

Covid-19 Catch-up Funding Plan

Lodge Farm Estimated - £26,160 (Dependent on October Census)

Target – To close the gaps caused by Covid-19, prioritising vulnerable children.					
Development Need	Action	Success Criteria	EFF Guidance	Cost	Evaluation
<p>1. To raise attainment of disadvantaged children in EYFS to be more in line with National proportions on track at end of Reception.</p> <p>2. To close the attainment gap between 'disadvantaged' and 'other' children in EYFS.</p> <p>3. To ensure children aren't hindered by absence caused by Covid-19 guidelines.</p>	<ul style="list-style-type: none"> To provide additional phonics/ Nuffield Early Language intervention 3x weekly (NELI training registration of interest application form has been sent off-awaiting participation confirmation). To provide additional fine motor intervention 3 x weekly. To provide PRECISION TEACHING intervention based on Numbers/Phonic sound recognition. To provide WELLCOM intervention to support communication and language 3 x weekly. Additional Reception – 1 x Reading, 1 x Writing, 1 x Maths. 	<p>To increase the % of children at age-related by 20% each term.</p>	<p><u>One to one and small group tuition</u> There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch-up approaches. Tuition delivered by qualified teachers is likely</p>	<p><u>Supply TA Cost</u> to release established TA to run targeted interventions:</p> <p>£49.50 per afternoon x 5 days per week, for 23 weeks = £5692.50</p>	<p>To be monitored and evaluated at least every half term.</p> <p>Interventions and groups to be added to TES Provision Mapping software to evaluate effectiveness.</p>

<p>1. To raise attainment of children in Y1 & Y2 to be in line with Spring Data 2020.</p> <p>2. To close the attainment gap between 'disadvantaged' and 'other' children in Y1 & Y2.</p> <p>3. To raise attainment of children in Y3 & Y4 to be in line with Spring Data 2020.</p> <p>4. To close the attainment gap between 'disadvantaged' and 'other' children in Y3 & Y4.</p> <p>5. To ensure children aren't hindered by absence caused by Covid-19 guidelines.</p> <p>6. To ensure Year 1 and 2 children are in line with national standards ready for the next stage of their education.</p>	<p><u>Years 1 & 2:</u></p> <ul style="list-style-type: none"> • To provide additional phonics intervention 3x weekly. • To provide additional fine motor intervention 3 x weekly. • To provide 1stClass@Number intervention 3x weekly. • Additional Year 1 Group – 1 x Reading, 1 x Writing, 1 x Maths. • Additional Year 2 Group – 1 x weekly Writing, 2 x Reading, 1 x Maths. <p><u>Years 3 & 4:</u></p> <ul style="list-style-type: none"> • To provide additional phonics intervention 3x weekly. Rapid Phonics sessions are delivered x3 30 minutes sessions per week to children with literacy difficulties. • To provide 1stClass@Number intervention 3x weekly. • To provide reading/writing intervention 3x weekly. Talk for Literacy 	<p>Gap closed between Disadvantaged and Other pupils by the end of the year.</p> <p>End of KS1 data to be in line with NA by Summer 2021.</p>	<p>to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective.</p> <p><u>Intervention programmes</u> In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p>	<p><u>Supply Teacher Cost to run targeted interventions:</u></p> <p>£84.50 per afternoon x 5 days per week, for 23 weeks = £9717.50</p> <p>Y1 – 3 hours per week (6 hours per week on alternate weeks)</p> <p>Y2 – 6 hours per week (3 hours per week on alternate weeks)</p> <p>Y3 – 3 hours per week</p> <p>Y4 – 3 hours per week</p> <p>or split afternoons: 1.5 hours, twice weekly per year group.</p>	<p>To be monitored and evaluated at least every half term.</p> <p>Interventions and groups to be added to TES Provision Mapping software to evaluate effectiveness</p>

	<p>sessions are delivered within small groups to focus on sentence structure and vocabulary. Rhythm for Reading sessions are delivered x3 sessions of 20 minutes each for children who are low attaining in reading comprehension, reading ability and aims to increase a love for reading enjoyment.</p>		<p>Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p>		
<ol style="list-style-type: none"> 1. To raise attainment of children in Y5 & Y6 to be in line with Spring Data 2020. 2. To close the attainment gap between 'disadvantaged' and 'other' children in Y5 & Y6. 3. To ensure children aren't hindered by absence caused by Covid-19 guidelines. 4. To ensure Year 5 and 6 children are in line with national standards ready for the next stage of their education. 	<ul style="list-style-type: none"> • Additional teaching group – Y6 split into 3 groups for English and Maths. • Quality first teaching. • During the lesson, verbal feedback is given. • Pupil progress meetings for targeted children. • Weekly Reading booster in classes. • Differentiated comprehension – modelling answers. LA group – focus on each domain individually. HA – more inference. 	<p>Gap closed between Disadvantaged and Other pupils by the end of the year.</p>		<p><u>Supply Teacher Cost</u> to run targeted interventions/release class teacher to run targeted interventions:</p> <p>£84.50 per afternoon x 5 days per week, for 2 weeks = £9717.50</p> <p>Y5 – six hours per week Y6 – nine hours per week</p>	<p>To be monitored and evaluated at least every half term.</p> <p>Interventions and groups to be added to TES Provision Mapping software to evaluate effectiveness</p>

	<ul style="list-style-type: none">• Listen to readers (SEN and PP children twice a week).• At least twice a week - planned writing activities in foundation subjects• Spelling word mats.• RK intervention - EAL and Writing.• Four writing sessions in English (was three). Less use of WAGOLLS and more teacher modelling.• Daily times tables and arithmetic.• Additional 30 mins (12-12:30pm) 4x a week – reasoning.• Times tables on the playground in the morning.• AV intervention – Maths, Spelling and SPAG.• Daily spelling and grammar.• Weekly SPAG booster – in class – appropriate differentiation.• Differentiated spellings for SEN.				
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	<ul style="list-style-type: none"> • HA group – more spelling as this is weaker than grammar. • After half term, the 4x 30mins a week will be used for SPAG, as we're swapping English and Maths over. 				
				<p>Total Spend = £25,127.50</p>	