



THAMES LEARNING TRUST



Catch-Up Premium (Covid)

Raising achievement

Plan	Actual Actions taken (inc no. of chd)	Impact
Supporting remote learning through direct contact and teaching of vulnerable children	Y2 Intervention groups continued to run (delivered) by catch up teacher) via zoom during all periods of self-isolation and lockdowns. Spelling groups: 27 children participated.	Where children attended sessions daily, greater impact was observed. 78% of children improved their spelling results on PiXL assessments from Autumn to Summer. Some targeted children were unable to attend sessions on a regular basis – despite regular phone calls home to support parents to access, reminder messages sent and devices provided. Parents for these children (3) were then offered places in school, during National Lockdown however all declined.
Purchase recording software (Screen Cast-O-Matic)	Software purchased. Teachers used software to record video lessons for T4W and Topic.	Children were able to access lessons at home, via class Dojo. However access to the videos and work subsequently uploaded was minimal (40% of children uploading work to Dojo across the school). Following March 8 th school opening, all subsequent periods of self-isolation involved a series of zoom lessons as participation in these was much higher (95% of children joining daily for each lesson and 75% of children subsequently uploading work to Dojo).

Intervention

Commitment	Actual Actions taken (inc no. of chd)	Impact
High-quality one to one and small group tuition within reading, phonics and maths (Y2)	Project X Code interventions took place throughout the year. 32 children participated. 25 children were given targeted support during T4W.	78% of children attending Code reading sessions made progress from their book band starting point, with 28% of children making accelerated progress.

	<p>21 children were given targeted support during maths.</p> <p>All interventions were repeatedly disrupted in Y2 due to numerous periods of self-isolation. Where possible interventions moved online (e.g. Spelling)</p>	<p>32% of children with T4W support met the expected standard at the end of Year 2. Progress from starting points was evident for 92% of children (evidenced from books and NMM assessment).</p> <p>43% of children with maths support met the expected standard at the end of Y2. Progress from starting points was evident for 90% of children (evidenced from books and PiXL assessments)</p>
<p>Planning for and providing targeted therapy packs and resources for pupils with Special Educational Needs and Disabilities (SEND). This included speech and language support (Y2 and Reception)</p>	<p>Language link assessments and interventions were carried out in Y2 and Reception during the Summer term.</p> <p>16 children in Y2 participated in interventions 36 children in Reception participated in interventions.</p>	<p>81% of children in Y2 met the targets set during language link.</p> <p>42% of Reception children met the expected standard at the end of EYFS for communication, having made accelerated progress (and no longer requiring intervention support).</p> <p>5 Reception children made limited progress and have been referred for SYMBOL SALT assessments.</p> <p>47% of Reception children made good progress within the intervention and met their initial targets. These children's targets have been reviewed and interventions will continue in Y1.</p>

Support / Wider Development Enrichment

Commitment	Actual Actions taken (inc no. of chd)	Impact
<p>Communicating with and supporting parents to engage with their children's academic learning and wellbeing.</p>	<p>Telephone calls made home to parents across all year groups to support accessing home learning, including translation where required. Targeted phone calls home made to 12 families where children are vulnerable across multiple areas, including where parents are illiterate.</p>	<p>Children's engagement with home learning increased across the school – particularly once zoom lessons were introduced. Parents said that they appreciated the regular contact.</p>
<p>Wellbeing groups – following return after National Lockdown</p>	<p>19 children identified by teachers as requiring additional support following returning to school after the National Lockdown. Emotional literacy sessions run with children and then supported at breaktimes with friendship skills and games</p>	<p>Children were happier to come into school in the morning. Analysis of SDQ's indicated that all children improved both emotionally as well as developed better friendships.</p>
<p>Weekly small group targeted intervention after school club</p>	<p>10 children participated in handwriting club 27 children participated in Spelling club</p>	<p>78% of children improved their spelling results on PiXL assessments from Autumn to Summer.</p> <p>Limited progress was observed with the handwriting group, as due to Covid (repeated self isolation and lockdown) children were unable to attend for consistent periods of time. 3 children made significant progress, going from working towards the expected standard in writing to meeting by the end of Year 2.</p>

