



## Bathwick St. Mary COVID-19 Catch-up Action Plan 2020-2021

Funding Allocation				
Term	No. on roll	Allocation per child	Total Allocation	Total Expenditure (cumulative)
Autumn 2020	219 (October Census)	£80- the whole year	£17,520	£9,359.54
Spring 2020-21	218 (January Census)			£11,370.74
Summer 2020-21	219 (May Census)			£17,520
		<b>Grand Total</b>		<b>£17,520</b>

When developing the COVID-19 Action Plan, we referred to the COVID-19 SUPPORT GUIDE FOR SCHOOLS from the E.E.F.

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools>

Please view the linked information: [Remote Learning Procedures 2020](#)

### Strategies in this guide are grouped into three categories:

#### *Support strategies*

##### *Teaching and whole-school strategies*

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

##### *Targeted approaches*

- One to one and small group tuition
- Intervention programmes
- Extended school time

##### *Wider strategies*

- Supporting parent and carers
- Access to technology
- Summer support

Term	Allocation (What will the funding be spent on)	Category (EEF)	Desired Impact	Costing	Action by who?	Action by when?	Impact
Autumn 2020	Purchase of <b>PIRA</b> (Reading) and <b>PUMA</b> (Maths) assessment tools.	Teaching and whole school strategy: <b>Pupil Assessment and Feedback</b>	<p>-To assess gaps in children's knowledge and assess understanding of concepts from previous year which children missed due to Lock Down.</p> <p>-Gaps analysis tool to know where to target support and focus any whole class, small group or one to one future support.</p> <p>Progressive approach which builds on knowledge and skills to ensure children are prepared to access ARE by Autumn 2.</p> <p>-Analysis tool enabling teachers to deliver targeted quality first teaching pitched appropriately and addressing gaps in learning.</p>	£535	<p><b>DJ</b> (assessment lead) to order and share with teaching staff</p> <p><b>DJ:</b> set up gaps analysis and data collection sheets</p> <p>Class teachers to deliver/mark and analyse Pira and Puma.</p>	Sept 2020 – <b>Term 1</b>	<p>Using the gaps analysis tool, teachers were able to identify gaps in learning so that staff could plan and implement a curriculum which supported children. Gaps in learning were identified from the initial lockdown from April 2020 to July 2020 (Lockdown 1)</p> <p><b>Autumn 2</b> assessment data showed that most children had made good progress and were able to start working within their age-related curriculum.</p>
Autumn 2020	Purchase of <b>4 x Laptops</b> for students who do not have access to a computer to complete home learning. These can also be used if the event of another lockdown.	<p>Wider Strategy: <b>Access to Technology</b></p> <p><b>Supporting Parent and Carers</b></p>	<p>-Purchase of laptops to provide a blended approach to the curriculum/support with home learning.</p> <p>-Laptops to loan to children who may lockdown or isolate during school term to ensure learning will continue.</p> <p>-Laptops to loan to children who do not have access to technology at home to complete home learning.</p> <p>-Access to laptops for pupil premium families who do not have computers at home.</p>	£1,400 (Each laptop cost £350)	<p><b>KP</b></p> <p><b>DJ</b></p>	Oct 20 <b>Term 1</b>	<p>4 laptops were loaned to families to support them during Lockdown 3 (January -March 2021) This enabled pupils to engage effectively with remote learning. At the start of Lockdown 3. All families were sent a survey regarding their access to technology to carry out our remote learning model. Since January 2021, these families and their children have accessed the daily videos provided by their class teacher and uploaded evidence of their work and progress onto our learning format, Tapestry.</p> <p>Children who were unable to access a device were provided a laptop. <b>Feb 26<sup>th</sup> 215/219 (98%)</b> of children were engaging in Remote learning during Lockdown 3 (January-March 2021)</p> <p>Out of the 4 pupils who have not engaged with remote learning, ALL families have been in regularly contacted, additional resources have been provided and 2 children have been invited into school to be supported by class teachers to engage with their learning.</p>

Autumn 2020	<b>Year 1 resources</b> to support continuous provision. -Sand table -Numicon -Discovery Time resources/outdoor learning.	Teaching and Whole School Strategies: <b>Supporting Great Teaching</b> <b>Transition Support</b>	-Pupils in the 2019 entry to Reception did not have access to a full year of EYFS provision due to Lockdown 1. There were gaps identified in their PSED as well as their CCL. During Term 1 (September 2020), children entered Year 1 and access to continuous provision and outdoor learning was put in place for a smoother transition to Key Stage 1. -Numicon was also purchased to support teaching and learning in Year 1, as gaps in the children's basic number skills was identified when children completed the PUMA assessment tests in September 2020.	<b>£152.39</b> (Y1 continuous provision resources) <b>£61.16</b> (Y1 Numicon purchase)	<b>SL</b> <b>EH</b>	Sept 20 <b>Term 1</b>	<p>Year 1 pupils had benefitted from a seamless transition into Year 1 from Reception. Year 1 teachers were able to address gaps in learning through play, by offering opportunities for continuous provision targeted gaps from the Early Learning Goals.</p> <p>By Term 2 (2020) most pupils were accessing the Year 1 curriculum objectives and continuous provision was used less frequently throughout the week.</p> <p>Numicon was used as part of daily maths lessons to support pupils understanding of number. It provided a multi-sensory tool to support those pupils who needed additional support. Through Pupil Progress meetings, it was identified in November 2020 that (26/30) <b>86%</b> of pupils were on track to meet the expected standard by the end of Y1 in maths. This was compared with their assessment at the end of EYFS, whereby (21/30) <b>70%</b> meet GLD in number. A consistent and targeted approach to gaps in basic number skills, supported by using concrete resources such as Numicon enabled an additional 5 children to make good progress and 'catch-up' to their peers.</p>
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Autumn 2020	Staff Training in Phonics	Teaching and Whole School Strategies: <b>Supporting Great Teaching</b>	<p>Phonics assessment in Y1 and Y2 during Term 1 2020, identified significant gaps in children’s phonic knowledge and recognition. Also, pupils in the Y2 cohort had not taken the phonics check in June 2020 due to Lockdown.</p> <p>Phonics training was undertaken by 3 members of the infant teaching staff to support them with up-to-date strategies and provide a clear teaching sequence. It was also felt that this training could be rolled out across the infants and lower Key Stage 2 to support pupils and staff with phonics teaching and learning.</p> <p>-This is also in line with our schools SDP 2020-2021. We have identified that phonics provision and training is a priority this academic year.</p>	£140 (3 members of the teaching team attended )	SF EH VB	Oct 20 Term 1	<p>All staff members who attended the training came back enthused about the strategies they could put in place in their classrooms. During term 1 and term 2 (2020) Year 1 pupils were beginning to make good progress with their phonic knowledge.</p> <p>Year 2 pupils also benefited from staff developing good practice. Y2 pupils were due to take the Phonics Check in December 2020. Initial data assessment indicated that 17/30 (56%) pupils were on track to meet the standard scoring at least 34/40. In December 2020, 28/30 pupils passed the phonics check <b>93%</b>. This was also supported by small group intervention support (see below).</p> <p>The English Lead is due to run a phonics training session for all staff linked to this training in Term 5 2021.</p>
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Autumn 2020	Phonics catch-up booster groups	Targeted Approaches: <b>one to one and small group tuition</b>	<p>Alongside Staff phonics training, staff were deployed to carry out one to one and small group additional tuition with pupils across Y1 and Y2. During Term 1 and Term 2, Y2 pupils were targeted to pass the phonics check which was to be carried out in December 2020.</p> <p>Small group and one to one tuition was also used to address gaps in phonic knowledge due to lockdown 1, when Y2 pupils were in Y1.</p> <p>-Daily one to one and small group tuition</p> <p>Year 1: Through phonic assessment, it was identified that Year 1 also had gaps in their phonic knowledge, in part due to Lockdown 1, and most children missing months of teaching when they were in Reception. Teaching assistants were deployed to support one to one booster sessions and small group tuition.</p>	£684	SF KB AC	Sept-Dec 2020 <b>Terms 1 &amp; 2</b>	See above for impact.
Autumn and Spring 2021	Speech and Language Referrals	Targeted Approaches: <b>one to one</b>	<p>2 x extra sessions to allow catch up to complete referrals in 2020</p> <p>6 children assessed by ST and target plans given for 5 children. 1 child was assessed and discharged as was seen not to need support. One additional child is continuing to receive support via the speech therapy clinic in addition to support in school.</p> <p>TAs now have targets from speech therapist to allow for targeted interventions on a weekly basis for those children, specific to their needs.</p>	<p>£375 per child</p> <p>£41.60 (AE per hour) @ 3 hours</p> <p>Total - £2250 + £124.80</p> <p>£2,374.80</p>	AE and WO (Speech therapist)	Jan - March 2021	<p>TAs now have targets from speech therapist to allow for targeted interventions on a weekly basis for those children, specific to their needs.</p> <p>Children are monitored and assessed regularly by the speech therapist and clinic. However, this data is not yet available as the speech therapist can only do official testing every 6 months.</p>

Autumn 2020	One to One and small group interventions	Targeted Approaches: One to One and small group tuition.	To support the Year 2 children with their phonic knowledge and skills, during Term 2 (2020) the school provided the Year 2 pupils with an additional teacher for a total of 15 hours. The teacher was used to provide one to one and small group tuition sessions focusing on gaps on phonic knowledge, identified through on-going assessment.	£396.09 (15 hours x 1 teacher)	RW SaF JE	Nov 20 Term 2	Y2 pupils were due to take the Phonics Check in December 2020. Initial data assessment indicated that 17/30 (56%) pupils were on track to meet the standard scoring at least 34/40. In December 2020, 28/30 pupils passed the phonics check 93%. This was also supported by small group interventions.
Autumn 2020	Phonic Reading Texts Purchased	Teaching and Whole School Strategies: Supporting Great Teaching	Pupils in Reception (cohort 2020) had access to few phonic based reading texts. Initial inventory in Term 1 2020, indicated that many books had been lost during Lockdown 1 and that resources had diminished. Reception pupils needed access to high quality phonic based texts to make good progress.	£151.70 (purchased 100 books: Big Cat phonics/ Bug Club)	SF	Sept 20 Term 1	Reading books began to be sent home during Term 2 2020. Initial phonic assessment showed that as a cohort, pupils needed excellent reading resources to make good progress. Since that time there has been another Lockdown (Jan-March 2021) the Reception Class teacher will assess pupils upon return for full impact.

Autumn 2020	<b>Purchase of:</b> <b>-Vocabulary Ninja</b> <b>-Spelling Frame</b> <b>-Reading Explorers</b> <b>-White Rose Premium</b>	Teaching and Whole School Strategies: <b>Supporting Great Teaching</b>	<p>After initial writing assessments were carried out by staff in September 2020, it was identified that additional resources to support staff would develop and support teaching practice.</p> <p><b>-Vocabulary Ninja:</b> <i>an effective resource to develop pupils' schemata of knowledge through word games, enthralling etymology, and a whole school foundation subject resource.</i></p> <p><i>-purchased to develop a whole school resource system for Vocabulary, SPaG, Spelling and Arithmetic to ensure a consistent approach is used across the school.</i></p> <p><b>-Spelling Frame:</b> an online resource to support First Quality Teaching and allow families to access the resource remotely as part of home learning.</p> <p><b>-Reading Explorers:</b> example texts to use as part of shared reading, inline with the whole school approach.</p> <p><b>-White Rose Premium:</b> a whole series of premium learning resources to support teaching and learning.</p>	<b>£259 (License costs)</b> <b>£178</b> <b>£99</b>	<b>VB</b> <b>SS</b>	Sept 20 <b>Term 1</b>	<p>-All these online purchases have been invaluable for teachers. It has given them a bank of high-quality resources to support first quality teaching. It has also meant that there is more consistency across the school, particularly from Y1-Y6.</p> <p>-Pupils have also been able to access these resources at home and it has formed part of their home learning. It was also an excellent resource during lockdown 3 (January - March 2021) as families could refer to resources which were shared by staff.</p> <p>-Vocabulary Ninja is now being used across the school to develop children's vocabulary and explore new words.</p> <p>-Spelling Frame has meant there is a consistent approach to spelling across the school. Pupils have a log in and can access their weekly spellings shared by class teachers.</p> <p>-Reading Explorers has provided a breadth of quality texts to share as part of our shared reading across the school.</p> <p>-White Rose Premium has again provided staff with exemplar resources and activities to use in line with their maths planning.</p> <p>-Staff feel more confident using the resources and it has also given them a little more time to focus on other areas of teaching and learning, rather than creating resources. This has had a positive impact on staff morale, wellbeing and workload. <b>(In line with our SDP key intention 4)</b></p>
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<p><b>Autumn 2020</b></p>	<p><b>THRIVE</b>  <b>-One to One and small group emotional and social well-being interventions</b>  <b>-Whole school THRIVE approaches to support ALL pupils with the transition back into school post lockdown 1</b></p>	<p>Targeted Approaches: <b>One to One and small group tuition.</b></p>	<p>Whole school assessments completed in November 2020 and 25 individual assessments were completed in September 2020.  A further 5 individual assessments were completed over Terms 1 and 2  This is to support emotional and social well being in school for targeted children.    In addition the whole school assessment picks up children who may need additional support compared to their peers.</p>	<p><b>COST</b>  <b>TA</b>  <b>costed @</b>  <b>£12 an hour</b>  <b>Total:</b>  <b>£600</b>  <b>(T1/2: 50 hours/25 children)</b>    <b>Training for TAs -</b>  <b>£120</b>    <b>Training for SENCO</b>  <b>£120</b>  <b>Total:</b>  <b>£840</b></p>	<p><b>AE</b>  <b>All TAS</b>  <b>All teachers</b></p>	<p>Sept 20  <b>Term 1 and 2</b></p>	<p>At the start of Term 1, 2020, there were 25 children identified on the THRIVE approach. These children were assessed by their class teachers. Individuals and classes are due to be assessed again in January 2021. See Spring Impact for progress.</p> <p>Whole Class THRIVE has been used to also provide additional whole class approaches and support to classes post LOCKDOWN. ALL classes have made progress between September 2020 and January 2021.</p>
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<p>Autumn 2020</p>	<p>One to one reading support</p>	<p>Targeted Approaches: <b>One to One and small group tuition.</b></p>	<p>Prior to Lockdown 1, the school benefitted from several volunteers who came into the school to listen to children read on a one-to-one basis. This model provided additional reading support for all children from Year 1-Year 6. All volunteers received reading skills and reading comprehension workshop training to provide an additional layer of support on top of shared class reading and one to one reading with class teachers.</p> <p>As members of the public or parents have not been permitted onsite, in line with the school's risk assessment, it was felt that one to one reading should be provided by teaching assistants across the school.</p>	<p>£2,088.48</p>	<p>AC KB SaF RW R AM</p>	<p>Sept 20-Dec 20 Terms 1 &amp; 2</p>	<p>-All pupils have benefited from additional reading opportunities and support. Within <b>EYFS and KS1</b> the focus has been on phonic recognition, decoding and blending. Most children have been listened to at least twice a week by a known adult. Children have become more confident, and most have made significant progress. Those pupils with developing phonic skills have also been targeted for additional reading support. This has also had an impact on reading comprehension skills.</p> <p>Within KS2, this has developed fluency and comprehension skills, as teaching assistants and teachers have been best placed to ask focused questions based upon our school scheme; VIPERS (vocabulary, infer, predict, explain, retrieve, summarising/sequencing)</p> <div data-bbox="1451 555 1630 831" data-label="Image"> <p>The logo for 'Reading Vipers' is a green rounded rectangle. At the top, it says 'Reading Vipers' in blue. Below that, the words 'Vocabulary', 'Infer', 'Predict', 'Explain', 'Retrieve', and 'Sequence or Summarise' are listed vertically, each with a red letter corresponding to the acronym. At the bottom, there is a cartoon green snake with large eyes and a bookshelf with several colorful books.</p> </div>
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<p>Spring 2021 Summer 2021</p>	<p>Purchase of <b>PIRA</b> (Reading) and <b>PUMA</b> (Maths) assessment tools.</p>	<p>Teaching and whole school strategy: <b>Pupil Assessment and Feedback</b></p>	<p>Autumn assessment identified that most pupils were on track to meet their predicted target by the end of the academic year. Since that time, there has been another Lockdown (Jan-March 2021). Once the pupils return to school on the 8<sup>th</sup> March, 2021, it is felt that another assessment check will enable staff to see what learning has been missed and the best course of action to support gaps in learning.</p> <p>Additional Pira and Puma assessment documents have also been purchased and will be administered during the Summer term 2021. This data collection and analysis will form part of the provision that is put in place up on the return of pupils in on 8<sup>th</sup> March 2021. It will also inform Pupil Progress Meetings.</p>	<p><b>£1,255</b> (Spring and Summer assessments purchase d)</p>	<p><b>DJ</b> (assessment lead) to order and share with teaching staff <b>DJ:</b> set up gaps analysis and data collection sheets Class teachers to deliver/mark and analyse Pira and Puma.</p>	<p>March 21 <b>Term 4</b> July 21 <b>Term 6</b></p>	<p>Using the gaps analysis tool, teachers were able to identify gaps in learning so that staff could plan and implement a curriculum which supported children. Gaps in learning were addressed linked to the PIRA and PUMA assessment. There were some cohorts that had regressed. Reviewing the PIRA and PUMA papers there were a number of questions, particularly in the Maths paper, where areas of maths had not been completely covered. However, it has given class teachers clear next steps for their classes to support them with accelerated progress.</p>
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<p>Spring 2021</p>	<p><b>THRIVE</b>  <b>-One to One and small group emotional and social well-being interventions</b>  <b>-Whole school THRIVE approaches to support ALL pupils with the transition back into school post lockdown 1 and additional support for any children post lockdown Jan-March 2021</b></p>	<p>Targeted Approaches:  <b>One to One and small group tuition.</b></p>	<p>Whole school assessments were completed in January 2021 and 34 individual assessments were completed alongside the class assessments. The number of individual assessments has risen from September 2021 from 25 to 34.  This is to support emotional and social well-being in school for targeted children.</p> <p>In addition, the whole school assessment picks up children who may need additional support compared to their peers.</p> <p>As all schools were in lockdown January 4<sup>th</sup>- March 8<sup>th</sup>, remote learning was the focus for the school. Costings have been added as ALL staff provided additional support/activities for those children accessing a one to one THRIVE programme. This has been costed for 1 teacher delivering 1 hour of additional thrive support over the whole period of lockdown. There were also 4 weeks 'in school' support programmes post lockdown.</p>	<p><b>COST TA costed @ £12 an hour Total: £600 (T4: 50 hours/34 children) COST: Term 3: average T cost £39.20 per hour 4 hours: £156.80</b></p> <p><b>Total: £756.20</b></p> <p><b>NOTE: T3- Lockdown</b></p> <p><b>T4- 4 weeks in school</b></p>	<p><b>AE All TAS All teachers</b></p>	<p><b>Jan 21 Term 3 and 4</b></p>	<p>At the start of Term 1, 2020, there were 25 children identified on the THRIVE approach. These children were assessed by their class teachers. They were then assessed again post Lockdown 3 in March 2021. Of the initial 25 children, all had made progress against the THRIVE STRANDS, either achieving a higher percentage within their identified strand, or progressing to the next strand. Out of the 25 children, there was only 1 child that remained the same, and has been provided additional THRIVE support during Terms 5 and 6, and 1 child dropped by 5% within their strand. This child has also had additional support and has been supported by other agencies.</p> <p>The additional 9 children that have been added to the Thrive support programme (34 in April 2021) continue to be monitored and will be reassessed in the summer term. See impact column for more detail for the summer term thrive support.</p> <p>Whole Class THRIVE has been used to also provide additional whole class approaches and support to classes post LOCKDOWN. ALL classes have made progress between September 2020 and March 2021.</p>
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<p>Spring 2021 Summer 2021</p>	<p>Booster group provision for Year 6- Support POST lockdown- English and Maths</p>	<p>Targeted Approaches: <b>One to One and small group tuition.</b></p>	<p>Pupils were back in school on the 8<sup>th</sup> March, 2021. After initial testing, pupils were identified who had gaps in their knowledge/learning. Using the Pira and Puma assessment tools, a gap analysis was complete. A small group of Y6 children were then targeted for quality first teaching but linked to their gaps in learning. A class teacher was used to work with a small group of 10 children, 3 times a week to address those gaps. This consisted of English and Maths sessions. There was a total of 6 sessions per week. Each session lasted for 1 hour. This support was provided over the last 2 weeks of the Spring term and 8 weeks of the summer term totalling 10 weeks.</p>	<p><b>COST T @ £39.20 per hour</b> <b>50 hours TOTAL</b> <b>TOTAL COST: £1,954.06</b></p>	<p><b>VB/EM: Year 6 teachers</b></p>	<p><b>Terms 4,5 and 6</b> March- June 21</p>	<table border="1" data-bbox="1473 129 2152 400"> <tr> <th>Yr 6</th> <th>Reading EXS</th> <th>Maths EXS</th> </tr> <tr> <td><b>Final Assessment June 2021 Teacher Assessment</b></td> <td>83%</td> <td>80%</td> </tr> </table> <p>Writing teacher assessment June 2021:</p> <table border="1" data-bbox="1473 467 2130 632"> <tr> <th>Yr</th> <th>Writing (TA) EXS+</th> <th>Writing (TA) GDS</th> </tr> <tr> <td><b>6- Summer Term</b></td> <td>73%</td> <td>28%</td> </tr> </table> <p>The additional booster support provided pupils with tailored support linked to their gaps in their knowledge and understanding. Initial teacher targets set at the start of the academic year were met and exceeded, particularly in GDS for writing. The final teacher assessments were moderated between the Y6 teachers. Although pupils attained higher in line with the Pira and Puma assessments, teachers took into consideration the whole of their learning cross Year 6. They were also able to link this to their application of their knowledge across the year too.</p>	Yr 6	Reading EXS	Maths EXS	<b>Final Assessment June 2021 Teacher Assessment</b>	83%	80%	Yr	Writing (TA) EXS+	Writing (TA) GDS	<b>6- Summer Term</b>	73%	28%
Yr 6	Reading EXS	Maths EXS																	
<b>Final Assessment June 2021 Teacher Assessment</b>	83%	80%																	
Yr	Writing (TA) EXS+	Writing (TA) GDS																	
<b>6- Summer Term</b>	73%	28%																	

Summer 2021	<p><b>THRIVE</b></p> <p><b>-One to One and small group emotional and social well-being interventions</b></p> <p><b>-Whole school THRIVE approaches are also used across the school.</b></p>	<p>Targeted Approaches:</p> <p><b>One to One and small group tuition.</b></p>	<p>Whole school assessments were completed in January 2021, March 2021 and June 2021. Across the school there were 34 children accessing additional THRIVE support</p> <p>This is to support emotional and social well-being in school for targeted children.</p> <p>In addition, the whole school assessment picks up children who may need additional support compared to their peers.</p>	<p><b>COST TA costed @ £12 an hour- 70 hours Terms 5 /6</b></p> <p><b>Total: £840</b></p>	<p><b>AE All TAS All teachers</b></p>	<p>May 21</p> <p><b>Term 5 and 6</b></p>	<p>By the summer term 2021, there continue to be 34 children accessing Thrive support. <b>29/34 (85%)</b> of the children have made progress from their base line assessment in September 2020-June 2021 data. Reviewing the 5 children who have not continued to make progress, they have fluctuated within their identified strand. There has been NO significant regression. A range across the 5 children shows that each child has roughly dropped 5-7% within their identified strand. 3/5 of the children also have EHCPs and the remaining 2 have been added to our internal SEN register and are accessing additional support through interventions and through other agencies. These children will continue to be monitored.</p>
Summer 2021	<p><b>Targeted interventions based on teacher assessment</b></p>	<p>Targeted Approaches:</p> <p><b>One to One and small group tuition.</b></p>	<p>Across the whole school interventions and support has been streamlined and this has been led by the school's SENDCO. The number of interventions has been reduced, and each intervention has a more focused entry and exit analysis tool. Pupils have been targeted if they are in the <b>LOWEST 20%</b> of their cohorts' data analysis. This is largely pupils below the expected standard for their year group. It also includes pupils identified as SEND and some Pupil Premium children too.</p> <p>New assessment and tracking folders have been devised and staff have been trained in how to use these new interventions and assessment tools so that the outcomes for pupils can be clearly measured and the impact identified.</p> <p>A teacher covered classes for the SENDCO to share the new provision and intervention tools with class teachers.</p>	<p><b>COST T costed @ £39.20 per hour- 7 hours</b></p> <p><b>Total £274.40</b></p> <p><b>COST SENDCO @£41.60 per hour- 7 hours</b></p> <p><b>Total £291.20</b></p>	<p><b>AE/EM/ALL class teachers</b></p>	<p>March 21</p> <p><b>Term 4</b></p> <p>July 21</p> <p><b>Term 6</b></p>	<p>This new intervention system has really streamlined the school's approach to supporting pupils not meeting the expected standard in their learning or have been identified as SEND. Pupils are now clearly assessed linked to their area of need and monitored more frequently to ensure targets are set and small step sin learning are identified and plugged through structured and suitable interventions.</p> <p>This has also meant that staff can use smart targets effectively on Individual plans for pupils and share these with families.</p>

Summer 2021	Targeted interventions based on teacher assessment	Targeted Approaches: <b>One to One and small group tuition.</b>	<p>Across <b>EYFS/KS1</b> small group and one to one tuition has been used to target gaps in learning. Interventions: -<b>Time to Talk:</b> communication intervention -<b>EAL</b> (English as an additional language) <b>support group</b> -<b>Fine motor skills</b> groups to support handwriting -<b>Maths</b> pre and post teaching and booster groups- <b>Apples and Pears</b></p> <p>Across <b>KS2 (Y3-Y5)</b>, small group and one to one tuition has been used to target gaps in learning. Interventions: -<b>Handwriting</b> focus groups -<b>Memory Magic</b> interventions -<b>Apples and Pears:</b> Maths booster group intervention -<b>Spelling support/booster</b> groups -<b>SNIP-</b> spelling intervention</p>	<p><b>£1,300 (EYFS/KS1)</b></p> <p><b>£540(Y3)</b></p> <p><b>TA@£12</b></p> <p><b>£744 (Y4)</b></p> <p><b>TA@ £12</b></p> <p><b>£480 (Y5)</b></p> <p><b>TA@ £12</b></p> <p><b>TOTAL</b></p> <p><b>£3,064</b></p>	<p>AC KB SaF</p> <p>RW AM</p>	<p>April 2021- July 2021 <b>Terms 5 &amp; 6</b></p>	<p><b>19%</b> of our pupils are identified as SEND. As mentioned previously, these pupils have been targeted for additional support linked to their area of need. Teacher assessment and the use of PIRA and PUMA as assessment tools have meant that teachers have assessed pupils in reading, writing and maths across the academic year. All the pupils identified as SEND have made steady progress and met their predicted target set at the start of the year. They will continue to need support as they move through the school and the new intervention programmes will provide clear targets and the ability to work through 'small steps' in their learning.</p>
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(Running) **Total: £17,520 (July 2021)**

<b>KP:</b> Kevin Purkiss Head Teacher	<b>DJ:</b> Duncan Jackson Junior Leader	<b>AE:</b> Ally Elliott SENCO	<b>CR:</b> Claire Rigby Deputy Head Teacher	<b>SF:</b> Sarah Farrar Reception Teacher
<b>EH:</b> Emily Hoskin Year 1 Teacher	<b>SL:</b> Sarah Lozynskij Year 1 Teacher	<b>RW:</b> Rachel Walker Year 2 Teacher	<b>SaF:</b> Sampada Falzoni Y2 Teaching Assistant	<b>JE:</b> Jo Etheridge Phonics support Teacher
<b>VB:</b> Vicky Bowman Year 6 class teacher and English Lead	<b>SS:</b> Sheryl Self School Business Manager	<b>KB:</b> Karen Begg Year 1 Teaching Assistant	<b>AC:</b> Anne Clark EYFS Teaching Assistant	<b>RW:</b> Rachel Whittle Y4 Teaching Assistant
<b>RL:</b> Rosi Lewis Y5 one to one support	<b>AM:</b> Ally Messer Y3 Teaching Assistant	<b>EM:</b> Ellie Manaton Year 6 teacher and Geography/PSHE lead		