



School Improvement Planning Covid-19 Catch up Premium Academic Year 2020-2021

Priority: Interventions	Objectives; To make accelerated progress with carefully selected children through <ol style="list-style-type: none">1. targeted reading breakfasts for reluctant readers2. reading interventions to develop phonic skills and fluency – following a specific programme3. using high quality resources for guided reading and writing activities4. developing more speaking and listening opportunities to improve vocabulary development	Priority Targets/success criteria: Subject leadership is effective in supporting colleagues Training will be provided for all staff involved Resources readily available Trackers in place to show progress
Evidence base	Following the school closure due to Covid-19 children have fallen behind with their learning/struggled to retain previous knowledge. Funding to be spent on targeted children to move them from working towards age related expectations to at age related expectations.	

Key outcomes	Person/s Responsible	Date for actions	Resources	Monitoring	Milestones	Outcomes	Evidence
Objective 1 To implement targeted reading breakfasts (KS2)	SB GQ	December – Children selected to attend (UKS2 pupils) January – Sessions start (2x per week) April – Review groups and amend if necessary	High quality texts Devices for online learning	GQ to ensure these sessions are running effectively Half termly discussions with SB and children about their confidence in reading and their opinion about the reading breakfasts Track progress (teacher assessment data)	Half termly reviews/change groups if needed	Children gain confidence in their reading abilities They acquire a love of reading They are able to select a suitable book and justify their opinions/choices	Discussions with SB Pupil voice Session notes Observations Data
Objective 2 To improve phonic knowledge and reading fluency (UKS2) Fresh Start Programme	SB AC MT CO, CK (Y4) GQ	October – Initial assessments Appoint new staff member to implement these sessions Spring Term – FS training Dec/Feb/Apr/May/July – Assess children and regroup (This intervention will target all pupils will a reading age lower than 9.5 in Years 5 and 6. It will be delivered to the lowest 20% of Year 4 pupils whose phonic knowledge is not secure). Pupils will receive FS at least 3x per week.	FS resources -word cards, anthologies, module handbooks FS training	Drop ins from SLT Half termly discussions regarding groupings/progress 'Book Look' at module handbooks	Half termly assessments	Children will gradually move through the different modules, with increasing accuracy and fluency	Data tracker Module handbooks Observations Pupil voice
Objective 3 To improve comprehension skills (Year 3/4)	SB GQ Class teachers in LKS2	December – groups selected January – groups begin with guidance from class teachers/GQ Pupils completed NfER assessments in Autumn, the second round of assessments is w/c 8.3.20 – pupils to complete Reading test papers in class	Books Test papers	Drop ins from SLT Discussions between SB and class teachers to ensure consistency in teaching	Termly assessments completed in class	Children will have an increased scaled score (from September) when they are assessed. This will continue to increase throughout the year	Session notes Pupil voice Increased scaled scores/data Drop ins
Objective 4 To increase the use of vocabulary in EYFS	LM/JS/GQ AD Talking House EYFS staff	September – baseline assessments October – staff members to complete EYFS training modules- 5 sessions. speech sound development, speech sound errors. Assessments completed for 4 children. Interventions to begin Spring Term.	Talking House training	Completed workbooks Completed half-term interventions Discussions between AD and class teachers to ensure consistency in teaching and gaps	Termly assessments	Children with specific speech and language communication needs will increase their accuracy and fluency in communicating.	SaLT termly reports Pupil Voice Observations

Objective 5 Make focused use of the NTP for closing the gap in maths for targeted pupils	HS ZI NTP WRM tutors	Selected pupils in November – set up tracker Approach and agree WRM, set TLR for overseeing (NT) Letters, arrangements and liaison Baseline and sessions dates with end of session assessment Questionnaire	Funding from RKL TLR Matched fund from NTP TLR for overseeing	Baseline Quality assurance from in house and WRM key contact (NTP leadership team) End of sessions assessment	Entry and exit assessments Usual 3x pa data drops in school	Gaps will close Children's overall attainment will be improved Softer evidence of increased confidence-questionnaires	Session notes Data Outcomes Questionnaires QA process
Evaluative questions	Have the children made expected progress? Were there any barriers to overcome? Is Fresh Start the most effective programme to follow for our children? Did groups change to meet the needs of <i>all</i> learners? Have key gaps in maths been filled and increased outcomes/confidence?			Monitoring including governor involvement	Deep dives; Appraisals, data analysis, regular meetings/reports to discuss progress and identify areas to develop Governor review of subject leaders/SB		
Evaluation –							