**Covid UNIVERSAL CATCH UP FUNDING STRATEGY** 2020 - 2021

This funding is for schools to use on specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the **Education Endowment Foundation (EEF)** has published a [coronavirus (COVID-19) support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

Suggestions…

* Possible Teaching and TA additional hours above those already budgeted for 2020 2021.
* Staff Training for Personal Development to support curriculum planning.
* Focused training on effective use of technology.
* Training and Support to organisational and logistical aspects of school life.
* Pupil Assessments – materials and time to enable Teachers to assess pupil’s wellbeing and learning needs.
* Curriculum Resources and Subscriptions.
* Transition Support to support pupils into school – dedicated transition events either remote or face to face.
* Targeted one to one support or small group tuition.
* Intervention programmes – one to one or small groups
* Investment in technology, either providing pupils with devices or improving facilities available in school.

**Useful links**

[Gov guidance Catch up premium](https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium)

[The EEF guide to supporting school planning-A tiered approach to 2020-21.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf)

[EEF support guide](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1)

[EEF Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/)

[EEF Assessing and monitoring pupil progress](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/)

[EEF Remote Learning Evidence Review](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf)

**Section 1: Contextual information**

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| School | Kehelland Village School | Total pupil number | 87 | Total catch up funding | £ 7000 |
| Identified priorities for catch up (summarised from SDP) | Reason for selection of priority (summarised from SDP) |
|  |  |
| A | Focus will be given to the development of the performance virtues of resilience, grit, determination, perseverance, motivation, confidence and optimism.  | Pupils with resilience concerns prior to lock down to be targeted for start of day support and additional Character Education support. Learning focused on resilience and performance virtues with supportive metacognition and memory support to build learning power in individuals. EEF metacognition. |
| B | To raise standards in **Year 3 –** focus on access to curriculum through Reading / Writing and Memory skills | 71% of cohort on track for reading and writing – but Core group of pupils with LPA have been identified with low literacy skills compare to cohort group. 29% needing phonic intervention and exception word support |
| C | **Year 2** pupils will be supported to learn phonic sound missed in spring and summer term 2020 in preparation for **Phonic** assessment in Autumn 2020 | 54% of pupils have returned on Track for Phonics in Autumn 2020.Very low uptake of Year 1 provision in summer 2020 with only 2 pupils returning - 1 under vulnerable status.No access to class teacher within the return – due to mixed age groupings.Pupils new to year group to have 121 support within Class 1 provision – EHE and SEND in prior learning.Curriculum adaptations to support Language/literacy needs. |
| D | We will support all pupils in **Reception Cohort** to transition effectively into school. | 9/14 pupils have had very limited interaction with school2/14 parents have not undertaken pre-school visit and hold very limited knowledge of schoolThe cohort has \*\* /14 on PPG register is proportionally higher than all other cohorts at intakeOnly 3/14 had any nursey provision in summer term 2020 |
| E | ALL Not ARE **YEAR 6** pupils will access targeted catch up intervention  | Identified key pupils remain behind ARE Curriculum coverage in lockdown was not full and so KS2 coverage has been compromised. Year 5 content needs to be taught prior to building on depth Feedback from lockdown work has identified content to be taught and catch up groups needed |

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| **Priority A** | Focus will be given to the development of the performance virtues | **TOTAL COST** | £280 |
| **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| Desired outcomes *(success criteria)* | Action (by whom) | Reason for choice *e.g EEF Supporting great teaching**EEF Targeted support**EEF Wider strategies* | Quality assurance of delivery | Cost  | Progress Review 1Date: 03.11.2020 | Progress Review 2Date: 08.12.2020 | Final evaluation *(against success criteria)*Date:  |
| Reduction in number of anxiety related work interruptions for focus pupils | Reallocation of existing work force to support Virtues specialist TA to undertake focused intervention on study skills related virtues  | *EEF Targeted support**EEF Wider strategies* | Monitoring by SLT and Class teacher observation feedbackPupil voice | 3x30 min pw =£280 | Weekly feedback reports analysed by SLTPSED tracking PSHE tracking  | SLT in class observation Gather pupil voice |  |
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**Section 2: Detailed planning, review and evaluation**

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| **Priority B** | To raise standards in Reading and Writing in **Year 3** | **TOTAL COST** | **£ 3500** |
| **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| Desired outcomes *(success criteria)* | Action (by whom) | Reason for choice *e.g EEF Supporting great teaching**EEF Targeted support**EEF Wider strategies* | Quality assurance of delivery | Cost  | Progress Review 1Date: 10.11.2020 | Progress Review 2Date: 01.12.2020 | Final evaluation *(against success criteria* Date: 15.12.2020 |
| % of pupils on track for Reading will have improved | Employ specialist HLTA as additional intervention support to class until Christmas – Reading Group | *EEF Targeted support* | Monitoring and fortnightly from SLT including feedback and pupil progress reporting  | 1350 | Pupil progress report  | Pupil progress report SLT report |  |
| % children still needing phonic intervention group will reduce | Employ sessional TA to reduce class size and support group intervention work daily with teacher. | *EEF Supporting great teaching* | Monitoring and fortnightly from SLT including feedback and pupil progress reporting | 1xSC hpw£1000 | Intervention progress reporting Coverage review from class se*ssions*  | Intervention progress reporting Coverage review from class sessions |  |
| Pupils will increase recall of known strategies to support reading and writing | Employ specialist HLTA as additional intervention support to class until Christmas – memory skills group | *EEF Targeted support* | Monitoring and fortnightly from SLT including feedback and pupil progress reporting | 3x TA session£1000  | Intervention progress reporting  | Intervention progress reporting  |  |

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| **Priority C** | **Year 2 preparation for Phonic assessment in Autumn 2020** | **TOTAL COST** | **£ 2700** |
| **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| Desired outcomes *(success criteria)* | Action (by whom) | Reason for choice *e.g EEF Supporting great teaching**EEF Targeted support**EEF Wider strategies* | Quality assurance of delivery | Cost  | Progress Review 1Date:  | Progress Review 2Date:  | Final evaluation *(against success criteria* Date:  |
| % of pupils on track in reading  | Deploy HLTA as additional intervention support to class until Christmas – Reading Group | *EEF Targeted support* | Monitoring and fortnightly from SLT including feedback and pupil progress reporting  | 1350 | Pupil progress report  | Pupil progress report SLT report |  |
| Support 75% of pupils to pass Phonic screening test in Autumn 2020 | Deploy HLTA to support class foundation subject teaching to release teacher to support specific Phonic needs in class 2 pupils | *EEF Supporting great teaching* | Monitoring and fortnightly from SLT including feedback and pupil progress reporting | 1350 | Intervention progress reporting Coverage review from class se*ssions* | Intervention progress reporting Coverage review from class se*ssions* |  |

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| **Priority D** | **Reception Cohort** - transition | **TOTAL COST** | **£900** |
| **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| Desired outcomes *(success criteria)* | Action (by whom) | Reason for choice *e.g EEF Supporting great teaching**EEF Targeted support**EEF Wider strategies* | Quality assurance of delivery | Cost  | Progress Review 1Date: 17.11.2020 | Progress Review 2Date: SHIP visit  | Final evaluation *(against success criteria* Date:  |
| 100% of PPG pupils gain ELG | HLTA support class teaching to enable Teacher led focused support for all PPG pupils in identified areas of PSED  | *EEF Supporting great teaching* | SHIP partners focus Autumn 2020 | PPG costed  | Coverage review from class se*ssions**PSED data outcomes from baseline* |  |  |
| 100% of pupils have targeted PSED support for emerging needs  | HLTA support class teaching to enable Teacher led focused support for all pupils in identified areas of PSED | *EEF Supporting great teaching* | Review of specific planning and PSED outcome data  | £900 |  |  |  |

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| **Priority E** | **PLA pupils in Year 6 have targeted intervention**  | **TOTAL COST** | **£900** |
| **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| Desired outcomes *(success criteria)* | Action (by whom) | Reason for choice *e.g EEF Supporting great teaching**EEF Targeted support**EEF Wider strategies* | Quality assurance of delivery | Cost  | Progress Review 1Date: 17.11.2020 | Progress Review 2Date: SHIP visit  | Final evaluation *(against success criteria* Date:  |
| 38% of year 6 pupils(PLA) are back on track for ARE Maths  | Maths lead employment for 1xhour per week to pre teach identified group | *EEF Targeted Support*  | ARE test outcomes  | £ | Coverage review from class se*ssions**Maths data outcomes*  |  |  |
| 38% of year 6 pupils(PLA) are back on track for ARE reading – focus on comprehension | HLTA support class teaching to enable Teacher led focused support for all pupils in identified areas of reading  | *EEF Supporting great teaching* | Review of specific planning and intervention outcome data  | £900 | Test outcomes – past paper  |  |  |

**Intervention planning, review and evaluation** 2020 – 2021 **INDIVIDUAL INTERVENTION FRAME**

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| **OVERVIEW** |
| **Covid catch Up Funding PRIORITY**  | ***A*** | **Description from strategy** | Development of performance virtues |
| **Desired outcome (success criteria)** | **Action (by whom)** | **Reason for choice** | **Quality assurance of delivery** |
| Reduction in number of anxiety related work interruptions for focus pupils | Cover for existing work force to support Virtues specialist TA to undertake focused intervention on study skills related virtues**Joanna Harvey** **Bev Bevington** | *EEF Targeted support* | Monitoring by SLT and Class teacher observation feedbackPupil voice |

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| **PLANNING** |
| **Description of individual intervention**  | **Practical arrangements** *e.g timings, number of sessions, dates* | **Staff** |
| 30 minute Virtues focus group to support pupils with identified barriers to school to practice reflection and development of performance virtues – character strength | One session per afternoon – Bubble supportiveWB: 02.11.2020Withdrawal group – in hall (Bubble space – or library if day of use)1 x session per group per week Bubble 1 – MondayBubble 3 – WednesdayBubble 2 – Thursday  | Miss Bev 3 x 30 min sessions 15 min write up and report  |
| **Pupil names** | **Year group**  | **Relevant historical data** | **Additional info** |
| **xx** | 1 | Non attending Year R provision in Summer 2020Limited work in lockdown Communication and friendship limited |  |
| **xx** | 1 | Anxious pupil with communication anxiety - justification Supportive to group  | PPG service  |
| **xx** | 1 | Non attending Year R provision in Summer 2020Improving communication - Anxious sibling  | PPG |
| **xx** | 2 | Joiner – New to character Virtues  | SEND  |
| **xx** | 2 | Joiner – New to character Virtues Anxiety in morning separation from Mum Complicated school/ homelifeCPOMS  | EHE – rejoin PPG |
|  |  |  |  |
| **xx** | 3 | Anxious separation from MumKey worker provision in school - overly concerned by Covid/ Death medical issues  | SEND MABLE |
| **xx** | 3 | CAFCAS Anxiety and emotional on separation from MumCPOMS2nd family work exceptional work No work from Mum |  |
| **xx** | 3 | LPA Communication clarityLacks confidence Limited work in lock down |  |
| **xx****Left 09.11.2020** | 3 | No lockdown workVIST | PPG |
| **xx** | 3 | No lockdown work | ASD?PPG |
| **xx** | 3 | CommunicationMedical concerns Supportive to group  |  |
|  |  |  |  |
| **xx** | 5 | Communication need EHCPSocial communication  | SEND PPG |
| **xx** | 5 | Social communicationLockdown reported depression Attended Keyworker under vulnerable statusRecent parental breakup |  |
| **xx** | 4 | Social communication need Highly anxious  |  |
| **xx** | 5 | Joiner – New to character Virtues Complicated school/ home lifeCPOMS | PPGEHE/ Returner  |
| **xx** | 5 | Limited work in lockdown Friendship loss at start of year  |  |
| **xx** | 5 | Joiner to schoolSocially awkwardExtended absence due to family shielding  | PPG |

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| **REVIEW and EVALUATION** |
|  | **Review 1****Date:** | **Review 2****Date:** | **Final evaluation against desired outcomes (success criteria in overview section)****Date:** |
| **Planned Assessment approach** | Pupil voiceQualitative data PSED tracking PSHE tracking | SLT in class observation Gather pupil voice |  |
| **Result** |  |  |  |

**Intervention planning, review and evaluation** 2020 – 2021 **INDIVIDUAL INTERVENTION FRAME**

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| **OVERVIEW** |
| **Covid catch Up Funding PRIORITY**  | ***B*** | **Description from strategy** | To raise standards in Reading and Writing in **Year 3** |
| **Desired outcome (success criteria)** | **Action (by whom)** | **Reason for choice** | **Quality assurance of delivery** |
| % of pupils on track for Reading will have improved | Deploy TA as additional intervention support to class until Christmas – Reading Group | 71% of cohort on track for reading and writing – but Core group of pupils with LPA have been identified with low literacy skills compare to cohort group.  | Monitoring and fortnightly from SLT including feedback and pupil progress reporting |

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| **PLANNING** |
| **Description of individual intervention**  | **Practical arrangements** *e.g timings, number of sessions, dates* | **Staff** |
| Toe by Toe | Daily session for pupilsBev BevingtonHall space 9.00 - 9.30 | **Class TA to support either group or teaching to enable teacher to take group** |
| **Pupil names** | **Year group**  | **Relevant historical data** | **Additional info** |
| **xx** | 3 | LPA EP investigation re Dyslexia |  |
| **xx** | 3 | LPA lack of  |  |
| **xx** | 3 | LPA |  |

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| **REVIEW and EVALUATION** |
|  | **Review 1****Date:** | **Review 2****Date:** | **Final evaluation against desired outcomes (success criteria in overview section)****Date:** |
| **Planned Assessment approach** |  |  |  |
| **Result** |  |  |  |

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| **OVERVIEW** |
| **Covid catch Up Funding PRIORITY**  | ***B*** | **Description from strategy** | To raise standards in Reading and Writing in **Year 3** |
| **Desired outcome (success criteria)** | **Action (by whom)** | **Reason for choice** | **Quality assurance of delivery** |
| % of pupils on track for Reading will have improved | Deploy TA as additional intervention support to class until Christmas – Reading Group | 71% of cohort on track for reading and writing – but Core group of pupils with LPA have been identified with low literacy skills compare to cohort group.  | Monitoring and fortnightly from SLT including feedback and pupil progress reporting |

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| **PLANNING** |
| **Description of individual intervention**  | **Practical arrangements** *e.g timings, number of sessions, dates* | **Staff** |
| Lexia | Daily session for pupilsBev BevingtonHall space 9.00 - 9.30 | **Class TA to support either group or teaching to enable teacher to take group** |
| **Pupil names** | **Year group**  | **Relevant historical data** | **Additional info** |
| **xx** | 3 | Lack of Lockdown engagement  |  |
| **xx** | 3 | LPA |  |
| **xx** | 3 | LPA |  |
| **xx** | 3 | Lack of Lockdown reading  | PP |
| **xx** | 3 | Limited Lockdown – shared care  |  |
| **xx** | 3 | No lockdown learning  |  |

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| **REVIEW and EVALUATION** |
|  | **Review 1****Date:** | **Review 2****Date:** | **Final evaluation against desired outcomes (success criteria in overview section)****Date:** |
| **Planned Assessment approach** |  |  |  |
| **Result** |  |  |  |

**Intervention planning, review and evaluation** 2020 – 2021 **INDIVIDUAL INTERVENTION FRAME**

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| **OVERVIEW** |
| **Covid catch Up Funding PRIORITY**  | ***B*** | **Description from strategy** | To raise standards in Reading and Writing in **Year 3** |
| **Desired outcome (success criteria)** | **Action (by whom)** | **Reason for choice** | **Quality assurance of delivery** |
| % of pupils on track for Reading will have improved | Deploy TA as additional intervention support to class until Christmas – Reading Group | 71% of cohort on track for reading and writing – but Core group of pupils with LPA have been identified with low literacy skills compare to cohort group.  | Monitoring and fortnightly from SLT including feedback and pupil progress reporting |

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| **PLANNING** |
| **Description of individual intervention**  | **Practical arrangements** *e.g timings, number of sessions, dates* | **Staff** |
| Handwriting intervention | Daily session for pupilsBev BevingtonHall space 9.00 - 9.30 | **Class TA to support either group or teaching to enable teacher to take group** |
| **Pupil names** | **Year group**  | **Relevant historical data** | **Additional info** |
| **xx** | 3 | LPA |  |
| **xx** | 3 | LPA EP investigation re Dyslexia |  |
| **xx** | 3 | Shared care lack of whole engagement  |  |

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| **REVIEW and EVALUATION** |
|  | **Review 1****Date:** | **Review 2****Date:** | **Final evaluation against desired outcomes (success criteria in overview section)****Date:** |
| **Planned Assessment approach** |  |  |  |
| **Result** |  |  |  |

**Intervention planning, review and evaluation** 2020 – 2021 **INDIVIDUAL INTERVENTION FRAME**

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| **OVERVIEW** |
| **Covid catch Up Funding PRIORITY**  | ***B*** | **Description from strategy** | To raise standards in Reading and Writing in **Year 3** |
| **Desired outcome (success criteria)** | **Action (by whom)** | **Reason for choice** | **Quality assurance of delivery** |
| % children still needing phonic intervention group will reduce | Employ sessional TA to reduce class size and support group intervention work daily with teacher.**Joanna Harvey** | 29% needing phonic intervention and exception word support | Monitoring and fortnightly from SLT including feedback and pupil progress reporting |

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| **PLANNING** |
| **Description of individual intervention**  | **Practical arrangements** *e.g timings, number of sessions, dates* | **Staff** |
| Daily phonic and reading strategy intervention group | 15 minutes daily to support ongoing reading strategy development HLTA to support class while teacher withdraws groupQuick fire Phonic session to recap digraphs and digraphs – focus on application on reading and identification in topic words to support reading and spelling | Helen Arnold HLAT Kyra Orchard Teacher  |
| **Pupil names** | **Year group**  | **Relevant historical data** | **Additional info** |
| **xx** | 3 | No Lockdown engagement with readingOver reliance of phonics on non-decodable wordsNo other reading strategies in use | Vist CPOMS  |
| **xx** | 3 | PLAGood lockdown engagementMemory skills  |  |
| **xx** | 3 | PLA Good Lock down engagement - Key worker attendance every dayReturn data not reflective of past ability  | Visual impairment  |
| **xx** | 3 | No Lockdown engagement with readingGood Common exception knowledge at year 1 Not good at year 2 – See entry data Over reliance of phonics on non-decodable wordsNo other reading strategies in use | SEND  |
| **xx** | 3 | PLA ASDNo lockdown work Lacks year 2 foundation knowledge |  |

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| **REVIEW and EVALUATION** |
|  | **Review 1****Date:** | **Review 2****Date:** | **Final evaluation against desired outcomes (success criteria in overview section)****Date:** |
| **Planned Assessment approach** |  |  |  |
| **Result** |  |  |  |

**Intervention planning, review and evaluation** 2020 – 2021 **INDIVIDUAL INTERVENTION FRAME**

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| **OVERVIEW** |
| **Covid catch Up Funding PRIORITY**  | ***B*** | **Description from strategy** | To raise standards in Reading and Writing in **Year 3** |
| **Desired outcome (success criteria)** | **Action (by whom)** | **Reason for choice** | **Quality assurance of delivery** |
| Pupils will increase recall of known strategies to support reading and writing | Provide targeted support for pupils from SLT to give additional intervention support to class until Christmas – memory skills group | *EEF Targeted support* | Monitoring and fortnightly from SLT including feedback and pupil progress reporting |

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| **PLANNING** |
| **Description of individual intervention**  | **Practical arrangements** *e.g timings, number of sessions, dates* | **Staff** |
| Memory Skills  | 2 x weekly games focused session to support memory skills | HA |
| **Pupil names** | **Year group**  | **Relevant historical data** | **Additional info** |
| **xx** | 3 | Inconsistent data and engagement  |  |
| **xx** | 3 | PLAGood lockdown engagementMemory skills |  |
| **xx** | 3 | No Lockdown engagement with readingGood Common exception knowledge at year 1 Not good at year 2 – See entry data Over reliance of phonics on non-decodable wordsNo other reading strategies in use | Under EP |
| **xx** | 3 | PLA Good Lock down engagement - Key worker attendance every dayReturn data not reflective of past ability | Visual impairment  |
| **xx** | 3 | PLA ASDNo lockdown work Lacks year 2 foundation knowledge | ? ASD |
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| **REVIEW and EVALUATION** |
|  | **Review 1****Date:** | **Review 2****Date:** | **Final evaluation against desired outcomes (success criteria in overview section)****Date:** |
| **Planned Assessment approach** |  |  |  |
| **Result** |  |  |  |

**Intervention planning, review and evaluation** 2020 – 2021 **INDIVIDUAL INTERVENTION FRAME**

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| **OVERVIEW** |
| **Covid catch Up Funding PRIORITY**  | ***C*** | **Description from strategy** | **Year 2 preparation for Phonic assessment in Autumn 2020** |
| **Desired outcome (success criteria)** | **Action (by whom)** | **Reason for choice** | **Quality assurance of delivery** |
| % of pupils on track in reading | Deploy HLTA as additional intervention support to class until Christmas – Reading Group | *EEF Targeted support* | Monitoring and fortnightly from SLT including feedback and pupil progress reporting |

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| **PLANNING** |
| **Description of individual intervention**  | **Practical arrangements** *e.g timings, number of sessions, dates* | **Staff** |
| Daily phonic and reading strategy intervention group | 15 minutes daily to support ongoing reading strategy development HLTA to support class while teacher withdraws groupQuick fire Phonic session to recap digraphs and digraphs – focus on application on reading and identification in topic words to support reading and spelling | Helen Arnold HLAT Kyra Orchard Teacher |
| **Pupil names** | **Year group**  | **Relevant historical data** | **Additional info** |
| **xx** | 2 | No Lockdown engagement with readingGood Common exception knowledge at year 1Over reliance of phonics on non-decodable wordsNo other reading strategies in use | SEND |
| **xx** | 2 | PLAGood lockdown engagementMemory skills |  |
| **xx** | 2 | Good Lock down engagement Return data not reflective of past ability  |  |

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| **REVIEW and EVALUATION** |
|  | **Review 1****Date:** | **Review 2****Date:** | **Final evaluation against desired outcomes (success criteria in overview section)****Date:** |
| **Planned Assessment approach** |  |  |  |
| **Result** |  |  |  |

**Intervention planning, review and evaluation** 2020 – 2021 **INDIVIDUAL INTERVENTION FRAME**

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| **OVERVIEW** |
| **Covid catch Up Funding PRIORITY**  | ***C*** | **Description from strategy** | **Year 2 preparation for Phonic assessment in Autumn 2020** |
| **Desired outcome (success criteria)** | **Action (by whom)** | **Reason for choice** | **Quality assurance of delivery** |
| Support 75% of pupils to pass Phonic screening test in Autumn 2020 | Deploy HLTA to support class foundation subject teaching to release teacher to support specific Phonic needs in class 2 pupils | *EEF Supporting great teaching* | Monitoring and fortnightly from SLT including feedback and pupil progress reporting |

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| **PLANNING** |
| **Description of individual intervention**  | **Practical arrangements** *e.g timings, number of sessions, dates* | **Staff** |
| Daily Phonic input with all identified pupils to support phoneme recall and relearn forgotten soundsReteach the silly word strategies to support test awareness | 10 minutes each dayJust before Munch task or at start of afternoon sessionDaily sessions from start of 2nd half term to test date | Class 2 TA  |
| **Pupil names** | **Year group**  | **Relevant historical data** | **Additional info** |
| **xx** | 3 | No Lockdown engagement with readingGood Common exception knowledge at year 1Over reliance of phonics on non-decodable wordsNo other reading strategies in use |  |
| **xx** | 3 | PLAGood lockdown engagementMemory skills |  |
| **xx** | 3 | Good Lock down engagement Return data not reflective of past ability |  |

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| **REVIEW and EVALUATION** |
|  | **Review 1****Date:** | **Review 2****Date:** | **Final evaluation against desired outcomes (success criteria in overview section)****Date:** |
| **Planned Assessment approach** |  |  |  |
| **Result** |  |  |  |

**Intervention planning, review and evaluation** 2020 – 2021 **INDIVIDUAL INTERVENTION FRAME**

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| **OVERVIEW** |
| **Covid catch Up Funding PRIORITY**  | ***D*** | **Description from strategy** | *Secure and supportive transition for Reception Cohort* |
| **Desired outcome (success criteria)** | **Action (by whom)** | **Reason for choice** | **Quality assurance of delivery** |
| *100% of Pupils have targeted PSED support for emerging needs*  | *HLTA supports class teaching to enable Teacher led focused support for all PPG/ Service pupils in identified area or PSED**Marion Davies**HLTA**TA* | *A higher than normal number of children are below EYFS P in baseline assessment*  | *EYFS lead to report back to EYFS Governor**HUB moderation of assessment*  |

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| **PLANNING** |
| **Description of individual intervention**  | **Practical arrangements** *e.g timings, number of sessions, dates* | **Staff** |
| Sentence building groups  | Once weekly – Flexible groups to support emerging needs | Marion Davies |
| **Pupil names** | **Year group**  | **Relevant historical data** | **Additional info** |
| **xx** | R | PPs |  |
| **xx** | R | PP |  |
| **xx** | R | PP |  |

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| --- |
| **REVIEW and EVALUATION** |
|  | **Review 1****Date:** | **Review 2****Date:** | **Final evaluation against desired outcomes (success criteria in overview section)****Date:** |
| **Planned Assessment approach** |  |  |  |
| **Result** |  |  |  |

**Intervention planning, review and evaluation** 2020 – 2021 **INDIVIDUAL INTERVENTION FRAME**

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| --- |
| **OVERVIEW** |
| **Covid catch Up Funding PRIORITY**  | ***D*** | **Description from strategy** | *Secure and supportive transition for Reception Cohort* |
| **Desired outcome (success criteria)** | **Action (by whom)** | **Reason for choice** | **Quality assurance of delivery** |
| *100% of PP Pupils gain ELG* | *Marion Davies**HLTA**TA* | *A higher than normal number of children are below EYFS P in baseline assessment*  | *EYFS lead to report back to EYFS Governor**HUB moderation of assessment*  |

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| **PLANNING** |
| **Description of individual intervention**  | **Practical arrangements** *e.g timings, number of sessions, dates* | **Staff** |
| Book talk sessions  | Once weekly | Marion Davies |
| **Pupil names** | **Year group**  | **Relevant historical data** | **Additional info** |
| **xx** | R | PPs |  |
| **xx** | R | PP |  |
| **Xx** | R | PP |  |

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| **REVIEW and EVALUATION** |
|  | **Review 1****Date:** | **Review 2****Date:** | **Final evaluation against desired outcomes (success criteria in overview section)****Date:** |
| **Planned Assessment approach** |  |  |  |
| **Result** |  |  |  |

**Intervention planning, review and evaluation** 2020 – 2021 **INDIVIDUAL INTERVENTION FRAME**

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| **OVERVIEW** |
| **Covid catch Up Funding PRIORITY**  | ***E*** | **Description from strategy** | *Y6 SATs support and Literacy catch up* |
| **Desired outcome (success criteria)** | **Action (by whom)** | **Reason for choice** | **Quality assurance of delivery** |
| % of children to achieve ARE to improve | *1 hour weekly intervention sessions* | **EEF Targeted support** | *Weekly Informal assessments using Test Base and termly assessments using past papers and NFER?* |

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| **PLANNING** |
| **Description of individual intervention**  | **Practical arrangements** *e.g timings, number of sessions, dates* | **Staff** |
| SPAG and Reading comprehension skills lessons. Use CGP 10 minute tests weekly to identify gaps. Use sound training and Test Base materials to target specific identified need. | I hour per week | Mrs Polglase |
| **Pupil names** | **Year group**  | **Relevant historical data** | **Additional info** |
| **xx** | 6 | Below ARE in Literacy with a particular weakness in spelling. Stayed in Class Two for Y4. Additional TA support in Y5 and Rapid Reading intervention. |  |
| **xx** | 6 | Below ARE in Literacy with a particular weakness in spelling.Stayed in Class Two for Y4. Additional support in Y5 and Rapid Reading intervention. |  |
| **xx** | 6 |  Handwriting/Presentation – Additional TA support. |  |

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| **REVIEW and EVALUATION** |
|  | **Review 1****Date:** | **Review 2****Date:** | **Final evaluation against desired outcomes (success criteria in overview section)****Date:** |
| **Planned Assessment approach** |  |  |  |
| **Result** |  |  |  |