



During the COVID crisis our pupil numbers have increased. However, the number eligible for FSMs/ PP has remained fairly static. Those children on our SEND register accessed in-school provision during both lockdowns.

As an impact of COVID many children have gaps in their learning especially linked to phonics/ spelling and key number facts.

As a school we began to address this from September 2020. During that autumn term we felt that our adjustments to provision in phonics, increasing reading opportunities, adaption to the format of math lessons enabled all children to accelerate progress. The lockdown at the start of 2021 has affected this accelerated progress, with this in mind we have continued to adapt our curriculum provision, especially in phonics/spelling and maths.

Through the use of recovery premium funding and school lead tutoring funding alongside deployment of staff the following strategy will be implemented.

In addition to the RWM interventions led by teachers/teaching assistants each day, one teaching assistant will also become a trained ELSA by the end of the Autumn term. She will work with small groups of children in years 2-5 on their social and emotional needs.

* See class provision maps for interventions and TA support introduced at the start of the Autumn term. These will be reviewed after the first data point on the 24th November 21.

Year Group	Cohort concerns prior to COVID ie high % vulnerable/ Send etc	Catch up plans (including £)	Intended impact
Reception	6/18 PP 1 SEND	Additional TA employed in nursery this academic year to further support key areas of learning.	For attainment to increase to 72%
Year 1	7/23 PP 3 SEND	Full time TA support this academic year to support with additional phonics and mathematics.	For attainment to increase from 59% to 65%
Year 2	9/25 PP 6 SEND	Full time TA to work each morning with identified children during Maths and English lessons. Four afternoons a week she will do targeted interventions. These will include phonics, reading fluency, number recall.	For attainment to increase from 50% to 65% combined measure

		Tutoring through NTP 1 morning a week for English via experienced teacher.	
Year 3	11/20 PP 4 SEND	Full time TA to deliver on Mathematics and Reading Interventions in the afternoon sessions and support in the classroom with key priority children. Additional after school booster sessions, targeting PP children as a priority in Ma and English.	For attainment to increase from 50% to 68%
Year 4	12/21 PP 1 SEND	We are interviewing for an Academic Mentor through NTP on 11/11/21. Once employed the Academic Mentor will complete interventions 2 afternoons a week Additional after school booster sessions, targeting PP children as a priority in Ma and English.	For attainment to increase from 45% to 65%
Year 5	9/18 PP 3 SEND	Part time TA We are interviewing for an Academic Mentor through NTP on 11/11/21. Once employed the Academic Mentor will complete interventions 1 afternoon a week Additional after school booster sessions, targeting PP children as a priority in Ma and English.	For attainment to increase from 38% to 50%
Year 6	15/25 PP 5 SEND	Part time TA working specifically with priority children *PP Tutoring through NTP 2 mornings a week We are interviewing for an Academic Mentor through NTP on 11/11/21. Once employed the Academic Mentor will complete interventions 2 afternoons a week	For attainment to increase from 52% to 65%

		Additional after school booster sessions for named children on 6 weekly cycle.	
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