

Coronavirus (COVID-19) catch- up premium



School: Bowerhill Primary School

No	Chosen action / approach	What is the rationale for this choice? (evidence base and link to SDP)	How will you ensure it is implemented well?	Intended impact on which groups	When will you review implementation? (timescale + duration)
1	<p>To buy in new phonics scheme, resources, and associated reading scheme.</p>	<p>Changing phonics scheme from RWI to letters and sounds.</p> <p>RWI not letting year 1 teach reading and writing to a high enough standard.</p> <p>Can't teach RWI as it should be taught as classes can't mix due to Covid.</p>	<p>Phonics lead to roll out Letters and Sounds.</p> <p>Purchase books ready to go home.</p> <p>Regular assessment at the end of each phase and at each data point.</p> <p>Discussed in Progress Meetings.</p>	<p>All Reception children</p> <p>All year 1 children</p> <p>Year 2 children that won't pass the phonics screener in Nov 2020.</p>	<p>This will be reviewed by phonics lead termly and SLT at each data point.</p>
2	<p>To employ a teacher one day a week to boost Y1 and Y2 reading.</p> <p>7 months Dec – June inclusive.</p>	<p>Children (especially disadvantaged children) are currently behind with their reading due to Covid lockdown. This is stopping them from accessing the Y1 and Y2 curriculum.</p>	<p>Known teacher.</p> <p>Quality first teaching 1:1 or small targeted groups to ensure reading targets are met and they can access the curriculum.</p> <p>Clear focussed planning and learning outcomes linked to curriculum areas- rehearsing skill or revisiting taught skills Directed by the class Teacher</p>	<p>Y1 and Y2 disadvantaged children and converter children.</p> <p>These children have all been identified and are evident in 100 day plan and action plans</p>	<p>Book scrutinies</p> <p>Data drops</p> <p>Lesson obs</p> <p>Y2 – practice SATs/Head start reading tests</p> <p>Y1 – Phonics practice screeners and end of phase phonic assessments</p>

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			-Use of 100 day plan and assessment trackers to ensure progress		
3	Cover by TAs for 2x year 6 teachers to be released from class one afternoon a week to give individual children feedback and next steps on work (EEF Feedback +8 months)	Y6 to hit targets of RWM combined and to meet at least national writing ARE%. Disadvantaged children a priority.	-Clear focussed planning and learning outcomes linked to curriculum areas- rehearsing skill or revisiting taught skills -Use of 100 day plan and assessment trackers to ensure progress	Year 6 converters – those that achieved ARE in KS1. Disadvantaged children who are converters.	Book scrutinies Data drops Intervention obs 100 day plan monitoring
4	TA needed in order to be able to deliver oral language intervention (EFF 5+ months) for Reception. Need this before able to write (on SDP) Accepted on to NELI speech intervention programme. 20 weeks	In order for reception children being able to write they need good speech. EEF recommends an oral language programme which we have been accepted on with training and resources fully funded.	SENCO and EYFS lead to attend training to ensure they understand the programme and are able to offer support to the TAs that will be running it. Regular observations of TA delivering programme by EYFS lead/SENCO. Advice given.	EYFS children who meet criteria for oral language intervention	Termly Discussed at SLT meetings Pupil Progress meetings