

# Coronavirus (COVID-19) catch- up premium



School: Gagle Brook

No	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)
1	PPA cover for 1 afternoon a week (Term 2,3,4) to allow Principal to provide focussed interventions to Year 1 / 2 Year 2 reading Year 1 reading	<p>Currently 47% of Year 2 on track for Reading – intervention to be provided by Principal for additional 28% of children to reach target 70% ARE</p> <p>Currently 50% Year 1 on track for Reading -intervention to be provided by Principal for additional 29% of children to reach target 70% ARE (in line with Term 1 RWI assessments) SDP no. 2 - Embedding early reading and high quality phonics teaching and learning</p>	<p>Principal delivered – so high quality intervention</p> <p>Based on formative assessment and gaps in learning</p> <p>Summative Assessment progress</p> <p>3 sets of interventions: - Year 2: Phonics catch up group - Year 2: Target comprehension group - Year 1: Target phonics blending / writing group</p>	<p>Target group for end of KS1 and Year 1</p> <p>Summative Assessment progress and move towards target 70% Reading ARE</p>	December 2020
2	Breakfast food for before school maths intervention for year 2 (to encourage participation)	<p>Currently 30% of Year 2 in target group for Maths – intervention to be provided by Principal before school in Term 2/3</p> <p>SDP 1. Consistent Vision approach and detailed strategy pathway to lead to higher expectations of pupils and consequential progress in learning. To include further development of Maths Mastery approach</p>	<p>Discussion with teacher for appropriate skills focus</p> <p>Principal delivered – so high quality intervention</p> <p>Intervention focus initially place value, then addition / subtraction – to close</p>	Target group for end of KS1	December 2020

			any gaps identified by class teacher		
3	Purchase of 3 visualisers for modelling teacher and children's work – to lead towards progress in learning – especially crucial in Covid restrictions, limiting class teacher movement around class and for home learning	<p>Effective modelling (in RWM) is key to children making accelerated progress. Also peer on peer assessment and review allows for progress in learning</p> <p>SDP no. 1 – T&amp;L policy talks of sharing challenging models and aspirational work from children to ensure progress in children's attainment</p>	Lesson observations	<p>All children to benefit throughout school across RWM – particularly focussed teaching tool for target 25% across year groups</p> <p>Will be allow for greater reasoning explanations in maths, and demonstrate higher expectations of presentation and quality of R and W work from children</p>	December 2020