

Coronavirus (COVID-19) catch-up premium

42 pupils @ £80 per pupil = £3360

Objectives	Support guide from EEF	Actions	Evidence	Impact – review July 2021
Returning children baseline assessment of phonics and targeted interventions.	<i>Training for staff. Targeted interventions – e.g. 5-minute box.</i>	<ul style="list-style-type: none"> All teachers to undertake assessment and identify next steps for each pupil to inform intervention timetable Year 1 & 2 children to receive daily phonics intervention 5-minute box implemented (£125.00) 2nd 5 minute box programme and training for staff (£330.00) Embedding phases 1, 2, 3 	Phonics Tracking grids Pupil Progress Meetings	
Year 1 – 6 catch up reading.	<i>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.</i>	<ul style="list-style-type: none"> Baseline assessment using PIRA Targeted reading intervention in place for pupils Purchase Pearson Bug Club reading scheme (£1000.00) 	Class reading records Pupil Progress Meetings Dedicated LSWA to read with pupils	
1 x LSA to be allocated responsibility for 1-1 daily catch up to support reading, writing phonic skills.	<i>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.</i>	<ul style="list-style-type: none"> LWSA 1-1 intervention working across classes (£1905) 	LWSA intervention provision map	
Improve attendance and communication	<i>Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.</i>	<ul style="list-style-type: none"> Use of Class Dojo as a consistent tool to communicate with parents and share information LWSA to support families who struggle with attendance 	Parental uptake % increase in attendance	