

CVP9	MATHS Year 3/4 - times tables learning & place value for children not confident mathematicians (11) s	Catch-up, post/pre teach as planned for by extra teacher following/preceding a maths lesson.	Oct	One to one and small group tuition	Targeted Support	KS2	11	Sandwell numeracy assessment	Review was due in Feb. School closure made this irrelevant.	Pre-Post teaching ongoing with class teacher and TA.	As CVP1		Aut 2 - focus on Year 4 time tables 2 groups having 3 sessions a week. Using TT Rock start tests. Year 3 - 6 MAPs preteaching for place value.																								
CVP10	MATHS Middle Year 5/6 - variety of arithmetic gaps across both classes - (22 children identified as not working at expected level for start of yr 5/6)	Extra teacher needed to assess & deliver 1-1/small group catch up sessions for children with arithmetic gaps	Oct	One to one and small group tuition		KS2	22	In house arithmetic tests/quizzes - classroom formative assessment	Review was due in Feb. School closure made this irrelevant.	Focus on times tables Nov-Dec. Restarted in March with classteacher focussed on arithmetic.	As CVP1		Year 6 times tables 2 groups 4x a week. TT Rock start tests.																								
CVP11	READING Higher Year 5/6 Reading - GD and EX children not reading 'deeply' into texts and struggling to answer questions on inference as well as issues with reading accuracy and fluency with more complicated texts (11) - also having an impact on solving maths problems	Inference training materials - to be delivered as needed on a 1-1/small group basis - assessed and planned for by extra-teacher	Oct	One to one and small group tuition		KS2	11	Past SATs papers	Review was due in Feb. School closure made this irrelevant.	Started Nov - Dec focussed on inference. Restarted in March with classteacher.	As CVP1		Aut 2 - 6 x MAPs work on gog numeric 2 or 3 sessions a week.																								
CVP12	WRITING Year 5/6 Writing - stamina of writing/sentence structure - children across Year 5/6 have done little/no physical writing during 6 months and need developing this skill again	Short, frequent and specific writing interventions based on needs of small group - delivered and planned for by extra-teacher	Oct	One to one and small group tuition		KS2	27	Formative in class assessment - No More Marking moderation	Review was due in Feb. School closure made this irrelevant.	EGPS focussed work with small groups from March,	As CVP1																										
CVP13	Transition into EYFS class - many children have not been in nursery for 6+months - large gaps in children entering school - social, emotional and educational	Extra member of staff - support current team - 32 in class some high need children - additional adult to allow small group work on core EYFS curriculum	Oct	Transition support		EYFS	32	Baseline assessment				1 x full time TA until Christmas @ £1500 a month	Update 1.12.2020 Could not recruit for post. New plan - extended hours of 1 part time TA and redeployed another TA from in school to be the 4th adult in class. EBK covers the additional hours for longer period beyond Xmas as the needs in class have not improved as hoped.																								
CVP14	PHONICS Early readers - more group phonic texts to support CVP1, CVP4, CVP5 - enabling children to take reading books home after reading sessions in school	Small group sets of books (6 in each) - from reading book band Lilac-Yellow - to support for the whole school year	Oct	Supporting great teaching		All Primary	60	As CVP1.4 and 5 plus in class formative assessments		Purchased Nov 21, focus on very early readers.		Buying of about 500 books																									
TOTAL												21,620	Funding spent as planned.	0	0%																						
ALLOCATION												10,800																									
Percentage Allocated												200%																									

MAY 2021 UPDATE - Please insert a brief comment here -

There are no carried over funds from the Coppice Valley plan. The majority of funding went into additional staff employed throughout the closure. During school closure, the staff carried on with their interventions when working in school, as far as possible if children were in school or virtually as far as they could.