Children across our schools will have missed out on much of the curriculum in Spring and Summer Term and Home Learning will have received a range of responses with some pupil falling behind. As set out in our recovery curriculum document, it is therefore essential that on return to schools that we balance assessing pupils wellbeing and mental health with diagnosing gaps as set out in our Assessment Plan.

These documents alongside our QLAs will highlight those children with significant gaps in their learning. These will be RAG rated in the key areas that would prevent them from accessing the new year's schema and will enable each teacher to develop a clear analysis of where: targeted class support, intervention or more significant support is closing gaps.

These will be utilised alongside Teacher knowledge of the pupils and our Wellbeing Assessments to decide on the best form of action and where to target Catchup Grant Income in order to achieve the best outcomes for our pupils.

Suggestions highlighted by the DfE include "intervention programmes, extra teaching capacity, access to technology and summer schools". At Amadeus we recognise the importance of our Teachers having a break over the summer holiday, so that they come back refreshed and empowered to tackle the new school year. As a result, schools should consider from the Pupil Progress Meetings in Autumn 1 Week 5 which elements of the following would best meet their needs or which proportion of each.

- Intervention Programmes – In school day, Before School and After School
- Extra Teaching Capacity to enable increased support either in class or via high quality small group support.
- Technology, to support learning either in school, at home or in the event of a further lockdown for home learning access (see document regarding preparation for a second lockdown).

The attached information should be considered alongside EEF research around this support, to consider the best high impact, low cost approaches that would meet the needs of their schools. It is essential when completing the below planner for schools spending to indicate which research matrix you have based your spending decisions on. This can be found at:

https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/

The opinions given regarding each area are summarised as:

One to one and small group tuition

There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. As a rule of thumb, the smaller the group the better. However, both small

group and one to one tuition can be effective catchup approaches. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial

Intervention programmes

In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress. Additional information about high-quality programmes that have undergone rigorous evaluation is available on the EEF's Promising Projects list.

Extended school time

In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour. However, to be successful, any increases in school time should be supported by both parents and staff. Additional evidence related to extending school time is available in the EEF's Teaching and Learning Toolkit.

Once you have completed the above please complete the below planner for your school's proposed spending:

School: Holy Trinity Lamorbey CE Primary School	Date: 09/10/20
Completed by: Angela Molloy	Year Groups: 1, 2, 6
Grant Total: £28,240	Total Spend: £30,071

Group	Concern	Action	Evidence (Why?)	Cost	Expected Outcome	Review
Wellbeing	Pupils identified from Mental Health and Wellbeing Audit requiring significant support.	Supporting families through the Barnados See, Hear, Respond Support Hub. Supporting staff and pupils through joining Young Minds 360 School's Community.	*We know how important the wellbeing of children and young people is to teachers and school staff. But schools are under so much pressure, they need practical, easy-to-access support that really works for the young people they teach.* (Young Minds)		Equip staff, pupils and the wider school community with the tools they need to build their resilience and improve wellbeing.	

Year 1 Phonics	Difficulties with blending due to RWI sets missed in Reception and loss of teacher modelling during lockdown.	Catch up phonics teaching interventions delivered by phonics lead and reinforced with resources for home learning.	*Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff.)* (EEF)	£5,461 (1 day x3 terms)	Year 1 pupils will make accelerated progress in phonics and achieve at least the national in the Summer 2020 Phonics Screening Check.	
Year 2 Writing	Clear gaps identified through diagnostic testing in Grammar, Punctuation and Spelling and through teacher assessment of writing.	QFT Teaching interventions from an experienced writing lead using the talk for writing approach.	*Talk for writing positively impacts on pupil attitudes, progress and attainment.* (EEF)	£10,922 (1 day x6 terms)	Year 2 pupils will make accelerated progress in writing and achieve at least the national in the end of KS1 SATs.	
Year 6 Writing	Clear gaps identified through diagnostic testing in Grammar, Punctuation and	QFT Teaching interventions in writing, with a focus on grammar, from an	*Writing and grammar interventions can have a positive impact on writing skills.* (EEF)	£6,078 (0.5 day x6 terms)	Year 6 pupils will make accelerated progress in writing and achieve at least the national in	

	Spelling and through teacher assessment of writing.	experienced writing lead			the end of KS2 SATs.	
Pupils who have missed out the most as a result of school closures and the gap remains	Pupils who have made little or no progress identified in impact assessments following the planned catch-up curriculum and small group therapy interventions.	National Tutoring Programme	*There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind.* (EEF)	£5,779 1:1 Tutoring	End of term assessments will show gaps closing	