

Coronavirus (COVID-19) catch- up premium

Term 3 and 4

School: Seend

Amount: £4,560



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	Extra phonics intervention for years 1 and 2 Maintain 1 x half day	SDP aim 2: 2 year falling numbers trend for phonics screener attainment. Some SEN factors but need to ensure gaps for year 2 are filled	Qualified teacher carrying out the intervention Observing the group Tracking progress from starting points	Phonics assessments will show an increase in confidence in segmenting and blending. Children will be able to apply their phonics knowledge to reading unfamiliar words	Start term 2, review end of term 2. 30 minute slot per group, once a week Year 2 group = 2 children Year 1 group = 3 x groups of 2 children 2 x application group, 1 for year 1 and 1 for year 2
2	Year 5 gaps Break out using CT/TA afternoons	SDP aim 1 Support writing gaps to improve RWM coincidence	Class teacher to carry out intervention after TWHF supported moderation	Children who are not on track for W ARE at end of year but who are on track for RM, R or M	Start term 2 15 minute supported sessions to edit and revise work 4 x children
3	Year 6 gaps Focus on writing – CT session	SDP aim 1 Support writing gaps to improve RWM coincidence	Class teacher to carry out intervention after TWHF supported moderation	Children who are not on track for W ARE at end of year but who are on track for RM, R or M	Start term 2 15 minute supported sessions to edit and revise work 4 x children
4	Science and maths resources to enable curriculum to be delivered at home	SDP AIM 1 and 2 Broad and balanced curriculum	Class teachers to prepare packs and models	Years 3-6	End of term 4 remember its. Science floor book