



COVID CATCH UP PLAN 2020 2021 – this plan is to address and support the areas for development identified from assessment undertaken following School closure due to COVID 19. It is expected that significant progress will be made throughout the year.

Catch up Funding Allocation	£17, 120 (Autumn = £4280; Spring =
Costings	
Y6/other interventions	£25 per hour / £165 per day
National Tutoring Programme	Subsidised for disadvantaged children (group of 4 children-15 sessions=£50 instead of £200)
CGP catch up	£11 per KS2 child, £10 per KS1 child Y6 x 32=£352, y5 x 31=£341, KS2=£1408, Y2=£270
ELSA	£30 x 6 weeks=£180
Phonics- GS Tue pms x 6	£110x 6 =£660
Y5 TA 5 x ams	£275 a week
Lexia	
Toe by Toe	£28 per child x
Additional teacher for supply/interventions	M1= £25,714pa

	Reading	Writing	Phonics	Maths	SEMH
Rec- in class	1:1 reading 3x per week (at least once with teacher) 7 children	Fine motor group- twice a week Scaffolding during play Targeted play 9 children In class	Support for parents (videos) Phonics flash cards and blending support 7 children		

Year 1	Individual reading 3 children	Letter formation- daily morning task- letter families Daily handwriting practise Busy fingers group- fine motor Videos on Seesaw for parents. Home practising resources	Daily phonics flashcards Targeted digraphs Parent-phonics online games 7 children	Targeted children with TA in lessons Number formation practice TA pms-targeted interventions	Wellbeing activities Identified individual- seating arrangements, collaborative play Child 2- emotion coaching Child 3- daily visual contact with parent, Seesaw.
Year 2	8 children daily 1:1 reading Guided reading group-Target E- comp higher level text 6 children 2 children-Target WT- guided comp group	Whole class handwriting- joining Weekly letter formation videos as homework-0 shared on Seesaw with parents Intervention- 7 children	Teacher led phonics interventions (5 children) 7 weeks- £700 2 children- daily practice with TA	Target E-5 children In class support Target WT- 3 children in class support	ELSA working in class
Year 3	Reading comprehension interventions- 5 children target GD-inference, detailed answers 6 children target E/E+- some inference 2 children target E	Writing		Place value/basic operations: Target E- 9 children (2 groups) Target E+/GD- 4 children -operations and problem solving	4 children -wellbeing activities- yoga, Star and animal breathing, playdoh TA/teacher

	(attained B)-basic comprehension				
Year 4	<p>Target GD- 4 children- inference/deduction/ using text to reference</p> <p>Target E- 3 children- inference</p> <p>Target WT- intervention to speed read and retrieve information</p> <p>3 children 1:1 reading with TA ams</p>	<p>Spelling- interventions in CW twice a week-6 children</p> <p>1 SEN child- 1:1 spelling</p> <p>2 interventions- sentence structure and adding description</p> <p>Target E-5 children sentence level- 3 children</p> <p>SEN- 2 children</p>		<p>1 SEN child- 1:1 number facts and memory skills</p> <p>Target GD- 7 children-problem solving, applying calc methods</p> <p>Target E- 11 children- calculation methods</p> <p>2 x CW sessions-place value</p> <p>6 children</p>	
Year 5	<p>8 children- decoding and comprehension-Targeted reading group</p> <p>4 children word recognition</p> <p>1:1 3 x a week</p> <p>Small groups with TA/teacher twice a week</p> <p>Daily reading</p> <p>Dyslexia friendly</p>	<p>Handwriting- 9 children- Intervention weekly</p> <p>Weekly class sessions</p> <p>Writing</p> <p>11 children- sentence structure, punctuation, editing</p> <p>SPAG-challenging 14 children</p> <p>Lexia -</p> <p>Spelling Shed</p>		<p>Place value intervention</p> <p>Pre teaching and post teaching</p> <p>Maths problems after lunch whilst handwashing occurs</p> <p>20 children 2 levels below target</p> <p>6 children 1 level below</p>	<p>Daily mindfulness activities</p> <p>ELSA/wellbeing worker support</p> <p>implement Zones of Regulation</p> <p>6 children</p>

	materials Toe by Toe and Lexia	SPAG starters (Y4 catch up) Dedicated SPAG one pm per week) Incorporating checking into lessons !			
Year 6	<p>Target E/E+ 6 chd 2 levels below target 2 chd 1 level below target</p> <p><i>Individual reading 3x a week with TA/ teacher.</i></p> <p><i>Small group intervention - answering questions/ looking at extracts/ how to answer questions - could be delivered by TA or teacher.</i></p> <p>Target GD 16 chd 2 levels</p>	<p>Writing Target E 9 chd Targeted support in lesson - focus on punctuation, variety of sentences.</p> <p><i>Individual 1:1 feedback time.</i></p> <p><i>Small group punctuation focus/ editing focus - delivered by TA/ teacher.</i></p> <p>Target GD 10 chd <i>Targeted support in lesson - focus on</i></p>		<p>Target E 2 chd 2 levels below target 5 chd 1 level below target</p> <p>Target E+ 6 chd 2 levels below target 1 child 1 level below target</p> <p><i>In class programme of maths starters to address gaps in knowledge.</i></p> <p><i>Pre and post teaching small group quick interventions as required - led by JR.</i></p>	<p>6 chd (at least) in need of targeted support.</p> <p>3 chd require high levels of adult input through the day.</p> <p><i>Zones of Regulation completed as a whole class then 1:1 sessions with two chd led by TA.</i></p> <p><i>Wellbeing worker recommended schemes - self esteem (2 chd), flipping your lid (1 child) - delivered by TA or Wellbeing Worker if</i></p>

	<p>below target 2 chd 1 level below target</p> <p><i>Small group intervention - answering questions/ looking at extracts/ how to answer questions, authorial intent - could be delivered by TA or teacher.</i></p>	<p><i>punctuation, writing for purpose, adapting voice for purpose of writing.</i></p> <p><i>1:1 individual feedback and editing time.</i></p> <p>Spelling 9 chd</p> <p><i>Use of Lexia - free trial commencing 9th November.</i></p> <p><i>Alpha to Omega spelling intervention delivered by class TA while the rest of class complete spelling lessons.</i></p> <p><i>Independent use of Spelling Shed on iPads in afternoon to practise statutory words.</i></p>		<p><i>Maths interventions - initial focus arithmetic and fractions - small group, short sessions led by TA or teacher - teacher would be preferable.</i></p> <p>Target GD 9 chd 2 levels below target 7 children 1 level below target</p> <p><i>Maths interventions - initial focus arithmetic and mastery - small group, short sessions led by TA or teacher</i></p>	<p><i>possible.</i></p> <p><i>ELSA support available for chd in need.</i></p>
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		<p>SPAG Whole class <i>Focussed SPAG programme of lesson starters to cover gaps in knowledge.</i></p> <p><i>If necessary use of CGP books - chd of need of additional support work through with TA.</i></p> <p>Whole class need additional support in small groups,</p>			
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