

# Coronavirus (COVID-19) catch- up premium



School: St Mary's Broughton Gifford

£3,560

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	Subscription to Professor Assessor to support gaps in maths knowledge identified through in class assessment and Can Do maths	<p>Identifying and supporting the gaps in learning created by Covid.</p> <p>Programme allows targeted support for individuals to be able to work on misconceptions</p> <p>Maths assessments will provide individualised support through the programme to address errors in learning.</p> <p>Use the programme to support focused homework activity on a weekly basis linked to class teaching</p> <p>Resource for any future lockdown requirements ensuring the children stay on track for ARE by the end of the year</p>	<p>Maths lead – professional development meeting to support / train staff</p> <p>Maths lead to monitor weekly use of the resource</p> <p>Data evidence of progress - PV</p>	<p>Progress in maths with emphasis on girls maths, SEND and disadvantaged</p>	<p>Monitor use in fortnightly book look</p> <p>Pupil progress chats</p> <p>Termly data – maths assessments will highlight gaps for individual children</p>
2	Monthly subscription to Nessy for 10 pupils	<b>SDP – SEND / disadvantaged</b> SLT identified the children who did not engage in lockdown learning or who struggled with independent learning	<p>Fortnightly meeting with Senco monitoring use</p> <p>Teachers trained to use the resource to include in their</p>	<p>Progress for the SEND / disadvantaged will show improvement</p> <p>Impact of the programme evidenced in class learning</p>	End August 2021

		SEND and disadvantaged children in the data for term 1 show they have lost ground during lockdown	<p>planning for identified children</p> <p>Teacher planning identifies use</p> <p>Employ supply TA x 2 pm sessions per week to plan and support use.</p>	Resource available for home use	
3	Reading books for EYFS/KS1	<p><b>SDP – early reading</b></p> <p>School has reviewed all reading materials for EYFS/KS1 so it is linked to the phonics taught in class.</p> <p>Purchased books in 2019-20 insufficient to cater for all children needing to access the same book band. Covid has impacted on the reading standard in Y1</p>	Monitoring of the reading progress – Tapestry, reading records, termly phonics assessment	<p>EYFS and KS1 early reading – children have books that match the learning in class</p> <p>Disadvantaged and SEND children have appropriate materials to secure progress in reading</p>	<p>Termly assessment points</p> <p>Pupil progress checks</p> <p>100 day plan</p>
4.	<p>Resources for EYFS/KS1 to support phonics and numeracy learning / catch up</p> <p>1.Magnetic boards and letters x 12 sets 2.shapes resources for independent learning</p>	<p><b>SDP – EYFS target linked to English and maths project</b></p> <p>Baseline assessment of phonics for the end of term 1 indicates some children are pre phase 1.</p> <p>Term 2 move to phase 2 phonics – resources will allow children to manipulate the letters and create CVC CVCC words</p>	<p>Resources will be used in daily lessons</p> <p>Termly phonics assessment to track progress</p> <p>Interventions using resources for disadvantaged pupils.</p> <p>Pupil progress checks indicate the progress against objectives</p>	<p>Children will be more active during the phonics lessons using manipulatives to support their understanding</p> <p>Children will be more active during the maths lessons using manipulatives to support their understanding</p>	<p>Baseline for children at the start of term 2</p> <p>Understanding of shape / colour matching at the start of term 2</p> <p>End of term 2 assessment</p> <p>Pupil progress chats</p> <p>100 day plan evidences support especially for early intervention and disadvantaged children</p>

		Maths project followed to support children's understanding of shape and number	Focus on girls maths and boys writing at KS1.	Disadvantaged and SEND children use resources to support their understanding	
5	Small group teaching for LKS2 – after school sessions	<p><b>SDP – reading</b> Children did not engage in distance learning</p> <p>Disadvantaged and SEND falling behind peers in terms of reading</p> <p>Headstart test term 1 – scores lower than expected with a clear focus needed on specific skills</p> <p>Support with writing style and technique to enable more children to achieve ARE by the end of the year</p>	<p>Planning monitored for the after school activity</p> <p>Progress evident in books / test data</p> <p>SLT review impact termly</p>	Disadvantaged / SEND children in Y3/4 will make expected progress to achieve ARE by the end of the year	<p>SLT termly review</p> <p>Pupil progress meetings</p> <p>100 day plan evidence</p> <p>Key skills books</p>
6	Senior teacher to engage with Aspire course	Senior teacher can contribute to the SDP with a focus on the vulnerable children	High quality training	Whole school	After each aspire session with presentation at staff briefings where necessary

Coronavirus (COVID-19) catch- up premium

