

# Coronavirus (COVID-19) catch- up premium



School: Forest & Sandridge

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	Release of teacher from classroom for one afternoon per week to give 1:1 feedback to children on areas to improve, focus on	Bespoke and specific guidance and support is crucial to be able to make rapid progress. There is insufficient time to be able to this to a high quality. Links to Aims 1,2,3 of SDP	<ul style="list-style-type: none"> <li>- Observe 1:1 sessions</li> <li>- Teachers record main points of advice/teaching and monitor</li> </ul>	<p>All Y6 with focus on those not on track to make expected progress from KS1 starting points.</p> <p>Specific focuses identified which prevent EXS or GDS.</p> <p>Improvements seen in application ref above areas</p>	<p>3 weekly as part of Y6 team meeting.</p> <p>3 weekly at PLT meetings</p>
2	1:1 or small group after school tutoring	Children have been identified as having gaps or increased gaps since return from lockdown. In order for them to catch up, close these gaps without losing current year's learning time, additional and bespoke teaching is required	<ul style="list-style-type: none"> <li>- Scrutinise planning</li> <li>- Observe 1:1/group sessions</li> <li>- Assessment/review with class teacher to establish impact in class of focused learning</li> <li>- Use of the 100DP and assessment</li> </ul>	Identified children who have gaps identified in their learning. These will be grouped (within bubbles) so that small groups who have same gaps can work together.	3 weekly at team meetings. PLs to feedback 3 weekly at PLT
3	Training an additional ELSA to enable there to be 1 per phase.	There is a big increase in children requiring ELSA support following lockdown and insufficient ELSA support to be able to meet these needs. These children need	<ul style="list-style-type: none"> <li>- Monitor progress of training</li> <li>- Provide supervision on fortnightly basis with SENCO and other ELSAs</li> </ul>	Children identified as diagnosed or undiagnosed SEMH following lockdown	Fortnightly supervision meetings with SENCO as well as liaison with class teachers during team meetings to ascertain impact in class.

		opportunities to be able to talk through their difficulties in order for them to be able to access learning.	<p>to review cases and progress</p> <ul style="list-style-type: none"> <li>- Liaise with class teachers to ascertain impact of work on learning and attitudes to learning</li> </ul>		
4	Appointing an additional HLTA internally to enable there to be 1 per phase to	There will be less leadership time available to carry out PP and other intervention when this is needed due to headteacher secondment. Adding another HLTA to the team will enable them to be able to carry out intervention and release teachers more readily to do the same.	<ul style="list-style-type: none"> <li>- Interview internal applicants and arrange secondment</li> <li>- Allocate an HLTA to each phase</li> <li>- Incorporate interventions and cover as required systematically into timetables</li> <li>- Close liaison with class teachers and regular review to ascertain impact</li> </ul>	All those requiring intervention as a result of gaps across the school. Children identified by class teachers and prioritised.	3 weekly at team meetings. PLs to feedback 3 weekly at PLT
5	Purchase of Rising Stars reading online	The purchase of the reading resource will allow all children the opportunity to read scheme books appropriate to their phonics knowledge whether we are at school or teaching remotely. Staff will be able to listen to the children regularly and this will inform future planning and interventions.	<ul style="list-style-type: none"> <li>- Monitor the use of the resource and ensure books are allocated appropriately for the children.</li> <li>- Teachers to record when reading is taking place with individuals.</li> <li>- Y1 and Y2 phonics outcomes continue to improve at data points.</li> </ul>	<p>All children in EYFS and KS1 will have access to the resource.</p> <p>Children will continue to practise their reading using materials matched to their phonics.</p>	<p>Reviewed termly. SL to monitor the use of the reading materials and the impact on children's outcomes.</p> <p>Termly data analysis of reading data and phonics will be carried out and the impact will be monitored.</p>

<p>6</p>	<p>Speech &amp; Language intervention in EYFS</p>	<p>A number of children have needed speech &amp; language intervention on entry to FS2 due to the impact of Lockdown in 2020. WellComm Primary toolkits enable you to quickly and easily identify children needing speech and language support, which can make a crucial difference to their confidence and attainment.</p> <p>Assessments are to be carried out and intervention planned using the toolkits and the 'Big Book of Ideas'.</p> <p>A video to support parents is also included within the pack. Activities can be done at home and school therefore they are able to continue during remote learning.</p>	<ul style="list-style-type: none"> <li>- Assessments are carried out and intervention planned according to the results of the assessment and reports.</li> <li>- SENCO to monitor the impact of interventions.</li> </ul>	<p>Groups of children in EYFS will access speech &amp; language intervention which will support their communication &amp; language.</p> <p>Children to undertake the assessment and intervention will be those that are identified as on track as emerging in EYFS.</p>	<p>Tapestry will be used to track observations in communication &amp; language.</p> <p>SENCO to review the data and assessments for the children undertaking the intervention 3 weekly alongside the 100DP.</p>
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7	Train staff and implement the Thrive approach across the school	There is an increase in children requiring SEMH support following lockdown and current provision is not meeting these needs. Thrive provides staff who work with children the knowledge, skills and tools to optimise social and emotional development, focusing on the relationship with the child	<ul style="list-style-type: none"> <li>- Monitor progress of training</li> <li>- Provide supervision on fortnightly basis with SENCO and other trained Thrive practitioners to review cases and progress</li> <li>- Liaise with class teachers to ascertain impact of work on learning and attitudes to learning</li> </ul>	<p>Children identified as diagnosed or undiagnosed SEMH following lockdown.</p> <p>Reduction in fixed term exclusions and part-time timetables.</p> <p>Children to fully participate in the curriculum.</p>	Fortnightly supervision meetings with SENCO as well as liaison with class teachers during team meetings to ascertain impact in class.
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<b>Total catch up premium</b>	<b>£16,720</b>
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