**Waynflete Infants’ School Covid Catch up Plan**

At Waynflete Infants School, we intend to use a multi-layered approach to supporting the wellbeing and the learning for our pupils. This plan is based upon the assessments of the children as they have returned to school and the understanding of the impact of the mental, physical and economic challenges that COVID-19 has brought to our school community. We are supporting children through our normal intervention programmes such as the ELSA programme and through using the Catch up Premium in different ways to support children to re-establish their learning routines and to:

• Support gaps in learning as a result of forgotten learning

• Provide additional opportunities for children to read and write; including application of phonic knowledge, sentence construction, grammar, spelling and composition

• Provide additional opportunities for children to revisit and embed their skills in maths; including number sense, arithmetic, place value, reasoning, problem solving and times tables

• Provide pastoral support throughout the school for children and their families in terms of wellbeing.

**Additional ‘Catch up Funding’ allocated to Waynflete Infants’ School**

The government is providing funding to cover one-off universal catch-up premium for 2020 to 2021 academic year - total £ 11,200

Rationale

EEF guidance states that:

• Both small group and one to one tuition can be effective as catch-up approaches

• 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 English (reading, phonics, writing, spelling and handwriting) and Mathematics. Programmes are likely to have the greatest impact where they meet a specific need; therefore, the year teachers have identified what children would benefit from

• Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress. Our proformas will track the progress of learners from baseline to exit.

**Support**

**CATCH UP SUPPORT/ SUMMARY OF ACTIONS**

Specific funding has been allocated to carry out additional one to one / small group support for targeted pupils in:

**Early Years – Reception**

Speech and language, phonics and other identified gaps in learning, as appropriate, including for children with SEND Sounds Write interventions for phonics and early reading and writing Physical development – including handwriting interventions Communication and language – linked to ‘Understanding the World and in Maths fluency including number, repetition and creation of patterns

**Year 1**

Phonics - basic fluency Writing: Developing simple sentences and then building on Capital letters/full stops being revisited Physical development: core strength for writing/handwriting formation, style and pace Handwriting practice using the Kinetic Letters resources, physical development skills Pre-teaching, over-learning and flashbacks for missed learning Maths - fluency, securing number facts,

Year 2

Reading/Phonics: - pace/fluency in reading – pausing at punctuation, knowledge of sounds for blending and segmenting Writing, with particular reference to: • Developing simple sentences • Capital letters/full stops being secured • Handwriting formation, style - little differentiation between the height of letters • Accuracy in a more sustained write, spellings – CEW Maths - number bonds and solving of number problems.