

Academic Year: 2021 – 2022 Autumn A	Total fund allocated: £ (autumn term)	Date Updated: 21.10.2021	
<b>Key Area 2: Raising attainment in maths and phonics in KS1 to ensure no gaps when the children move to KS2</b>			Percentage of total allocation: %
<b>Intent</b>	<b>Implement</b>	<b>Impact</b>	
<b>Year 2 - Reading</b> To ensure all children have progressed at least two reading sets	LB to deliver reading intervention (including phase 3 phonics tricky words). 4 groups of 3 children 20 minutes per session Weekly (11:00am - 12:00am) for 6 weeks <u>Focus on:</u> Phonics (blending for reading) Fluency for understanding. Inference	78% of the targeted children have progressed at least two reading sets	Supply @£180/day
<b>Year 2 - Phonics</b> To ensure at least 80% of children are secure in 8 of the 10 newly taught sounds	LB to deliver phonic intervention (phase 3). 3 groups of 3 children 20 minutes per session Weekly (9:30am – 11:00am) for 6 weeks <u>Focus on:</u> Segmenting for spelling Blending for reading	81% are secure in more than 70% of the previously unknown sounds.	
<b>TOTAL:</b>			<b>£1080.00</b>
<b>IMPACT:</b> <b>Reading</b> <ul style="list-style-type: none"> <li>78% of the targeted children have progressed at least two reading sets.</li> <li>3 children made at least 3 sets progress and no longer require reading intervention</li> </ul> <b>Phonics</b> <ul style="list-style-type: none"> <li>81% are secure in more than 70% of the previously unknown sounds.</li> <li>Children with full attendance made more progress and are now secure with at least four new sounds</li> </ul>			

Phonics intervention to target children who are not yet secure in 22 of the latter phase 5 sounds based upon assessments made in September 2021 and November 2021

Child	Pre-intervention Sounds secure (out of 22)	Post-intervention Sounds secure (out of 22)	New sounds secure
A	11 (50%)	16 (73%)	5 (+23%)
B*	8 (36%)	11 (50%)	3 (14%)
C	8 (36%)	14 (64%)	6 (+28%)
D	15 (68%)	19 (86%)	4 (+18%)
E**	19 (86%)	21 (95%)	2 (+9%)
F	13 (59%)	22 (100%)	9 (+41%)
G	15 (68%)	19 (86%)	4 (+18%)
H	15 (68%)	20 (91%)	5 (+23%)
I	13 (59%)	17 (77%)	4 (+18%)
J	13 (59%)	18 (82%)	5 (+23%)
K	10 (45%)	16 (73%)	6 (+28%)

\*Child B absent for 2 sessions    \*\*Child E already assessed as secure with the majority of sounds but lacked fluency when blending/reading so entered the intervention programme to build fluency when reading phase 5 sounds.

Reading intervention targeting accelerated progress through the reading books

Child	Start of intervention	End of Intervention
A	Set 7	Set9
B*	Set 8	Set 9
C	Set7	Set10
D	Set8	Set11
E	Set8	Set11
F	Set8	Set10
G**	Set8	Set9
H	Set9	Set12
I	Set8	Set10

\*Child B and \*\*child G did not make expected progress due to limited opportunities to consolidate reading at home.