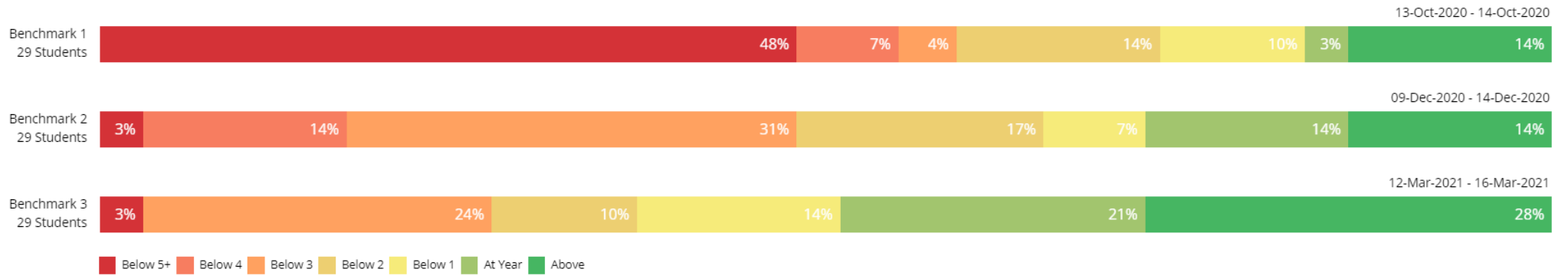


Academic Year: 2020/21	Total fund allocated: £16800	Date Updated: 15/6/2021	
Key indicator: Poor comprehension level in Year 6			Amount of Allocation:
Targeted children:			£4030
Intent	Implementation	Monitoring	Baseline Assessment
To improve the comprehension level of Year 6 children.	Use of Reading Plus programme at home as part of weekly homework. Minimum of 30mins per week. Each child using for 60 to 90 minutes per week within school.	Weekly monitoring of children accessing at home – contacting parents through Dojo and Seesaw in order to encourage. Groups to use as a part of the guided reading cycle in class. Minimum of two sessions per week. Extra sessions giving to children falling back or who are unable to access at home.	1 – 1.5
To improve the reading fluency levels of Year 6 children.			2 - 1.5
Improve the vocabulary skills of the Year 6 children			3 - 1.5
			4 - 1.5
			5 – 1.5
			6 - 3.4
			7 – 2.4
Impact Autumn 2	Impact Spring	Impact Summer	Target by End of Year
1 – 3.0 (+1.5)	1 – 3.6 (+ 2.1)	1 – 4.1 (+2.6)	1 – 4.0
2 - 2.7 (+1.2)	2 – 3.5 (+2.0)	2 – 4.0 (+2.5)	2 - 4.0
3 - 2.6 (+1.1)	3 – 3.9 (+2.4)	3 – 4.0 (+2.5)	3 – 4.0
4 - 2.9 (+1.4)	4 – 3.0 (+1.5)	4 – 4.0 (+2.5)	4 - 3.4
5 – 3.2 (+1.7)	5 – 3.6 (+2.1)	5 – 4.0 (+2.5)	5 – 4.0
6 - 3.2 (-0.2)	6 – 3.6 (+0.2)	6 – 4.0 (+0.6)	6 – 5.3
7 – 3.0 (+0.6)	7 – 4.7 (+2.3)	7 – 5.0 (+2.6)	7 – 4.9
Impact : June 2021			
All target children have met and, in many cases, exceeded their predicted target (these targets were predicted by Reading Plus). This shows in their reading fluency, their ability to comprehend and their knowledge of vocabulary, which has all improved. Reading rates (words per minute) have increased for this group, meaning that they are gaining in word recognition skills and are no longer having to rely on blending and segmenting, their reading is able to flow which gives increased ability to understand. With increased fluency comes increase comprehension skills as the children can read text fluently and not stuck on the mechanics of word decoding but are better able to understand the context and the language used. The other children in class have also benefitted from this programme, enable them to increase their reading fluency and understanding. With this overall increase in reading skill, the children have been able to enjoy higher-level books during our reading for pleasure time, and some children, who may be found reading difficult, and didn't see themselves as a "good reader", have been able to see their own progress and strived to get even better. Data below shows the impact in more detail especially comparing benchmark 1 to benchmark 3.			

Whole Class Bench Mark Score



Catch-Up Funding Group

