

St Peter's C.E. Primary School
COVID-19 Catch Up Premium 2021-2022

Intent	Implementation	Monitoring Impact
Develop early speech and language skills in EYFS.	<ul style="list-style-type: none"> • Identification of low speech and language skills on entry. To develop speaking, language and communication (Bug Club vocabulary) due to covid impacting on nursery hours. This programme will run concurrently with Wellcomm. • Nuffield Early Language Intervention (DFE) a 20-week programme to support early language skills due to missing part of early education. • Phonics Tracker 	<ul style="list-style-type: none"> • Relevant children completed the Wellcomm and Nelly assessment. • All children completed the EYFS Baseline. • Children to be reassessed at three points in the year. • Moderation carried out by SLT x 3 • Moderation from Step into Quality. • Bug Club vocabulary is now embedded in teaching sessions •
To develop fluency of number	<ul style="list-style-type: none"> • All children in EYFS and KS1 to participate in a mastery number programme through NCETM - daily x 10 mins • 	<ul style="list-style-type: none"> • Secure firm foundations in the development of good number sense for all children – from EYFS to KS1/KS2 • Aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility in number.
To develop key skills in reading and writing in KS1 to ensure that children are more effectively 'closing the gap'	<ul style="list-style-type: none"> • Identification of pupils writing skills in KS1 needing further and rapid support. • Tutoring sessions with a clear structure and planned outcomes identified. • Tutoring session 3x afternoons. • Story telling boxes are now used to develop communication and thinking skills. 	<ul style="list-style-type: none"> • Children carefully assessed and gaps identified. • Moderation of targeted intervention • Review of outcomes in January and evidenced of accelerated progress. • Teacher and tutor will work closely to identify successes and to ensure intervention rigorous and effective
To develop key skills in reading and writing in KS1/ KS2 to	<ul style="list-style-type: none"> • Identification of pupils writing skills in KS1/KS2 needing further and rapid support. 	<ul style="list-style-type: none"> • Children carefully assessed and gaps identified. • Moderation of targeted intervention • Review of outcomes and evidence of accelerated progress.

<p>ensure that children are more effectively 'closing the gap'</p>	<ul style="list-style-type: none"> • Class teacher led session with clear planned and structured interventions with outcomes • Sessions to take place by the Class teacher whilst a music session is taught with a focus on language • Word of the Day books introduced for each Key Stage 	<ul style="list-style-type: none"> • Teacher will work closely to identify successes and to ensure intervention rigorous and effective.
<p>To ensure more timely and effective intervention take place daily.</p>	<ul style="list-style-type: none"> • Increase staffing hours of experienced Teaching Assistants • Carefully planned interventions by the class teacher or resources including, Bounce Back Phonics, Fast Track Grammar, Precision teaching and key reading skills. • Intervention programme for Maths weekly focusing on key skills 	<ul style="list-style-type: none"> • Teachers monitor the effectiveness of adult support. • Teachers are adapting and ensuring that extra support is in place. • Children assessed termly and successes identified and further gaps are being closed.