



School: Haydon Wick	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)
	<p><b>Maths Intervention</b> NCETM used to teach the gaps identified in KPI's from Can do ready to progress tests and match the DFE ready to progress criteria.</p>	<p>The NCTEM are a widely recognised maths group which has created a very in depth document which links to the governments ready to progress statements for each year group. This can be used as a perfect intervention for those who have shown they have gaps in their Can do ready to progress maths tests and from their term 1 remember it tests. The pupil activities are intended to stimulate interaction and discussion. We suggest you use them flexibly and are guided by pupils' response, repeating activities where pupils lack confidence.</p>	<p>S O to monitor progress via speaking to children, teachers teaching the intervention and the class teachers. Discuss the NCTEM resources with the staff and get them to watch the teaching videos.</p>	<p>Identify in year groups, those children whose target is EXS but currently have gaps due to school closure in years 2,3,4,5 By providing maths interventions identified children close their gap and progress is made.</p>	<p>Assessment weeks and the Can do Maths Club Termly remember it tests.</p>



	<p><b>Year 6 book club</b></p>	<p>Based on reading for pleasure research by Teresa Cremin that shows if children enjoy reading and develop an interest in reading this will improve exam results. The research shows that this is a successful approach and we have used it previously at school with good results. Plan to develop children's RfP alongside and as complementary to reading instruction Effectively use wider knowledge of children's literature and other texts to enrich children's experience and pleasure in reading Let children control more of their own reading and exercise their rights as readers Make time and space for children to explore texts in greater depth, share favourites and talk spontaneously about their reading Build reciprocal and interactive communities of readers.</p>	<p>English lead will monitor progress. English lead to explain how it runs to HLTA and support her with resources (books)</p>	<p>Children just below age related expectations and who don't enjoy reading develop a love of reading and achieve ARE Reading Test scores show progress.</p>	<p>Assessment weeks of each term.</p>
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	<p><b>Improve Writing</b>                  We are going to monitor writing within the classroom after term 2 to see if we need any further interventions                  Small group weekly Writing interventions in Year's 2/3/4/5 for pupils on cusp of ARE</p>	<p>Writing in linked to SDP.                  Focus on sentence structure, punctuation and grammar for writing in the context of the quality texts as models for writing.</p>	<p>Monitored by using the ARE exemplification materials for each year group.</p>	<p>KS2 Children who are WTS with gaps in prior learning, particularly grammar and punctuation will be able to write more fluently in a range of genres.</p>	<p>Assessment writing tasks at the end of each term. Integra writing sheets to track progress and set targets.</p>
<p><b>Early years Interventions</b>                   Tizzy's group</p>	<p>Early Talk Boost is a targeted intervention Designed for children aged 3-4 who are experiencing a delay in their language it is delivered in small groups of 6-8 children to boost their language skills. The sessions include activities that cover the foundation skills in speech, language and communication that children need for learning and understanding new words, as well as having conversations and will support: Attention and listening as a foundation skill for speaking and listening</p> <p>Developing vocabulary; as research shows that children with weaker vocabularies are at risk of difficulties with reading.</p> <p>Building sentences; putting words together is a vital skill</p>	<p>Improve Listening skills, communicating with peers/turn taking, responding to instructions and speech and language</p>	<p>From Baseline assessments, we have 13 children at emerging (2 Honeybees, 11 in Dragonflies). If we can fill these gaps quickly, we'd change that.</p>		<p>Review end of term 3/4                  Look at then working with the KS1 Talk Boost</p>



		for having conversations and telling stories			
	Year 1 phonics interventions Additional reading books purchased to support taking home of books and allowing for book 'quarantine' rules.	See phonics plan Daily 1-1 reading with targeted children		By ensuring that all children are able to access a wide range of reading books at both home and school and providing parents with the resources to continue to practise reading at home, data will show progress and improvement in children's reading ability.	Review termly through assessments
	<b>Supporting pupil's social, emotional and behavioural needs</b> Children's mental health week 1.2.21 and activities completed each day. ELSA activities planned by teachers at least once a week. Telephone calls to vulnerable families to check they are managing online learning and if learning packs are required they are provided. Telephone calls (and follow up calls) to families requesting emotional support for both the parents who are struggling to juggle home learning and children	A large and often unrecognised part of helping children to catch up with their learning is firstly addressing and supporting social, emotional and behavioural needs. The impact of Covid-19 closures to school make this a priority for all our pupils but especially those who are at risk of falling further behind.	Use of jigsaw to support our PSHE curriculum. Teachers involved in planning for well-being approaches within their classrooms to support all learners.  Teachers identify children who need further support with SEMH. Inclusion worker/SENCO/Principal co-ordinate appropriate intervention to meet individual needs.	Data analysis of attendance both when we are in school and on line during school closure will show that children are engaging with their learning and making expected progress. Data will evidence that expected end of year targets are met. Manage pupils return to school by supporting their emotional and behaviour needs means they are able to access their learning.	Review termly



	<p>who are becoming overwhelmed by online learning. ELSA support packs sent home and regular telephone check ins</p> <p>Advice to families re supporting their children's emotional well-being, signposting to helpful websites, links to activities, contact details for inclusion worker</p>				
	<p><b>Supporting remote learning</b> Telephone calls to families who are not engaging regularly online to discuss support for learning and emotional support to encourage engagement in discussing feelings. ELSA packs sent home and follow up calls.</p>	<p>Focus on high quality remote learning. Planning for quality teaching and learning delivered remotely. First quality teaching delivered to all pupils Provide children with the loan of devices so they can access on-line learning. Lend out school i-pads and laptops. Work packs are provided to support extra learning or for children who are finding online learning more challenging.</p>	<p>Reduce the barriers to learning so pupils do not fall behind.</p>	<p>Children keep up with the quality first teaching provided by the teachers delivering lessons through TEAMS. Ensuring prompt and relevant remote learning is accessible, any gaps that children experience in their learning due to absence will be minimised.</p>	<p>Assessment when we return to school will identify any gaps in learning and knowledge.</p>

Please note that during school closure some interventions have paused due to the school closure and will be picked up as soon as school reopens fully and staff needed are able to support the interventions.

## Coronavirus (COVID-19) catch- up premium 2020-2021



On return, we will need to address the following:

Maths	Specific content has been missed, leading to gaps in learning from last lockdown in 2020 and the sequenced teaching was interrupted.
Reading	Reading is more easily accessible at home. However the gap will have widened between those children who have read widely and carried on being supported to read at home and those children who have not read as much or had the opportunities to develop their comprehension skills.
Writing	Those who have maintained writing throughout lockdown are less affected, however those who haven't written as much will have to improve writing stamina and we will need to work on improving their motivation due to lack of fluency in their writing.
Wider curriculum subjects	Children will have missed curriculum experiences such as trip, visitors and memorable curriculum hooks. There will be some gaps in knowledge as whole units of non-core curriculum subjects have been interrupted.