

<p>Spring Year Group: 2</p>		
<p>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.</p>		<p>Funding</p>
<p>Tier One Catch Up Academic:</p> <p>Quality first teaching in reading, writing phonics, vocabulary and maths. Extended teaching time focus on: Writing/Reading/Maths Access to remote learning from day one-See plan</p> <p>End of term targets for focus area: MUST – Spell high frequency words that have been taught to them, meet the amount of sentences in the WILF COULD – Check their own work for errors in punctuation and spelling SHOULD – edit work, with an awareness of the reader</p> <p>Non negotiables: Use of FS and full stops. Best HW in all pieces. Meeting WILF for number of sentences</p> <p>Increased focus in whole class maths of counting backwards, addition and subtraction, tens boundaries and word problems.</p> <p>Answering written comprehension questions from a reading paper. Applying diagraphs and phonics knowledge to reading.</p>	<p>Tier One Catch Up Well being and parental support</p> <p>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 Ensure communication with parents and carers is maintained through: Daily contact at entrance and exit. Parent consultation offered by phone call. Information sheet shared with parents illustrating small areas of support required from home to regain ground lost and clarity of how child is currently attaining. 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.</p>	<p>No additional staffing costs. CPD time devoted to additional planning and preparation needed by year groups.</p>

Vocab provision: New vocabulary selected each term. Introduced to children in project sessions and linked to new learning		
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Tier Two Catch up Academic:	Tier Two Catch up :Well being	Through catch up and PP

<p>Focus of intervention group term1: Short term focussed tuition where children have fallen behind but have the capacity to catch up. Achieved through : TA taking class for session and teacher focusing on group task. Plus an hour and a half from deputy head.</p> <p>Focus of intervention groups term1: Writing: spelling of HFW, Using THRASs to support spelling, volume of writing, checking and editing.</p> <p>Phonics: Applying phonics to decode full sentences quickly and accurately (LA)</p> <p>Maths: calculation basics for addition & subtraction using drawn numberlines, overlearning of content taught in class, place value, counting forwards and backwards over the tens boundaries.</p> <p>Reading: Paper technique, practise reading and answering written questions.</p> <p>Vocab: Use of higher level vocab when writing to improve pieces</p>	<p>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. Communicating details of attendance and accelerating procedures for securing good levels of attendance. Family resource support offer</p>	<p>Additional TA hours x 4 hours per week @£2,000 per year group</p> <p>Total cost £4,000</p> <p>Total amount of KS1 catch up funding @£9,300</p> <p>Total additional TA funded support=£9,400.</p> <p>PP funding for hardware for remote learning:</p>
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<p>Tier Three Catch up Academic: Year long 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.</p> <p>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. 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.</p> <p>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</p> <p>Total cost+ £5,400</p> <p>Access to DFE offer of free internet.</p>