

School: Southwold Primary

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	Reading booster interventions – focus teaching group before or after school to engage children in small groups	Gap assessment and baseline teacher assessment show where the gaps in learning have emerged and with which children.	Lead adult will develop strategic plan of priorities for their area. Monitoring of provision and progress of children in class learning. Continuous reviews. Book scrutiny for focus children. WHF English system leader meetings and sharing of good practice.	Small group created from each year group, identified by their gaps and areas of weakness against age related curriculum. Not SEND but children who have regressed due to minimal support during lockdown, physical and mental impact of home schooling.	Fortnightly measure of impact and review meeting with class teacher, TA, lead adult and principal. Data points one and two will show impact of intervention compared to individual starting points.
2	Writing booster interventions – focus teaching group before or after school to engage children in small groups	Gap assessment and baseline teacher assessment show where the gaps in learning have emerged and with which children. Continues to be our weaker area in the coincidence of 3 groupings.	Lead adult will develop strategic plan of priorities for their area. Monitoring of provision and progress of children in class learning. Continuous reviews. Book scrutiny for focus children. WHF English system leader meetings and sharing of good practice.	Small group created from each year group, identified by their gaps and areas of weakness against age related curriculum. Not SEND but children who have regressed due to minimal support during lockdown, physical and mental impact of home schooling.	Fortnightly measure of impact and review meeting with class teacher, TA, lead adult and principal. Data points one and two will show impact of intervention compared to individual starting points.

<p><b>3</b></p>	<p>Maths booster interventions – focus teaching group before or after school to engage children in small groups</p>	<p>Ready to progress assessments shows gaps in learning and where to focus teaching points and with which groups of children.</p>	<p>Lead adult will develop strategic plan of priorities for their area. Monitoring of provision and progress of children in class learning. Continuous reviews. Book scrutiny for focus children. WHF maths system leader meetings and sharing of good practice.</p>	<p>Small group created from each year group, identified by their gaps and areas of weakness against age related curriculum. Not SEND but children who have regressed due to minimal support during lockdown, physical and mental impact of home schooling.</p>	<p>Fortnightly measure of impact and review meeting with class teacher, TA, lead adult and principal. End of unit assessments will show impact of intervention. Data points one and two will show impact of intervention compared to individual starting points.</p>
<p><b>4</b></p>	<p>EYFS catch up programme</p>	<p>Baseline assessments show where gaps are in comparison to previous year’s cohorts. Ensuring all children from 2-5 years make progress from their relative starting points.</p>	<p>EY lead to provide high quality training and ensuring all staff are up to date with current practice and procedures. WHF EY leads meeting</p>	<p>Children identified as a result of baseline results, by their gaps and areas of development against appropriate age band. Catch up will happen through small group times and targeting children within the learning landscape time (continuous provision)</p>	<p>Continual review of provision and identifying gaps and progress.</p>