

# Coronavirus (COVID-19) catch- up premium



School: St Georges

Amount: £3,880 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	SDP aim 2:  Maintain increase in numbers trend for phonics screener attainment.  Maintain GLD score	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. And application  Children will be able to <b>apply</b> 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 = 4 children in 2 groups Year 1 group = 5 children  2 x application group, 1 for year 1 and 1 for year 2
2	Year 2 reading support	SDP aim 1:  Reading scores decreasing trend not matching increasing phonics legacy	Qualified teacher carrying out the intervention	Year 2 not on track for ARE in reading but on track for W and M	Start term 2 30 minute guided reading intervention for 3 children
2	Year 5 gaps	SDP aim 1 Support writing gaps to improve RWM coincidence	Classteacher 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 min editing and revising sessions for 5 children
3	Year 6 gaps	SDP aim 1 Support writing gaps to improve RWM coincidence	Classteacher 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 3 x children

Term 3 – support GDS targeting, next year 5 gap