



**The Covid-19 Gap
And DfE Grant
Action Plan**

July 2020

School Name: Sacred Heart Catholic Academy





School Name: Sacred Heart Catholic Academy					
Completed by: Karen Taylor					
Success Criteria	Actions	Financial costs	Evaluation & Impact November 2020	Evaluation & Impact February 2021	Final Evaluation & Impact June/July 2021
1.1 Children have classroom access to technology to support their learning and the increased completion of electronic diagnostic assessments.	Purchase 30 I-Pads for lower KS2 (15 FROM OLoL funding & a further 15 to be purchased through Gov catch up funding)	£4800 (15 units) (approx quote obtained from Will)	November 2020 IPads in each class in KS2 has enabled all children access to IT for learning and assessment purposes.	February 2021 Utilising IPads with children in school for learning and assessment opportunities. Will assess home learners on return to school 8.3.2021	Pentecost 2021: All classrooms have access to technology and are able to use this to support their learning. Impact: TTRockstars, Mathletics and Bug club usage has increased and all students are able to easily access computing/ coding provision.
	License (annual) for i-Pads	£120 (£8 per unit)			
1.2 Implement a diagnostic assessment tool in Reading and maths to swiftly identify gaps in children's Reading and maths development. (STAR assessments) https://www.renaissance.com/products/star-assessments/	a. Book a demo from STAR assessment to see if this is a suitable diagnostic tool.	FREE	HT & Dep HT considered this would support class teachers in quickly assessing gaps in learning to be addressed in Advent term 2020. Staff CPD in Star Assessment July 2020. November 2020 Star Assessments taken place across KS2 and Yr2	February/March 2021 2 nd round of Star assessments to take place before Easter to support planning for interventions required post COVID Lockdown January- 8.3.21 2021.	Pentecost 2021: STAR assessment has changed the way we monitor and track children's progress and attainment. Impact: STAR assessment has been used at three points throughout the year to monitor pupil's attainment. GAPS in learning have been identified and intervention groups set up to target GAPS and diminish the difference.
	b. Use STAR Reading assessment as a multiple choice question diagnostic assessment tool for identifying children's gaps in Reading upon their return in September. (Year 2 – 6 KS2)	£5247.06 152 pupils 3 yrs sub Reading 182 pupils in maths 3 Yrs subscription			
	c. Use STAR Maths assessment as a multiple choice question diagnostic assessment tool for identifying children's				Pentecost 2021: STAR assessment offers a baseline at the beginning of the year for both Maths and Reading. Impact:

	gaps in Maths upon their return in September. a. (Year 1 – 6)				To work alongside other benchmarking systems in school to offer other data for teacher assessments. Growth and summary reports allow teachers to quickly access the attainment of their cohort and plan interventions accordingly.
1.3 Children’s mental health and well-being to be supported by an ELSA trained member of staff. http://www.em-edsupport.org.uk/Event/71543	a. ELSA trained member of staff to join a OLOL Trust network group.	£150 per year.	Advent term 2020 - ELSA catch up support for all children in need. Supported by SENCO and ELSA.	Lent term Children allocated to ELSA programme and further children to a weekly catch-up to alleviate anxieties. (ELSA was off sick with COVID for a month) ‘Catch-Up’ support provided throughout lockdown and on return to school. Wellbeing & Emotional Health group being set up Pentecost term – led by Jen Owens (attended Mental Health First Aid) and Lisa Smith (ELSA).	
	b. The ELSA and Mental Health First Aider will work together with the SENCO to identify and support individual children’s well-being needs.	Allocated time in school			
	c. ELSA TA to provide 2 afternoons per week support to children identified in need of 1 to 1 or small group support. (ELSA & SENCO to allocate and monitor)	Costings allocated in main budget.			
1.4 Plan additional teaching assistant hours to be able to implement and deliver some of the targeted interventions listed above.	a. Ensure every class has a TA in class to support English and Maths teaching b. Create a timetable for additional intervention; phonics, number, reading, inference etc highlighted through	4 x 3.25 hours per day Per week = £208 Per 39 weeks = £8112 (13 hours a week)	November 2020 TA/LSA support in each class bubble. Providing support in class and interventions to address gaps in learning due to school closures March – July 2020.	February 2021 From 5.1.2021 school closures resumed. COVID catch up was temporarily suspended for children working at home. Children in school continue to be supported.	Pentecost 2021: T/A’S have been utilised to help diminish the difference in their cohorts. Based on STAR assessment data, Gaps have been identified and children allocated to particular interventions.

	<p>teacher and Star assessments.</p> <p>c. Deputy HT & SENco – Intervention leads to monitor impact of interventions & lead regular strategy meetings with SLT to plan for next steps.</p>			<p>Live teaching provides direct teaching and connection between the class teacher and home learners.</p> <p>IT devises sources via the DfE (6 laptops)</p> <p>Via pleas to the parish, local community and Trust (6 laptops and 1 tablet) (3 further devices which were too old to utilise)</p> <p>TA provision reallocated to support intervention work following 2nd round of Star assessment completion.</p>	<p>One T/A in particular has been identified as our 'intervention Lead' and where possible works across bubbles with small groups of children outside the classroom.</p> <p>Where this has been done consistently, the impact has been great (see data sheets in appendix).</p> <p>Laptops provide for school from the DfE have been given to allocated pupils allowing them to access live teaching at home when bubbles close.</p> <p>Work packs continue to be provided to ensure all children are able to access provision.</p>
	d. HT to support phonic intervention	None			
	e. Deputy HT to support RQT	None			
	f. Double teaching available during music teaching. Yr4 & 5 will be released to support where need is assessed (MC & JO)	None			
<p>1.5</p> <p>To ensure phonetically decodable books are available for all children in all book band colours across KS1.</p>	<p>a. Audit the KS1 individual home reading books to ensure there are enough phonetically decodable books. This is due to greater numbers of children needing access to these books following 6 months home-schooling.</p> <p>Order phonetically decodable books to fill low levels of book bands in KS1.</p>	£500	<p>November 2020</p> <p>Books and resources purchased to support Yr1,2 and Yr3 Phonic intervention in the Advent term.</p> <p>Phonetic reading books topped up to ensure each year group in FSU and KS1 can fully support their children's needs.</p> <p>Year 2 Phonic check at 80%</p>	<p>February 2021</p> <p>NCC Phonic intervention training attended by 3 TA's and will be carried out post Lent Phonic check.</p> <p>EYFS TA trained in NELI Nuffield Early Language Intervention recommended by the DfE.</p> <p>Start up in Feb 2021</p> <p>April 2020 additional GR books required to</p>	<p>Pentecost 2021:</p> <p>NELI phonic intervention has had a positive impact with children accessing provision making progress in attainment.</p> <p>Funding and training is continuing into next year and school have applied to access this 2021 -22.</p> <p>Phonic scores for this academic year continue to be high:</p>

	a.			match phonic sounds £768 NELI intervention started March 2021 Phonic interventions started Pentecost term in F2, Yr1, Yr2 & a small group in Yr3.	
	b.				
1.7 To support pupils who have lower attainment due to school closures. Catch-up utilising in-house interventions; NELI speech and language in EYFS, Phonics in F2-Yr3, Maths and reading across the school.	a. Target children, following analysis of Star Assessment who would benefit from small group/ 1to1 tutoring	£2550	November 2020 TA provision in each class to support PP children and children highlighted by the Star assessments as in need of intervention to get them back to the standards they were achieving prior to school closures in 2020. Additional teacher (NQT) to provide release time across the school in supporting teachers providing in-class interventions	February 2021 School closures has suspended some of the intervention work planned. During the Lent term the NQT provided support in Yr5 alongside the DHT. From February 2021 a very experienced TA (former teacher) is providing intervention support in KS2, following re-assessment of the children in school using Star Assessments. This will include the children returning to school once school reopens to all children. 2 nd round of assessments completed at the end of the Lent term 2021.	Penetencost 2021: See data in appendix. Where interventions were run consistently, good progress was made. Noticeably the NELI in Early years, in Year 5 and Year 4. Reading ages improved and standardised scores in maths and reading increased over time. Star assessments enabled intervention practitioner to identify areas for development quickly and design an intervention that met the needs of the cohort.
	b.				

COVID recovery intervention data:

Year 1:

Intervention: Phonic intervention basic phase 1 initial sounds and blending											TA/Teacher: Mrs Guyatt Mrs Lucas				Date sheet started: 20/04/21			
Intervention targets: Recognition of phase 2 sounds and to start to blend sounds together.																		
		Date and whether Attended (tick)/Not Attended (cross)																
Child's name and Year Group		Entry data															Exit Data	Comments/Next steps (Dated)
Child A		8/23	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23/23	Retention concern. Word recognition rather than phonic blending
Child B		11/23	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23/23	Accessing Year 1 Curriculum bit working at the lowest end. Making progress but it is marginal.

		Date and whether Attended (tick)/Not Attended (cross)															
--	--	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

End of provision/Handover notes/Recommendations:

Phase 3 sounds 24.05.21

BK 9/27

BC 10/27

Retention of sounds will be interesting. BK can learn for recall but then forgets after a short while. Neither child can CVC blend as of 8.06.21.

Perhaps a word recognition approach is more appropriate than blending.

Intervention: Phonic intervention 3 x 20 min sessions per week.	TA/Teacher: Mrs Guyatt Mrs Lucas	Date sheet started: 20/04/21
---	-------------------------------------	---------------------------------

Intervention targets:
Block of children secure on phase 3 sounds. (Usually a start point for year 1 but some children are significantly behind).

Child's name and Year Group	Entry data	Date and whether Attended (tick)/Not Attended (cross)														Exit Data	Comments/Next steps (Dated)	
Child A	7/27	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	17/27	
Child B	10/27	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23/27	
Child C	15/27	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25/27	
Child D	12/27	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	26/27	
Child E	14/27	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	21/27	
Child F	12/27	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	22/27	
Child G	18/27	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25/27	
Child H	17/27	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	22/27	

Child I	7/27	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	15/27	
Child J	9/27	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	17/27	

End of provision/Handover notes/Recommendations:

GAPS training is very successful. Working sound by sound. Progressive program that is making a real impact. Particularly on the EAL children. Others who perhaps have other complications not so successful but will continue to provide intervention to get all children up to ARE. All children in this intervention are on Pink or Yellow. Last two years of disruption have had impact. Usually children are on yellow and red at the start of Year 1.

Year 2 Interventions:

Intervention: Phonic/early reading blending flash cards and key words.										TA/Teacher: Mrs Gallagher					Date sheet started:		
Intervention targets:																	
Flash cards, high frequency words, letter names and letter sounds. Repetition of key words, phonics and blending																	
		Date and whether Attended (tick)/Not Attended (cross)															
Child's name and Year Group	Entry data	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Exit Data	Comments/Next steps (Dated) 27/05/21
Child A (3/4 x 15 - 20 min)	6.01	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	6.02	Currently on Yellow book band.
Child B (3/4 x 15 - 20 min)	6.02	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	6.02	Confidence has grown in recognising sounds on phonic mat.
Child C (3/4 x 15 - 20 min)	6.02	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	No data	Missed 8/21 sessions missed. Attendance issues - regressed over time off.
Child D (3/4 x 15 - 20 min)	6.04	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	6.04	Removed because she is beyond the abilities of other children in group.

She has received extra 1-1 reading. Moved up a band in reading. Potentially could move another one as she has just clicked.

End of provision/Handover notes/Recommendations:

27.05.21 No end data to view success of intervention. Mr Cordes to work with Mrs Dames so all children are retested on star assessment. Look at gaps after assessment for areas of development and target support.

Intervention: Maths classroom additional focus

**TA/Teacher: Mrs Dames/
Mrs Garofolo**

**Date sheet started:
19/04/21**

Intervention targets:

Quick maths. Basic four operations, quick recall and basic skills understanding.

		Date and whether Attended (tick)/Not Attended (cross)																
Child's name and Year Group	Entry data																Exit Data	Comments/Next steps (Dated) 27/05/21
Child A	97 NRSS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	91 NRSS	
Child B	100 NRSS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	103 NRSS	
Child C	92 NRSS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	91 NRSS	
Child D	77 NRSS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	83 NRSS	

Child E	80 NRSS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	69 NRSS	
Child F	82 NRSS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	75 NRSS	

Year 3 Intervention Data

Intervention: Maths Place value intervention 3 x 15 mins											TA/Teacher: Mrs Bencherif/ Mrs Owen/ Mr Cordes			Date sheet started: 24/04/21				
Intervention targets: Children will have a better understanding of place value. Basic understanding of 4 operations.																		
		Date and whether Attended (tick)/Not Attended (cross)																
Child's name and Year Group	Entry data																Exit Data	Comments/Next steps (Dated)
Child A	112 NRSS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	109 NRSS	

Child B	100 NRSS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	102 NRSS	
Child C	99 NRSS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	98 NRSS	
Child D	91 NRSS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	90 NRSS	
Child E	91 NRSS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	100 NRSS	
Child F	90 NRSS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	96 NRSS	

Intervention: V.I.P.E.R.S 5 X 20 - minute sessions.		TA/Teacher: Mrs Bencherif/ Mrs Owen/ Mr Cordes		Date sheet started: 24/04/21
Intervention targets: The children in this group to become more confident with different aspects of reading skills.				
		Date and whether Attended (tick)/Not Attended (cross)		

Child's name and Year Group	Entry data																	Exit Data	Comments/Next steps (Dated)
Child A	7.08	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7.11	
Child B	7.06	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7.08		
Child C	7.10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8.07		
Child D	8.00	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9.02		
Child E	7.10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8.02		

Year 4 interventions

Intervention: Reading	TA/Teacher: Miss Owens	Date sheet started: 19.04.21
------------------------------	-------------------------------	-------------------------------------

Intervention targets:

1 - 1 Reading similar to 'switched on'.

Targeted questioning for independent application of comprehension.

		Date and whether Attended (tick)/Not Attended (cross)																
Child's name and Year Group	Entry data	19.04	20.04	22.04	26.04	27.04	30.04	04.05	05.05	06.05	11.05	12.05	13.05	17.05	18.05	19.05	Exit Data	Comments/Next steps (Dated)
Child A	8.01	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8.00	on purple. Benchmarked recently but still not enough understanding of what is being read. Moved to Gold 8.06.21. Very little life experience so he struggles to relate to himself. No learning links to own life. A lot of GAPS to fill. He is a more rounded reader but must begin read deeply to answer inference questions. He is doing well but lack of support at home means an y progress needs to be monitored.
Child B	9.09	✓	✓	✓	✓	✓	✓	x	x	x	✓	✓	✓	✓	✓	✓	8.02	on Gold entry data may have been incorrect. 8 years and 2 reflects his data more accurately. Star assessments can produce a hit and miss

																			starting point. Aim for brown is usual ARE. Missed a few sessions.
Child C	8.01	✓	✓	✓	✓	✓	✓	✓	x	x	✓	✓	✓	✓	✓	✓		8.10	moved to White. Made good progress. Rushes through his reading and comprehension. He must slow down and take more care.

Intervention: Maths intervention													TA/Teacher: Miss Owens			Date sheet started: 19/04/21		
Intervention targets: Flash card for basic skills and key strategies. Number bonds Doubling Adding one Quick recall																		
		Date and whether Attended (tick)/Not Attended (cross)																
Child's name and Year Group	Entry data	20.04	21.04	27.04	04.05	06.05	07.05	11.05	12.05	13.05	18.05	19.05	25.05	26.05			Exit Data	Comments/Next steps (Dated)

Child A	Year 3 level	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Year 4 level SS 512 from 492	She is making progress but there are so many basic strategies that she doesn't have it makes it very challenging for her to access ARE.
Child B	Year 3 level	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Year 3 level	She came up at a Year 2 level so the progress is very good. Still not at age related but is more receptive to having those gaps filled.

Year 5 intervention data

Intervention: 1-1 readers who require intervention/ urgent intervention post Star Assessment											TA/Teacher: Mr Cordes/Mr Whittle/ Mrs Johnson					Date sheet started: 26.04.21			
Intervention targets: Basic fluency, phonic decoding and blending, basic VIPER understanding. Lylah Brown reading Izack - Tommaso KS1 books with Mrs Duggan																			
		Date and whether Attended (tick)/Not Attended (cross)																	
Child's name and Year Group		Entry data																Exit Data	Comments/Next steps (Dated)

Child A	6.04	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8.02	
Child B	6.08	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8.01	
Child D	7.04	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8.04	Missed a 4 out of 6 sessions due to illness.
Child D	9.01	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8.06	Missed a year of education. Temperament dictates the attainment. Wasn't focussing in sessions.

Intervention: VIPERS reading intervention aimed at improving inference and comprehension.											TA/Teacher: Mr Cordes/Mr Whittle/ Mrs Johnson					Date sheet started: 26.04.21		
Intervention targets: Improve understanding of vocabulary within a text. Improve inference while reading a text. Be able to predict accurately the events of a narrative. Explain the feelings of characters and the events within a text referencing evidence to support opinions. Retrieval Summarise key points within paragraphs, chapters and whole texts.																		
		Date and whether Attended (tick)/Not Attended (cross)																
Child's name and Year Group	Entry data																Exit Data	Comments/Next steps (Dated)

Child A	9.04	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9.01	Missed last two intervention sessions. Has been on holiday. Some lack of focus. Have a chat with her about standards.
Child B	9.04	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9.06	Moved in class as has been copying. Continue intervention.
Child C	8.05	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10.03	
Child D	8.08	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9.01	Dyslexia test to be completed.
Child E	8.01	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8.09	
Child F	8.09																n/a	N/A non attendance
Child G	8.01	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9.08	Lack of focus. Good progress.
Child H	8.05	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8.00	Hit and miss. Unable to apply learning. Reasoning and interference. Taken out of group and only completing 2x interventions.

Child I	9.03	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10.02	
---------	------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	-------	--

Intervention: Targeted intervention based on gap filling. See star assessment for more details on objectives covered.	TA/Teacher: Mr Cordes/Mr Whittle/ Mrs Johnson	Date sheet started: 26.04.21
--	--	-------------------------------------

Intervention targets:

Fractions: Based on star assesment data:

Number - Fractions (including decimals and percentages) Y3 Recognise and use unit fractions with small denominators as numbers Y3 Compare unit fractions Y3 Order unit fractions Y3 » Recognise and use non-unit fractions with small denominators Y3 Recognise fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Y3 Find fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Y3 » Write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Y3 Compare fractions with the same denominators Y3 » Order fractions with the same denominators Y3 » Add fractions with the same denominator within one whole Y3 » Subtract fractions with the same denominator within one whole Y3 » Recognise, using diagrams, equivalent fractions with small denominators Y3 Recognise that tenths arise from dividing an object into 10 equal parts

		Date and whether Attended (tick)/Not Attended (cross)																	
Child's name and Year Group	Entry data																	Exit Data	Comments/Next steps (Dated)

Child A	95 NRSS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	104 NRSS	Not focussed tends to copy children around her.
Child B	89 NRSS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	90 NRSS	Missed a lot of school possibly lower starting point than first recorded.
Child C	97 NRSS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	102 NRSS	Focus. Capable. Needs to concentrate and reach potential
Child D	88 NRSS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	95 NRSS	Good progress. Keep on accessing intervention as he is responding well.
Child E	92 NRSS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	93 NRSS	Focus. Maybe attitude. Copies from other children? Change seating plan in class.

End of provision/Handover notes/Recommendations:

27.05.21

Investigate results of Madison and Ameera. Ameera was ARE at end of KS1. Is she ARE now? Continue with intervention. Retest on Star assessment and find gaps.

Year 6 Intervention data

Intervention: Inference/fluency (within guided reading)	TA/Teacher: Maria Molloy	Date sheet started:
--	---------------------------------	----------------------------

Intervention targets: Make inferences; discuss and summarise texts;

Child's name and Year Group	Entry data	Date and whether Attended (tick)/Not Attended (cross)														Exit Data	Comments/Next steps (Dated)
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Child A	8.08	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9.10	Doesn't understand the vocabulary for tier 2 words. Struggles with fluency. Gets himself in a muddle.
Child B	7.08	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7.01	Struggles with fluency. Tries to make inferences. His general understanding is poor even simple retrieval questions.

End of provision/Handover notes/Recommendations:

Continue to try and develop VIPER skills. Understanding is still very poor. Constituently struggling to make inferences and draw from personal experience to help answer more complicated questions.

Intervention: Inference

TA/Teacher: Maria Molloy

Date sheet started:

Intervention targets: Make inferences and justify with evidence; summarising texts;

Child's name and Year Group	Entry data	Date and whether Attended (tick)/Not Attended (cross)														Exit Data	Comments/Next steps (Dated)
Child A	7.11	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10.05	Reading is up and down. He is now a lot more interested in reading. Enjoys it more as the year has progressed.
Child B	9.01	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10.03	Missed some sessions due to guitar. Working well within intervention.
Child C	n/a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	n/a	Absent during 2/5 sessions.
Child D	8.04	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7.10	Partly down to accessing the test. Waiting for past paper to get a scaled score.
Child E	8.07	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8.08	Partly down to accessing the test. Waiting for past paper to get a scaled score. Teacher assessment would be better than that.

Intervention: Maths	TA/Teacher: Maria Molloy	Date sheet started:
Intervention targets: Arithmetic skills;		

Child's name and Year Group	Entry data	Date and whether Attended (tick)/Not Attended (cross)														Exit Data	Comments/Next steps (Dated)
Child A	86 NRSS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	103 NRSS	
Child B	107 NRSS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	103 NRSS	In class often displays understanding. Retention and applying skill independently are areas for development.
Child C	101 NRSS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	93 NRSS	Confidence to apply learning. He often overcomplicates problem solving and cannot see a clear strategy.
Child D	89 NRSS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	103 NRSS	Confidence issue. Doesn't believe in himself. Requires a boost. Sometimes behaviour lets him down.
Child E	72 NRSS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	106 NRSS	Understanding within the class. Requires mini - plenary but is able. Often suffers with low confidence.

End of provision/Handover notes/Recommendations:

Intervention will continue. All children need more confidence boost. Also, more gaps to fill.

Intervention: Maths										TA/Teacher: Maria Molloy					Date sheet started:						
Intervention targets: Times tables; fluency (addition/subtraction facts, strategies)																					
		Date and whether Attended (tick)/Not Attended (cross)																			
Child's name and Year Group		Entry data															Exit Data	Comments/Next steps (Dated)			
Child A		86 NRSS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	88 NRSS	Working hard, doing well. 2 sessions complete. Most support and practice in classroom sessions		
Child B		N/A															N/A	Arrives late most mornings. Has missed $\frac{1}{2}$ sessions. Test to be taken in the afternoon.			
Child C		75 NRSS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	76 NRSS	He missed one of the sessions and receives support within the class as well as intervention.		
Child D		79 NRSS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	70 NRSS	Retention is an issue. He is unable to remember facts timestables are getting better and he is beginning to link related facts.		

End of provision/Handover notes/Recommendations:

Intervention has only had 2 sessions so far. The intervention will continue to run and be in the afternoon. Only two afternoons that have been utilised for interventions as the children access other learning and timetable is tight. All these pupils benefit from this intervention.