

Ditton Primary School: COVID-19 CATCH UP PREMIUM PLAN

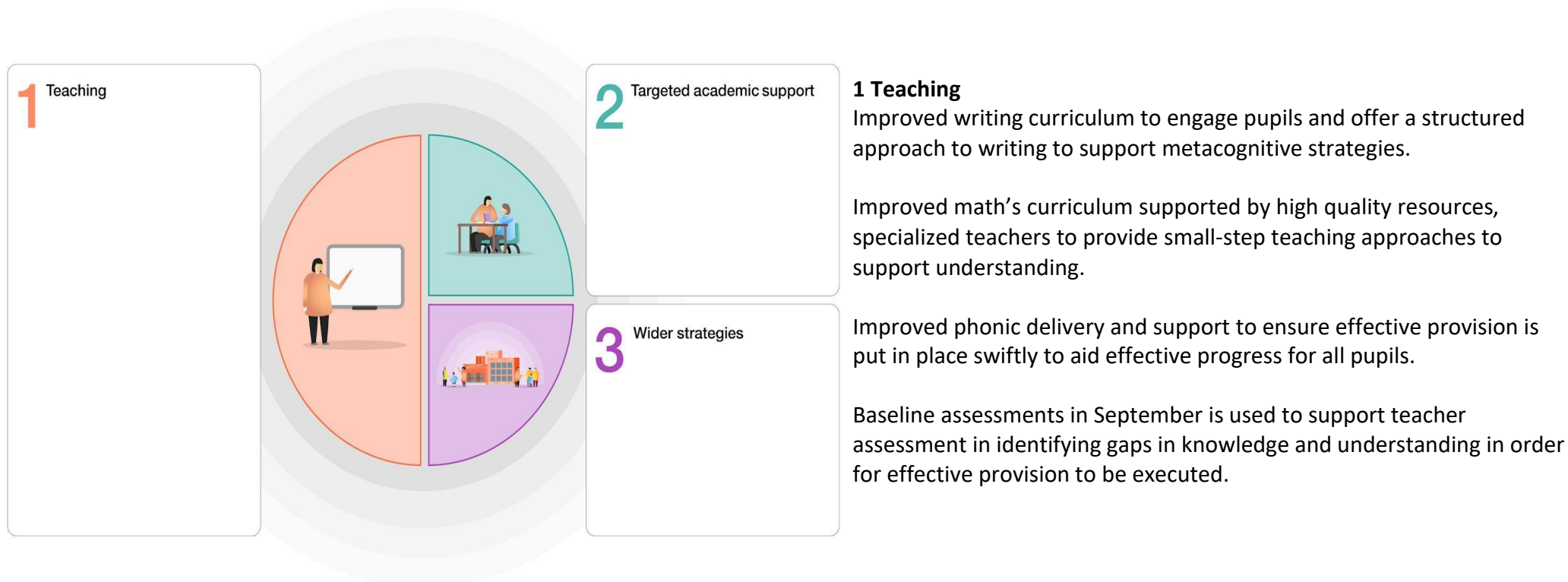
Total allocation of funding based on 392 children (reception to Year 6 inclusive) x £80pp = £31360

Barriers to overcome:

- Analysis of attainment following COVID absence identified need of more capacity for interventions to 'plug' knowledge and skills gaps with small groups and individuals in math's and English.
- Observations and feedback from staff showed a need for social and emotional support for specific individuals finding the transition and risk assessment changes difficult to manage,
- Analysis from pupil progress meetings and baseline of each class at the start of the year showed writing stamina and basic maths skills as being areas of needing extra support throughout each class.

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FOCUS AREA OF SPEND



2 Targeted Academic Support

Small group intervention for pupils who need support in the same area and throughout the 1 to 1 intervention for pupils with specific needs.

Continue with deployment of teacher and teaching assistant to provide interventions.

Precision teaching, pre teaching and consolidation provision put in place as regular provisions in all classes.

3 Wider Strategies

Pre teach and consolidation used for small groups and 1:1 sessions School. Continue with standard offer of group tuition in year 6.

Amended school communication in order to continue to supply regular, strong communication taking into account Covid-19 risk Assessment.

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Problem (why)?	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Cost (how much?)
<p>What needs to change e.g. teacher behaviour, student behaviour, attainment?</p>	<p>What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working?</p>	<p>How will it be done? What blend of activities are required?</p>	<p>How will you know that it is working? Do staff feel the approach is feasible and useful?</p>	<p>What is the cost to the school?</p>
<ul style="list-style-type: none"> Analysis of attainment following COVID absence identified need of more capacity for interventions to 'plug' knowledge and skills gaps with small groups and individuals in maths and English. 	<ul style="list-style-type: none"> Interventions to support small steps of progress in each identified area. Pupils will feel confident in these identified areas and be able to use the skills and knowledge independently. Interventions will consist, as appropriate, of precision teaching, pre teaching & consolidation sessions. 	<ul style="list-style-type: none"> Pupils and identified areas identified by teachers using NFER and White Rose resources and teacher assessment. Good communication between teacher and intervention lead on next steps and assessment. Small group interventions put in place where children with a similar need can be supported together. 1:1 intervention put in place where a pupil has a specific need to be supported. 4 weekly evaluation of impact. 	<ul style="list-style-type: none"> Evidence of improvement will be seen through independent work and teacher assessment. Tutor weekly reports to online hub Progress will be documented in 6 weekly pupil progress meetings where impact will be evaluated and provision amended as needed. 	<ul style="list-style-type: none"> NTP Tutors – £10,000
<ul style="list-style-type: none"> Observations and feedback from staff showed a need for social and emotional support for specific individuals finding the transition and risk assessment changes difficult to manage. 	<ul style="list-style-type: none"> Clear behaviour expectations Support for children with specific difficulties Targeted pastoral support for families and children 	<ul style="list-style-type: none"> Review of behavior steps Bespoke behavior charts for children with specific difficulties Weekly PSHCE lessons based on recovery foci 	<ul style="list-style-type: none"> Children will be settled and able to access learning appropriately 	<ul style="list-style-type: none"> Will be managed using existing personnel

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<ul style="list-style-type: none"> Analysis from pupil progress meetings after the first half term showed stamina for writing and maths as being an area of specific need for classes weakness throughout the school . 	<ul style="list-style-type: none"> Increasing opportunities to write to improve overall writing stamina Quality assured intervention programs for maths 	<ul style="list-style-type: none"> Consultant support Amend planning to fully optimize incidental writes Deployment of existing teaching assistants Structured intervention program for Year 5 Fluency grids used daily 	<ul style="list-style-type: none"> Evidence in workbooks Pupil voice 	<ul style="list-style-type: none"> Step up to Y6 intervention – £600 NTP tutors - £10,000
<ul style="list-style-type: none"> Each teacher will have individual recovery plans for their classes. It would, be at the teachers discretion as to whether and when they introduce more curriculum subjects. 	<ul style="list-style-type: none"> Classes will be moving onto more curricular subjects as the autumn term progresses 	<ul style="list-style-type: none"> Each class to produce their own recovery plans for their classes. Teachers to bring more subject 'online' using their recovery plans. 	<ul style="list-style-type: none"> The full school curriculum will be being taught from October 2020 in every class. 	<ul style="list-style-type: none"> £1000
<ul style="list-style-type: none"> Analysis from early teacher assessment showed intervention was needed to accelerate progress in year 1 phonics and reading 	<ul style="list-style-type: none"> Small group phonics booster sessions and pupils identified from teacher assessment for 1:3 precision teaching, 1:1 where needed 	<ul style="list-style-type: none"> Running attainment records are kept for each child so they can quickly be identified for same day intervention in the form of 1:1 teaching Extra sessions for identified pupils with Tutor 	<ul style="list-style-type: none"> Teaching assessment scores will increase and running records will show phonetic knowledge has been retained. 	<ul style="list-style-type: none"> Training - £350 NTP - £6000 Reading consultant - 4000
			Total	£31950