

PPG COVID Funding Statement 2021-22

WESTBRIDGE ACADEMY

Amount allocated to Academy: £12,325

ASSESSMENT INTELLIGENCE

Internal, summative and diagnostic testing indicates that the greatest need is the attainment of our disadvantaged pupils in Phonics, Reading and Maths in Y2; and Reading and Maths in Y6.

Reading assessments are carried out every 6 weeks to track the progress of individual pupils, and to tailor subsequent teaching to better suit their needs.

Formative Maths assessments take place in Maths Meetings and lessons, alongside summative termly assessments. All of this data is triangulated to evaluate the impact of prior interventions and teaching, and then to adjust planning for future lessons.

In **Y6**, **58%** of the cohort are disadvantaged, and of these disadvantaged pupils, **73%** require additional, tailored interventions to attain in line with the national expectation in Reading and Maths.

In **Y2**, **53%** of the cohort are disadvantaged, and of these disadvantaged pupils, **80%** require additional, tailored interventions to attain in line with the national expectation in Reading and Maths.

SUPPORT RATIONALE

We will use the additional funding to provide additional staffing resources to deliver high-quality interventions in Phonics, Reading and Maths.

Booster classes will run before school three mornings a week for four different groups in Y6. The lessons will be planned in collaboration with SLT and the Y6 teacher, with systematic assessments to evaluate progress being made.

Y2 booster will take place after school twice a week in four separate groupings so teaching is tailored to target gaps in learning, based on in-school assessment.

Extra interventions using research-validated programmes, such as SFA's Tutoring with the Lightning Squad will happen five days a week for all identified pupils in Y2 and Y6 who have specific phonics gaps. These strategies to improve disadvantaged pupils' attainment will be measurable due to the ongoing systematic phonics, reading and arithmetic testing.

REQUESTED RESOURCES

Y2 and Y6 teachers released to plan booster lessons and prepare associated resources based on prior assessment data.

Some of the funds will be utilised so that the additional school adults can lead booster classes both before and after school as well.

Additional class cover will also be needed so that year group leaders can deliver CPD for staff who will lead booster session and afternoon interventions.

OUTCOME MEASURES

The impact of the funding will be evaluated by comparing progress and attainment data of the pupils involved in the additional learning sessions. Clear improvements should be seen on Phonics Assessment Checks in Y2, Reading Comprehension tests in Y2 and Y6, increased Words per Minute/Fluency scores in English lessons, and raw scores in Arithmetic tests in Y2 and Y6.

We have a target of 75% of disadvantaged pupils in Y2 to meet expected standards in Reading and Maths.

In Y6 we have a target of 80% of disadvantaged pupils meeting the expected standard in Reading and Maths.

Evaluation – July 2022

Against the outcome measures what impact has the funding had