the weeks	
<b>Week 2</b>	<b>Set 2 Sounds</b> <ul style="list-style-type: none"> <li>Read set 2 sounds from week 1,</li> <li>Read/recognise set 2 sounds ‘ar, or’</li> <li>To write words containing ‘ar, or’ and spot these sounds within words</li> </ul>	2/3 – quiet member of the group but grew in confidence, very slow and methodical in phonics but has made good progress.	
<b>Week 3</b>	<b>Set 2 Sounds</b> <ul style="list-style-type: none"> <li>Re-cap set 2 sounds ‘ar, or’</li> <li>Read/Recognise set 2 sounds ‘air, ir’</li> <li>To write words containing ‘air, ir’ and spot these sounds within words</li> </ul>	3/3 – has made progress week on week. blending is secure for those words with sounds in Set 2 and has good recognition of Tricky words.	
<b>Week 4</b>	<b>Set 2 sounds</b> <ul style="list-style-type: none"> <li>Re-cap set 2 sounds ‘air, ir’</li> <li>Read/recognise set 2 sounds ‘ou, oy’</li> <li>To write words containing ‘ou, oy’ and spot these sounds within words</li> </ul>	2/3 – often very distracted but blending and recognition of tricky words has improved.	
		2/3 – A quiet member of the group, has grown in confidence and recognition of Set 2 sounds is improving.	
		2/3 – seems to thrive on encouragement from other group members, phonics work is improving.	
		2/3 – The most confident member of the group in terms of his knowledge of Set 2 sounds but blending continues to need work1	
		1/3 – Is often encouraged by peers but not secure in most Set 2 sounds2	
		2/3 – Confident with most Set 2 sounds and able to blend confidently	
		2/3 – Becoming more confident with Set 2	
		1/3 – Increasing slowly in confidence	
		1/3 – Continues to need picture prompts for sound recognition	
		2/3 – Increased in confidence in Set 2 sounds but sound blending is slow – only attended one session	
		1/3 – has consistently been distracted in group sessions and is only able to focus on task for a minute or two at a time. is however, very enthusiastic when he focuses.	
		1/3 – still lacks confidence with phonics and is not consistently secure in Set 2 sounds.	

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<p><i>(Office use only) what funding allocation was provided for this Intervention?</i></p>	<p><i>Was it deemed to be effective – Value for Money?</i></p>	<p>1/3 – needs encouragement. When prompted can recognise Set 2 sounds but has struggled with “ir” so we have used repetition and phonics games to try to consolidate.</p> <p>2/3 – is a very quiet member of the group and works hard, always willing to have a go. I would predict that will grow in confidence and show improvement next term.</p> <p>2/3 – Although a little disruptive, likes to take part in conversations about the week’s sounds and will always attempt sentences containing the sounds.</p> <p>2/3 – Very consistent – has made improvements week on week.</p> <p>2/3 – Has improved week on week.</p> <p>1 (5%) achieved</p> <p>12 (57%) made good progress</p> <p>8 (38%) made no progress</p>
<p><b>£114.37</b></p>	<p>62% of children achieved or made good progress towards set targets this cycle. This continued to build on their phonics knowledge.</p>	

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Summer 1 Term		Year 1	Phonics
<i>How many children received your intervention? Which year group?</i>	<i>How many hours were allocated?</i>	<i>What impact did the intervention have/ what difference did it make?</i>	
<b>18 chn</b>	<b>25 mins x 2 per week for 6 weeks per class</b>	<b>RAG Rate and Comment</b>	
<i>What was the focus of your intervention?</i>			
<b>Week 1</b>	Consolidation of Spring 2 Interventions	2/3– is secure in Set 2 sounds but not Set 3 as yet. Has become increasingly confident with blending sounds.	
<b>Week 2</b>	Recap sounds and ascertain which sounds are unsure. Play phonics games. Revise (I, me, my, was, you, they, go) Sound out words containing and build oo, oa, ow	1/3 – has improved week on week. We will continue to work on Set 2 and spelling house words using precision teaching in Summer 2.	
<b>Week 3</b>	Continue building on set 2/3 phonics sounds and learn to sound out cvcc words. Eg Bump, nest, belt, milk etc (have, like, some, come, little, said) Sound out words containing and build ay ai ee ea and aw Play phonics games	2/3 – is secure in Set 2 sounds.	
<b>Week 4</b>	Continue building on Set 2/3 phonics sounds and learn cvcc words. Blend carefully teaching the children how to blend. (skate, flip, trod, crack, tree etc) and, was, she, all, they, her) Play phonics games Sound out words containing ew, ow and ow, and bl, fl, cl, sl, fr, etc and build	2/3 – phonological awareness has improved greatly, is always confident and engaged. Tricky words need attention.	
<b>Week 5</b>	Continue consolidating Set 2/3 sounds (smile, swim, street, fleet.) (He, do, love, no, to, be, we) Play phonics games Sound out words containing ir, ur, er, ar and or and build	2/3 – has made excellent progress this half term, is becoming more vocal in the group and increasingly contributing to the group discussion.	
<b>Week 6</b>	Continue consolidating Set 2/3 sounds (drove, drive, s (He, do, love, no, to, be, we) Play phonics games Sound out words containing split vowel diagraphs and build	1/3 – is not secure in all Set 2 sounds or spelling house words.	
		2/3 - made good progress in the last couple of weeks, has a short attention span but once focussed is engaged and can make valuable contributions to the session.	
		1/3 – was much less distracted in the last group session. I will sit next to me going forward to try to keep on track.	
		2/3 – blending improved in Weeks 5 and 6.	
		2/3 – is a very quiet member of the group, is making steady progress with blending and in confidence.	
		2/3 – has made good progress. Often impulsive but in the main, can self-correct and will always tries best.	
		2/3 – is a very confident member of the group, blending and recognition of Set 3 sounds is fairly secure.	
		1/3 – lacks confidence and as a result can be “mischievous” during sessions. When given encouragement though is able to focus, always needs lots of encouragement from adults and peers. Not yet secure in Set 2 sounds.	
		2/3 – Always keen to please. A little talkative but enthusiastic and has made good progress. Confident with Set 2 sounds.	
		2/3 – Quiet but always methodical, likes to help others and I feel this in turn helps with confidence. Confident with most Set 2 sounds.	
		3/3 – Enthusiastic and attentive. Has made excellent progress and likes to help peers. Able to recognise most Set 3 sounds.	
		2/3 – has grown in confidence since the beginning of term and is making steady progress.	
		2/3 –often distracted but when focussed works well in the group, using picture cards to help recognise the sounds. Is confident with Set 2 sounds.	

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<i>(Office use only) what funding allocation was provided for this Intervention?</i>	<i>Was it deemed to be effective – Value for Money?</i>	<b>1 (5%) achieved</b> <b>13 (73%) made good progress</b> <b>4 (22%) made no progress</b>
<b>£137.25 + £661.80 = £799.05</b>	78% of children achieved or made good progress towards set targets this cycle. This continued to build on their phonics knowledge.	

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Summer 2 Term		Year 1	Phonics
How many children received your intervention? Which year group?		What impact did the intervention have/ what difference did it make?	
How many hours were allocated?		<b>RAG Rate and Comment</b>	
19 chn		25 mins x 2 per week for 6 weeks per class	
		What was the focus of your intervention?	
<b>Week 1</b>	Recap Set 2 Sounds identify any gaps. Assess "oi" and "ea" from Summer 1	1/3 - seemed to make a marked improvement in the third session, was enthusiastic and keen to give sentence ideas, used sound buttons to help with blending.	
<b>Week 2</b>	Set 2 flash cards, Set 3 sound 'ur'	2/3 – secure in all Set 2 sounds and made good progress in Set 3.	
<b>Week 3</b>	Set 2 flash cards, Set 3 sound 'oa'	2/3 – although a quieter member of the group, can articulate sentences but struggles with writing them.	
<b>Week 4</b>	Set 2 flash cards, Set 3 sound 'aw'	3/3 – is able to write sentences independently and has had good recognition of all Set 3 sounds so far.	
<b>Week 5</b>	Set 2 flash cards, Set 3 sound 'er'	2/3 – blending is improving and has been confident in recognition of Set 3 sounds we have covered.	
<b>Week 6</b>	Set 2 flash cards, Set 3 flashcards Focus on split vowel digraphs	2/3 – is confident with the Set 3 sounds we have covered, enjoys helping peers.	
		3/3 – continues to be the most enthusiastic member of the group, verbal phonics skills have improved greatly and is secure in the Set 3 sounds we have covered. Sentence writing needs work in terms of structure and spelling.	
		1/3 – continued to struggle in the first 2 sessions but showed a marked improvement in blending in the final session.	
		2/3 – sentence writing has improved, confidence is boosted when working in a small group.	
		2/3 – blending has improved but is still not secure with Set 3 sounds.	
		2/3 – recognition of Set 3 sounds is minimal but is slowly increasing in confidence.	
		2/3 – has been a confident member of the group and enjoys helping peers, is able to self-correct when makes an error.	
		1/3 – continues to be distracted and finds it hard to concentrate, is not secure in the sounds we covered this term.	
		2/3 – Secure in Set 1 and 2 sounds, loses focus easily though and can be quite chatty with other group members.	
		2/3 – has struggled to verbally give sentence examples but during last session level of concentration and blending seemed to have improved.	
		3/3 – although very shy, is very considered in approach and is consistent and had started to put hand up during sessions.	

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<p><b>£137.25 + £667.80 = £799.05</b></p>	<p>Throughout the year the children have made steady progress through small interventions by a well-known adult. 78% of children made good progress and the end of year Phonics check results reflected this. Phonics continues to be an area of development across the school. The 3 (22%) chn who made no progress at the end of this cycle have additional needs or low attendance effected their progress. 83% of children achieved ARE in Reading during June data assessments.</p>	

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