

Spring 2
Year Group: Year 1

Seven days devoted to careful assessment of academic and well-being needs. Assessment documents produced for all pupils to match planning to and identify tier position for each child. Assessment for learning to continue each week

Funding

Tier One Catch Up Academic:

Quality first teaching in reading, writing phonics, vocabulary and maths.
 Extended teaching time focus on: **Writing**/Reading/Maths.
 Writing club during 1 literacy and 1 afternoon writing session.
 End of term targets for focus area:
 MUST –Use finger spaces. Know list 1 HFW to spell without reference. Cursive letter formation for easy words. Begin to be able to compose 3 simple sentences.
 SHOULD – Compose and write at least 5 simple sentences. Know list 1 and 2 HFW to spell without reference. Use a full stop, capital letter and finger space. Be able to compose simple sentences. Begin to join smaller words together. Be able to use and spell taught suffixes.
 COULD – Compose and write at least 6 sentences including wow words. Spell list 1-2 HFW in writing. All HW joined. Remember simple spelling rules for adding suffixes.

Non negotiables: Writing on the line, using finger spaces, meeting your WILF, capital letters and full stops.

Increased focus Maths –Number starters and plenaries daily. 1 number lesson each week. Recap missing numbers and counting in steps.

Tier One Catch Up Well Being and Parental Support

Extended PHSE and opportunities for children to talk Team building exercise to ensure secure attachment to school adults, peers and class base.
 Focus on parallel curriculum.
Continued focus on how to play together gently.
Ensure communication with parents and carers is maintained through:
 Daily contact at entrance and exit.
 Parent consultation offered by phone call.
 Communicating details of attendance
 Communication of remote learning plan. Daily “communication” with teachers through phone call or tapestry-see remote learning plan.
 Pupils with well-being needs at tier 1 + meet threshold for some additional support. **Link to Vulnerability matrix and BIS Family Resource offer tier one include in monthly supervision.**

No additional staffing costs. Covered through use of contracted TAs. CPD time devoted to additional planning and preparation needed by year groups.

<p>Increased focus Reading: Monitor and engage with home reading. Focus on written comprehension during guided reading lessons.</p> <p>Increased focus phonics: More writing during phonics time and using THRASS to carefully sound and spell.</p> <p>Vocab provision: Maintain focus on introducing new vocabulary selected each term.</p> <p>Increased teaching time for writing gained by only having two project sessions a week and not having a reading afternoon as we usually would in year one.</p>		
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<p>Tier Two Catch up Academic: Short term focussed tuition where children have fallen behind but have the capacity to catch up.</p> <p>Achieved through : TA taking class for session and the teacher focusing on group task.</p> <p>Focus of intervention groups term1: Writing: Barriers to handwriting including HF words. Spelling CVC with diagraphs and CCVC and being able to spell them within a sentence. Phonics: Target group within phonic lessons. Maths: One more and one less, counting to 100, addition and subtraction within 50, using a number line. Pre-learning rather than overlearning to boost confidence in maths.</p>	<p>Tier Two Catch up :Well being Social and emotional support through small group intervention where necessary e.g T days Low level Family Resource help with pupil attendance, support and guidance for parents e.g sleep routines, small behavioural issues or anxiety. Link to Vulnerability matrix and BIS Family Resource offer tier two or three according to need include in monthly supervision. Ensure extended communication with parents and carers is maintained through: Information sheet shared with parents illustrating aspects of attainment where child has fallen behind and requires additional support to regain prior level. More details of support required from home.</p>	<p>Through catch up and PP Additional TA hours x 4 hours per week @£2,000 per year group Achieved through two afternoons per week. Teacher to support large group for catch up. Rest of class to be taken by Hannah Jones Total cost £4,000</p> <p>Total amount of KS1 catch up funding @£9,300 Total additional TA funded support=£9,400.</p>

<p>Reading: Target readers, extra guided reading group 2x weekly.</p> <p>One to one focus individual intervention for quick wins e.g handwriting and spelling HFW achieved via TA or student support.</p> <p>Support provided to access remote learning through help to access tapestry, possible loan of tablet for lockdown or isolating periods/</p>	<p>Communicating details of attendance and accelerating procedures for securing good levels of attendance.</p> <p>Family resource support offer</p>	<p>PP funding for hardware for remote learning:</p>
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<p>Tier Three Catch up Academic: Yearlong specific interventions for those children who already have SEND plans OR whom are now significantly below age related expectations. Regular sessions maintained over a sustained period of time delivered in a consistent manner.</p> <p>Achieved through: Writing individual termly plans for all children with specific small step targets. IEPS 1:1 and small group interventions focused on meeting a specific need-consider EEF promising projects alongside school devised interventions. Delivered and assessed by TAs TAs attached to specific groups and responsible for plans of specific children with weekly supervision meeting with year group teachers. Talk boost vocabulary intervention where needed Support provided to access remote learning through help to access tapestry, possible loan of tablet for lockdown or isolating periods.</p>	<p>Tier Three Catch up: Well being Specific interventions to address specific social and emotional needs including individual programmes adopted in class together with behavioural plan and regular support e.g counselling, behaviour box. More intensive pastoral support around the child and family through family resource. Early help, TAF, CIN, CP Link to tier 3 or 4 BIS Family Resource and Vulnerability matrix and include in monthly supervision. Ensure extended communication with parents and carers is achieved through: Regular phone calls from teachers to report on progress and discuss next steps x2 per term. Log of calls and communication kept on platform Family resource support offer. Outdoor face to face meetings offered where needed or socially distanced out of hours.</p>	<p>Additional TA hours x6 per year group per week. @£2,700 Mia to support. Total cost+ £5,400</p> <p>Access to DFE offer of free internet.</p>
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