

Coronavirus (COVID-19) catch- up premium

Amount (£8600)

School: The Manor School



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	<p>Intensive 1:1/1:2 tutoring</p>	<p><i>Article: Guiding principles for effective catch-up from Mary Myatt and Tom Sherrington</i></p> <p><u>EEF research</u></p> <p>Extensive research shows the benefits of high quality small group and 1:1 intervention.</p> <p>That which is delivered by qualified teachers is likely to have the highest impact.</p> <p>An approach supported by parents is likely to be more successful- this will be a necessity due to the timings of the support.</p>	<p>Targeted at pupils specific needs</p> <p>High quality staff who know the curriculum will deliver the sessions</p> <p>The same day each week will be utilised to ensure staff don't miss training opportunities and to also implement consolidation in class.</p> <p>Pupils will be given knowledge organisers to support these sessions</p> <p>Ensure the focus is on closing the gap rather than just consolidating knowledge</p> <p>Motivate children by sharing and showing their success early on.</p>	<p>(Programme devised from Ready to Progress Paper 2 QLA)</p> <p>Maths focus on Probables and Possibles 100 day plan groups</p>	<p>1:2 sessions will run for 6 weeks and then be reviewed.</p> <p>Children will be assessed using AFL but also with a more formal assessment at the end of the 6 weeks</p> <p>Reviewed as part of fortnightly 100 day plan reviews</p>

			<p>Tutoring staff will provide feedback to teacher if they are not the class teacher on a weekly basis- through a tracking grid</p> <p>There will be an expectation that children complete a follow up task within school and that the tutor provides deliberate practise activity packs for them to use at home</p>		
2	Small Group Tutoring	<p>EEF</p> <p>Programmes are likely to have the greatest need when they meet a specific need</p> <p>Regular sessions over a sustained period of time are likely to be most effective. Consistency in the delivery is key</p> <p>Effective intervention follows assessment which can be used to ensure well targeted support</p>	<p>Phonics: planning supported by Lead Teacher. Well trained, competent member of staff.</p> <p>Maths</p> <p>Rapid Recall of Facts: planning supported by Lead Teacher. Well trained, competent member of staff.</p> <p>Tutoring staff will provide feedback to teacher if they are not the class teacher on a weekly basis- through a tracking grid</p> <p>There will be an expectation that children complete a follow up task within school and that the tutor provides</p>	<p>Programme devised from Sound acquisition data</p> <p>1st 6 week block Year 2- Phonics 1x 30 min session 1x 30 min session</p> <p>2nd 6 week block Year 1 phonics 1x 30 min session: 1x 30 min session:</p> <p>3rd 6 week block 4th 6 week block 5th 6 week block</p> <p>(Programme devised from Ready to Progress Paper 2 QLA)</p> <p>Tues- Maths 3:00-3:30pm 3:30-4:00pm</p>	<p>Small group sessions will run for 6 weeks and then be reviewed.</p> <p>Children will be assessed using AFL but also with a more formal assessment at the end of the 6 weeks</p> <p>Reviewed as part of fortnightly 100 day plan reviews</p>

			deliberate practise activity packs for them to use at home	Weds- Maths 3:00-3:30pm 3:30-4:00pm	
3	Small group coaching to improve children's writing stamina and offer 1:1 support	<p>To provide swift intervention with children's writing needs.</p> <p>High quality feedback can lead to an average of eight additional months' progress over the course of a year.</p> <p>Time is provided to offer effective feedback which tends to be specific, accurate and clear</p>	<p>Utilise some Oak Academy sessions to run in class with TA's supporting/supervising</p> <p>Teachers to deliver 1:1 support</p> <p>SLT to be on duty for any behavioural needs</p> <p>Set time across the school used- Monday afternoon. Teachers to set up to 3 foci for the week based on coaching. Check in with same child by TA on Friday am</p>	<p>Teachers to focus on children who are possibles and probables</p> <p>Organise to take groups according to need and gaps</p>	<p>Reviewed at PPR and during planned moderation meets.</p> <p>SLT and writing lead to moderate judgements</p>
	Introduction of sensory integration and emotional regulation approaches and ongoing upskilling	<p>On return to school a number of pupils are demonstrating a need for Sensory Integration and support with their Emotional Regulation.</p> <p>Specific training on therapeutic approaches to behaviour- Just Rate State Training and work with Tas to support meet and greets etc..</p>	<p>Support with a trained/experienced therapist</p> <p>Initial training for staff followed by ongoing coaching and dialogue to support</p> <p>Employing the skills of a trained therapist</p>	To ensure children with complex needs and adverse experiences receive the appropriate support in order to enable them to fully access school.	<p>Termly through use of the PASS assessment</p> <p>Pupil conferencing</p> <p>Parent questionnaires/meetings</p>

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