



The Oaktree School

Recovery / Catch Up funding Impact Report

Spring 2 Term		Year 2	Maths
How many children received your intervention?	How many hours were allocated?	What impact did the intervention have/ what difference did it make?	
22 chn	20 mins x 2 per week for 4 week per class	RAG Rate and Comment	
What was the focus of your intervention?		very confident written and mental. Very quick and independent.	
Week 1	Number bonds within 10	initially he usually does too much talking about what he knows rather than listen to the method we are learning but as the session proceeds he grasps it and can show good mental and written work.	
Week 2	Number bonds within 20	shows understanding of concepts but needs to practise quicker mental recall to help her accuracy of calculation.	
Week 3	Number bonds crossing 10	lacks confidence and needs to learn quicker mental recall to help calculations. Beginning to understand pattern of adding 10 means the ones number doesn't change.	
Week 4	Counting forwards and backwards in ten from any number	very confident mental recall of number bonds to 10. Some errors with bonds to 20 and couldn't always spot his written errors. Usually makes errors at beginning of session but then grasps concept by end.;	
(Office use only) what funding allocation was provided for this Intervention?	Was it deemed to be effective – Value for Money?	Excellent mental recall which improves his accuracy and fluency.	
£123.20	82% of children achieved or made good progress throughout this intervention. The children gained in confidence as they attended the intervention within a small group and with a familiar adult.	has bursts of accurate mental and written work but occasionally makes errors which he can't always spot.	
		initially a little hesitant at mental recall of number facts but her confidence is improving each session leading to greater accuracy.	
		Mental recall of number bonds almost secure, not consistent with bonds to 20. Can follow method of bridging 10 but could not show independent working or understand reasoning behind learning this concept. Could use 100 square to calculate adding or subtracting 10 but not consistently mentally.	
		Mental recall of number bonds to 10 accurate. Written work a little slow – struggles with correct place value of teen numbers. Frequently makes wild guesses. Not confident with adding or subtracting 10.	
		Has difficulty organising himself, written work untidy and frequently drops/loses equipment. Mental recall of number bonds improving every session but he loses focus easily and seems to be 'elsewhere'.	
		Really struggles with all concepts in maths but small steps are being made and she is feeling much more confident in her own abilities. She has large gaps in her learning so tackling yr 2 concepts are demanding.	
		Shows good mental recall of number bonds and can add/subtract 10 from any number	
		Has been included in these groups to give him extra exposure to maths concepts. Although he struggles to show understanding he is able to follow instructions. His responses are very slow so mental maths needs constant attention and revisiting.	

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		<p>Becoming more confident and showing good mental recall. Improving in explaining what we are learning.</p> <p>Very confident and shows quick mental recall and understanding of all concepts.</p> <p>Is almost green but occasionally shows hesitancy in understanding. Needs a little more practice to be secure.</p> <p>Shows gaps in his knowledge but he is very close to being amber. Can see signs of Improvement</p> <p>shows understanding but occasionally takes a little longer to feel confident and show consistency</p> <p>Mental recall is improving and is always keen to explain what we are learning</p> <p>shows bursts of accurate calculation but also makes wild errors sometimes.</p> <p>lacks confidence initially but usually grasps concept half way through and produces accurate work</p> <p>4 (18%) achieved</p> <p>14 (64%) made good progress</p> <p>4 (18%) made little progress</p>
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Summer Term		Year 2	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>	
22 chn	20 mins x 2 per week for 10 weeks per class	RAG Rate and Comment	
<i>What was the focus of your intervention?</i>		has exactly the same number of 3/3 as 2/3 but I feel now shows a much greater understanding and confidence in number work. Just occasionally makes wild guesses.	
Week 1-2	To quickly bridge 10.	Has a stumbling block of teen numbers but otherwise shows a fairly consistent understanding of number facts. Needs frequent prompting and affirmation of work to keep on track	
Week 3-4	To use knowledge of bridging 10 to add a one digit number to a two digit number.	is very close to being green but loses focus easily and constantly looks tired. mental recall is good and can usually work out which calculation should use.	
Week 5-6	To use knowledge of bridging 10 to subtract a one digit number from a two digit number.	has made huge strides in understanding of number facts but has a lot of catching up to do still. occasionally has 'lightbulb' moments but needs much more practice and consolidation	
Week 7-8	To multiply using 2, 5 and 10.	is definitely the most confident and independent member of the group. can make silly mistakes through rushing before thinking what actually needs to work out.	
Week 9-10	To quickly and accurately divide by sharing and grouping.	Can very slowly follow basic instructions to use a particular method but cannot undertake any activity independently. constantly looks for assistance and confirmation that what is doing is correct before can continue.	
Week 11-12	To quickly and accurately divide by 2, 5 and 10.	shows a great understanding of all the concepts we have been learning. has a tendency to make minor errors when counting which results in incorrect solutions.	
<i>(Office use only) what funding allocation was provided for this Intervention?</i>	<i>Was it deemed to be effective – Value for Money?</i>	is the most confident member of the group. always grasps the concept we are learning and shows great knowledge of mental and written number facts.	
£308	<p>8 (36%) achieved 12 (55%) made good progress 2 (9%) made no progress</p> <p>91% of children met or made good progress within this intervention. They continued to work on building their basic number skills and gained in confidence within a small group. At the end of the year 77% of children reached ARE in Maths.</p>	initially lacks confidence with each new concept and as a quiet member of the group, needs careful monitoring. In the last few weeks has shown a very good understanding of the concepts and displays good mental and written number work.	
		is initially very keen to talk rather than listen so makes errors but when has settled shows good understanding of concepts and has good mental recall. Occasionally makes wild guesses.	
		is quietly confident – occasionally makes errors in procedure but can self-correct.	
		confidence has increased hugely and is close to being green, is occasionally hesitant at the beginning of a new concept but when has grasped it is confident and is keen to show others how to work out problems.	
		varies between making wild guesses to showing a sound understanding of number facts, shows enthusiasm when the lightbulb goes on.	
		lacks confidence but actually shows a good understanding of mental calculations and can follow methods well.	

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		Always confident and able to understand all concepts. Excellent mental number fact knowledge shows fluent and accurate calculations
		Likes to come to group full of beans and chat so struggles to listen to initial explanation, hence makes errors. Once has calmed down and focussed shows good understanding of number facts and can follow methods. does transpose tens and ones when writing calculations.
		Is very close to being green. Mental number fact knowledge is improving which is helping written calculations. tends to think about problems very carefully before tackling them which slows down but knowledge is good.
		Frequently looks blank when questioned to explain how to calculate problems. This appears to just be a lack of confidence as with practice shows a good understanding and can undertake calculations independently, just a bit slower than the others.
		Is almost green but it takes a little more practice to show complete understanding. makes occasional minor errors but has a good understanding of mental fact knowledge which helps written calculations
		very confident with mental number fact knowledge – always one of the first to grasp the concept and work out the relevant calculations
		Rapid mental number fact knowledge and accurate written calculations
		Confident mental maths knowledge which leads to fluency and accuracy of calculations

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