

Coronavirus (COVID-19) catch- up premium V2 Lockdown



School: Larkhill Primary School Number of children (Rec-Y6): 205 Budget: £8, 200

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)	Staff lead and staff owner	Cost (£)
1	TA to run weekly small group reading fluency booster 1x a week for a select number of Year 3 children.. (30 minute sessions)	EEF Covid-19 Support guidance (2020)- "Great Teaching is the most important lever schools have to improve outcomes for their pupils". By having an additional (experienced) member of the teaching staff available to conduct booster sessions ensures high quality support. Links to aim 4 and 5 on SDP	<ul style="list-style-type: none"> Using Headstart and teacher assessment Having clear intended outcomes that the booster sessions want to achieve. Regularly reviewing the impact (every 3 weeks) Monitoring the quality of planning/delivery of the sessions. 	Focus will be children who are not working at reading age appropriate level Intended impact Chn's fluency and speed with reading improves	A review every 2 weeks to track the children who have been involved in booster) 6-week programme	[Redacted]	£98.10
2	TA to run small 20 min booster group for pupils in Year 2 1x a week to repeat and consolidate key learning from Maths. Includes chn in school and chn remote learning	EEF Covid-19 Support guidance (2020)- "Great Teaching is the most important lever schools have to improve outcomes for their pupils". By having an additional (experienced) member of the teaching staff available to conduct booster sessions ensures high quality support. Links to Aim3 of SDP	<ul style="list-style-type: none"> Ensuring an experienced TA is running the booster group. Having clear intended outcomes that the booster sessions want to achieve. Regularly reviewing the impact Monitoring the quality of planning/delivery of the sessions. 	Children chosen from SEND group: Intended outcome To be confident in number bonds, understanding subtraction and addition	A review every 3 weeks to track the children who have been involved in booster) 12-week programme	[Redacted]	£109
3	TA to run small 20 min booster group for chn in Possibles group pupils in Year 2 1 x a week to improve sentence skills. Includes chn in school and chn remote learning	EEF Covid-19 Support guidance (2020)- "Great Teaching is the most important lever schools have to improve outcomes for their pupils". By having an additional (experienced) member of the teaching staff available to conduct booster sessions ensures high quality support. Links to Aim 3 of SDP	<ul style="list-style-type: none"> Ensuring an experienced TA is running the booster group. Having clear intended outcomes that the booster sessions want to achieve. Regularly reviewing the impact Monitoring the quality of planning/delivery of the sessions. 	Children chosen from 'Possible' / off track group Intended Outcome: To be able to write simple and compound sentences with increasing fluency.	A review every 3 weeks to track the children who have been involved in booster) 12-week programme	[Redacted]	£109
4	TA to run small 20 min booster group for pupils in Year 1 1x a week to repeat and consolidate key learning from Maths	EEF Covid-19 Support guidance (2020)- "Great Teaching is the most important lever schools have to improve outcomes for their pupils". By having an additional (experienced) member of the teaching staff available to conduct booster sessions ensures high quality support. This links with data analysis which shows	<ul style="list-style-type: none"> Ensuring an experienced TA is running the booster group. Having clear intended outcomes that the booster sessions want to achieve. Regularly reviewing the impact 	Children chosen from group: Add in names Intended outcome To be confident in number bonds up to 20	A review every 3 weeks to track the chn	[Redacted]	£109

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		that over 60% of the SEND pupils are not on track and not making progress Links to aim 7 on SDP	<ul style="list-style-type: none"> Monitoring the quality of planning/delivery of the sessions. 				
5	TA to run small 20 min booster group for chn in Possibles group pupils in Year 1 1 x a week to improve sentence skills	EEF Covid-19 Support guidance (2020)- "Great Teaching is the most important lever schools have to improve outcomes for their pupils". By having an additional (experienced) member of the teaching staff available to conduct booster sessions ensures high quality support.	<ul style="list-style-type: none"> Ensuring an experienced TA I is running the booster group. Having clear intended outcomes that the booster sessions want to achieve. Regularly reviewing the impact Monitoring the quality of planning/delivery of the sessions. 	Children chosen from 'Possible' / off track group Add in names Intended Outcome: To be able to write simple sentences with capital letters, full stops and finger spaces	A review every 3 weeks to track the children		£109
6	SEMH support from trained TA with Year 6 2x afternoons a week	Research shows that Covid 19 has had a negative impact on chn's mental health. Particular individuals in yr 6 with already high needs now need further support emotionally as a result of not being in school during first lockdown	<ul style="list-style-type: none"> Ensuring TA has resources to deliver programmes and sessions effectively Use THRIVE assessments for tracking progress Monitor every 2 weeks 	Children are ready to learn in class and therefore meet expectations because their mental health needs are being addressed	A review after 6 weeks		£ 392.40
6	TA to support SEND chn in Year 3 currently in school every Morning 5 days a week. Supporting both Maths and English teaching input from Teacher at home	Data shows these chn are significantly behind and are at risk of not making good progress if further support not in place. They need help to work with expectations and structure of teaching being delivered by teacher from home	<ul style="list-style-type: none"> Ensure TA and teacher maintain good communication to achieve successful differentiation and intended outcomes 		Review after 3 week, 6 week model		£245.25
7	TA to support possible from Year 3 currently in school and those at home who are in 'possibles' group to be ARE for writing	Data and work shows these chn are making progress to be at ARE but need to make accelerated progress to be ARE.	<ul style="list-style-type: none"> Ensure experienced TA works with chn and regularly communicates with teacher on expectations for outcomes in writing 		Review after 3 week, 6 week model		£98.10
	TA to support possible from Year 3 currently in school and those at home who are in 'possibles' group to be ARE for Maths	Data and work shows these chn are making progress to be at ARE but need to make accelerated progress to be ARE.	<ul style="list-style-type: none"> Ensure experienced TA works with chn and regularly communicates with teacher on expectations for outcomes in maths 		Review after 3 week, 6 week model		£98.10
8	Teacher to provide online reading sessions 5 days a week to chn at home not doing daily reading and	Trend data shows for last 3 years shows on average that disadvantaged learners are not in	<ul style="list-style-type: none"> Use pupil voice and key questions from CK to assess impact 		Review after a month		£484.20

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	not being exposed at all to books. Particular focus on disadvantaged learners.	line with peers for reading attainment 2020/21- 40 % on track for ARE 2020/19- 55.6% ARE 2019/18- 38.9 % ARE	<ul style="list-style-type: none"> Ensure chn have access to book online or provided with a set of books 				
9	Provide manipulatives for Maths for every pupil from Yr 1 – 6 To aid learning and strategies	Observations of remote teaching of Maths has shown that not all materials are consistent as chn are at home. In order to ensure we can achieve our mastery approach and support this with concrete methods. These packs can then be used on full re opening of schools, ensuring further consistency of approach to support learning.	<ul style="list-style-type: none"> Make sure all pupils have a pack Ensure packs come back into school Ensure chn, staff and parents know how to use resources (via a video) 		Review after 3 weeks then again 3 weeks later and carry on through rest of academic year every term	█	£900
10	Provide online sessions and outdoor learning well being packs for pupils at home with most significant well being and emotional needs.	Evidence shows chn’s mental health has been affected by COVID 19 lockdown. We can use outdoor learning to improve well being and promote our school values as key life skills.	<ul style="list-style-type: none"> Ensure chn have all resources and can access online sessions 		Review after 6 weeks	█	£550
11	Buy each teacher a mini tablet whiteboard with pen which allows for clearer and more effective writing of models in writing and maths. These can be used for intervention TAS when we are fully reopen. will allow for more chn to be targeted whilst staying in an adult not crossing 2 bubble model.	Effective modelling and scaffolding are part of the 6 key T and L principles and therefore integral to every lesson. This technology would allow for more effective modelling to take place	<ul style="list-style-type: none"> Ensure each teacher is using kit in way that will aid learning most effectively 		Review weekly in lesson drop ins	█	£245

Total so far = £3, 547.15