

Coronavirus (COVID-19) catch- up premium



School: Grange Junior School

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	<p>Additional small group teaching/ 1-1 tuition for Year 3 & 6 girls who are underachieving</p> <p>Catch up pupils identified through AFL in class, formal assessment, data analysis and discussions during pupil progress meetings</p> <p>Class teachers to identify areas of underperformance within the maths curriculum</p>	<p>To raise the standards of underperforming girls in maths and in particular those girls who enter the school performing beyond their year group expectations</p> <p>Quality First teaching – Teachers to provide interventions and therefore increase attainment and progress</p>	<p>Weekly catch up sessions on key concepts to support closing gaps within the curriculum</p> <p>Sessions after school, commitment made by staff for the term</p> <p>Parents and children to commit for the duration of a term</p> <p>No more than 6 children in a group</p> <p>Children to be working on the same or similar concepts within the session</p> <p>To ensure pupils have a secure understanding of the use of manipulatives</p> <p>To increase the opportunities for children to access reasoning to develop geometry, measure and statistics applying their skills of calculation and place value</p> <p>To challenge pupils through questioning to develop reasoning that exceeds age related expectations.</p> <p>Staff to keep a record of on-going assessments and held to account by SLT</p> <p>Data to be tracked at all data points</p> <p>SLT to monitor interventions to ensure consistency and quality of teaching and learning</p>	<p>Class books of catch up pupils to demonstrate rapid rates of progress</p> <p>Children will be secure with calculation procedures through the use of manipulatives</p> <p>Children will reason confidently when applying their knowledge and understanding across a range of maths problems.</p> <p>Children will make more than expected progress within the year based on their attainment from KS1</p> <p>Raise ARE+ (Year 3 Girls) to 76%</p> <p>Raise ARE+ (Year 6 Girls) to 65%</p>	<p>5 teaching sessions per week</p> <p>Over 2 x 10 week period</p> <p>Review at mid-point of each 10 week cycle</p>
2	<p>Additional training for teaching staff for term</p> <p>4 maths objectives</p> <p>Teachers in years 3-5 to work with</p>	<p>To raise the standards of underperforming girls in maths and in particular those girls who enter the school performing beyond</p>	<p>Training provided by maths specialist teachers based on key objectives for each year group</p>	<p>Class books of catch up pupils to demonstrate rapid rates of progress</p> <p>Children will be secure with calculation procedures through the use of manipulatives</p>	<p>5 teaching sessions per week</p> <p>Over 2 x 10 week period</p>

	<p>specialists to ensure focussed and paced programme of work for maths</p>	<p>their year group expectations</p> <p>To raise standards for vulnerable learners so that they can meet the national expected standard in maths</p> <p>Quality First teaching – Teachers to provide interventions and therefore increase attainment and progress</p>	<p>Support to ensure training is implemented in planning and has an impact on teaching standards</p> <p>To improve the intent of lessons so that they are well structured and paced for groups of learners.</p> <p>To improve the adaptation of key learning points to suit different groups of learners. Staff to keep a thinking sheet of adaptations linked to their class and held to account by SLT</p> <p>Data to be tracked at all assessment points</p> <p>CanDo assessments to be used with trackers to ensure coverage and identify gaps</p> <p>SLT to quality assure the consistency of teaching and learning.</p>	<p>Children will reason confidently when applying their knowledge and understanding across a range of maths problems.</p> <p>Children will make more than expected progress within the year based on their attainment from KS1</p> <p>Raise ARE+ (Year 3 Girls) to 76%</p> <p>Raise ARE+ (Year 6 Girls) to 65%</p>	<p>Review at mid-point of each 10 week cycle</p>
3	<p>Additional 1-1 and small group teaching for the most vulnerable</p> <p>SENCO and class teachers to identify children</p> <p>Targets set during Pupil progress meetings</p>	<p>To improve pupil confidence and engagement in maths and English for SEN learners</p>	<p>HLTA's and TA's with experience or TA's looking into/ going into teaching, supporting and accelerating learning to take on a group within their bubble to support in concepts.</p> <p>Raising the love of learning, regularity of reading, stamina for writing</p> <p>Identify the group/ individual targets that are smart and achievable. Keep a record of pupil progress towards targets</p> <p>Vocabulary development. With a focus on generic test question language to develop an understanding</p> <p>SENCO to monitor interventions to ensure consistency and quality of teaching and learning</p>	<p>Class books of catch up pupils to demonstrate rapid rates of progress</p> <p>Improvement of reading comprehension ages</p> <p>Children who were originally below expected standard at the end of KS1 are making better than expected progress</p> <p>Pupils will have a depth of understanding and confidence to articulate their understanding both verbally and in the written form</p>	<p>5 teaching sessions per week</p> <p>Over 2 x 10 week period</p> <p>Review at mid-point of each 10 week cycle</p>

<p>4</p>	<p>Teachers, SENCO and DSL to identify disadvantaged learners for the catch up programme based on KS1 data and current AFL Promote the awareness of parent/carer to the application of catch up</p>	<p>To support the disadvantaged learners and their families with home learning</p>	<p>SENCO to raise the profile of sessions through communication with identified parents Nurture group provision reviewed to meet pupil needs Family sessions to support home learning</p>	<p>Number of pupils attending catch up matches those who are eligible from school assessment Increased attendance at sessions by disadvantaged learners and their families Raise ARE+ (RWM/ Disadvantaged learners) by 8% to 51%</p>	<p>2 sessions per week. Over 2 x 10 week period Review at mid-point of each 10 week cycle</p>
<p>5</p>	<p>Additional small group teaching/ 1-1 tuition Catch up pupils identified through AFL in class, data analysis and discussions during pupil progress meeting Promote the application of catch up and parental awareness Class teachers to identify areas of underperformance within the writing curriculum</p>	<p>To raise the standards of underperforming boys in writing with a particular focus on sentence structure and pace of writing</p>	<p>Weekly catch up sessions on key concepts to support closing gaps within the curriculum Sessions after school commitment made by staff for term Parents and children to commit for of a term Sessions to run from 3:30 – 4:14 once per week No more than 6 children in a group Children to be working on the same or similar concepts within the session To ensure pupils have a secure understanding of various forms of sentence structure To develop opportunities for writing around areas of student interest to promote the love of writing and develop pace To challenge pupils through questioning to develop their styles of writing and sentence structure</p>	<p>Class books of catch up pupils to demonstrate rapid rates of progress Children will write confidently using the expected skills for their year group Writing moderation will show children writing longer piece with a greater variety of sentence structure Children will make more than expected progress within the year based on their attainment from KS1 Raise ARE+ (Year 3 Boys) to 62% Raise ARE+ (Year 5 Boys) to 54% Raise ARE+ (Year 6 Boys) to 66%</p>	<p>5 teaching sessions per week. Over 2 x 10 week period Review at mid-point of each 10 week cycle</p>

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			Staff to keep a record of on-going assessments and held to account by SLT Data to be tracked at all data points SLT to monitor interventions to ensure consistency and quality of teaching and learning		
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