

School	<b>Hatchell Wood Primary Academy</b>
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Year Group	Evidence & Rationale	Chosen approach/approaches	Desired outcome
1	<p><a href="#"><u>EEF - COVID-19 SUPPORT GUIDE FOR SCHOOLS</u></a> <b>Small Group Tuition</b> 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. 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.</p> <p>Some children and parents feel anxious about return to school. Children may have been affected by incidents which have occurred during lockdown.</p> <p>Many children have spent long periods indoors with limited physical activity.</p> <p>SEND children will have additional barriers to settling to learn and making progress</p>	<p>Effective intervention following <b>assessment</b>, which will be used to ensure that support is well-targeted and to monitor pupil progress. This will be formative based initially.</p> <p>Small group and one to one <b>tuition</b> where applicable with particular focus on Phonics</p> <p>HS – experienced KS1 teacher to work with groups one day a week up to Christmas SJ – employed phonics lead teacher from Jan 21</p> <p><b>Thrive / mental health</b> Interventions focussing on other aspects such as behaviour or pupils’ social and emotional needs for all children and focus on particular groups of pupils with identified special educational needs or disabilities</p> <p>Sports coaching with J Harvey targeted at getting children moving and active Phased re-introduction of after school and holiday clubs</p> <p>Inclusion team to monitor and quality assure support plans to ensure they fit the need.</p>	<p>To move from EYFS to Year 1 curriculum by Autumn half term.</p> <p>Phonics to meet targets and comparable to previous years.</p> <p>Children prepared and ready for Year 2 by July 2021</p>

		Inclusion team and specialist support introduce where needed.	
2	<p><a href="#"><u>EEF - COVID-19 SUPPORT GUIDE FOR SCHOOLS</u></a></p> <p><b>Small Group Tuition</b> 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. 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.</p> <p>Some children and parents feel anxious about return to school. Children may have been affected by incidents which have occurred during lockdown.</p> <p>Many children have spent long periods indoors with limited physical activity.</p> <p>SEND children will have additional barriers to settling to learn and making progress</p>	<p>Effective intervention following <b>assessment</b>, which will be used to ensure that support is well-targeted and to monitor pupil progress. This will be formative based initially.</p> <p>Small group and one to one <b>tuition</b> where applicable with focus on KS1 SATs and Phonics where applicable. HS – experienced KS1 teacher to work with groups one day a week. SJ – employed phonics lead teacher from Jan 21</p> <p><b>Thrive / mental health</b> Interventions focussing on other aspects such as behaviour or pupils’ social and emotional needs for all children and focus on particular groups of pupils with identified special educational needs or disabilities</p> <p>Sports coaching with J Harvey targeted at getting children moving and active Phased re-introduction of after school and holiday clubs</p> <p>Inclusion team to monitor and quality assure support plans to ensure they fit the need. Inclusion team and specialist support introduce where needed.</p>	<p>To move from Year 1 to Year 2 curriculum by Autumn half term.</p> <p>To make good progress towards KS1 SATs tests so that targets are met.</p> <p>Children prepared and ready for Key Stage 2 by July 2021</p>

3	<p><a href="#"><u>EEF - COVID-19 SUPPORT GUIDE FOR SCHOOLS</u></a>  <b>Small Group Tuition</b>  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.  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.</p> <p>Some children and parents feel anxious about return to school. Children may have been affected by incidents which have occurred during lockdown.</p> <p>Many children have spent long periods indoors with limited physical activity.</p> <p>SEND children will have additional barriers to settling to learn and making progress</p>	<p>Effective intervention following <b>assessment</b>, which will be used to ensure that support is well-targeted and to monitor pupil progress. This will be formative based initially.</p> <p>Small group and one to one <b>tuition</b> where applicable with focus on transition from KS1 to Year 3 and Phonics where applicable.</p> <p>GM – experienced KS2 teacher to work with groups two days a week.  SJ – employed phonics and english lead teacher from Jan 21</p> <p><b>Thrive / mental health</b> Interventions focussing on other aspects such as behaviour or pupils’ social and emotional needs for all children and focus on particular groups of pupils with identified special educational needs or disabilities</p> <p>Sports coaching with J Harvey targeted at getting children moving and active  Phased re-introduction of after school and holiday clubs</p> <p>Inclusion team to monitor and quality assure support plans to ensure they fit the need.  Inclusion team and specialist support introduce where needed.</p>	<p>To move from Year 2 to Year 3 curriculum by Autumn half term.</p> <p>To make good progress towards targets and these are met.</p> <p>Children prepared and ready for Year 4 by July 2021</p>
4	<p><a href="#"><u>EEF - COVID-19 SUPPORT GUIDE FOR SCHOOLS</u></a>  <b>Small Group Tuition</b>  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.</p>	<p>Effective intervention following <b>assessment</b>, which will be used to ensure that support is well-targeted and to monitor pupil progress. This will be formative based initially.</p> <p>Small group and one to one <b>tuition</b> where applicable with focus on key gap areas in reading, writing and maths.</p>	<p>To move from Year 3 to Year 4 curriculum by Autumn half term.</p> <p>To make good progress towards targets and these are met.</p> <p>Children prepared and ready for Year 5 by July 2021</p>

	<p>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.</p> <p>Some children and parents feel anxious about return to school. Children may have been affected by incidents which have occurred during lockdown.</p> <p>Many children have spent long periods indoors with limited physical activity.</p> <p>SEND children will have additional barriers to settling to learn and making progress</p>	<p>GM – experienced KS2 teacher to work with groups two days a week. SJ – employed phonics and english lead teacher from Jan 21</p> <p><b>Thrive / mental health</b> Interventions focussing on other aspects such as behaviour or pupils’ social and emotional needs for all children and focus on particular groups of pupils with identified special educational needs or disabilities</p> <p>Sports coaching with J Harvey targeted at getting children moving and active Phased re-introduction of after school and holiday clubs</p> <p>Inclusion team to monitor and quality assure support plans to ensure they fit the need. Inclusion team and specialist support introduce where needed.</p>	
5	<p><a href="#"><u>EEF - COVID-19 SUPPORT GUIDE FOR SCHOOLS</u></a> <b>Small Group Tuition</b> 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. 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.</p>	<p>Effective intervention following <b>assessment</b>, which will be used to ensure that support is well-targeted and to monitor pupil progress. This will be formative based initially.</p> <p>Small group and one to one <b>tuition</b> where applicable with focus on key gap areas in reading, writing and maths.</p> <p>GM – experienced KS2 teacher to work with groups two days a week. SJ – employed phonics and english lead teacher from Jan 21</p>	<p>To move from Year 4 to Year 5 curriculum by Autumn half term.</p> <p>To make good progress towards targets and these are met.</p> <p>Children prepared and ready for Year 6 by July 2021</p>

	<p>Some children and parents feel anxious about return to school. Children may have been affected by incidents which have occurred during lockdown.</p> <p>Many children have spent long periods indoors with limited physical activity.</p> <p>SEND children will have additional barriers to settling to learn and making progress</p>	<p><b>Thrive / mental health</b> Interventions focussing on other aspects such as behaviour or pupils' social and emotional needs for all children and focus on particular groups of pupils with identified special educational needs or disabilities</p> <p>Sports coaching with J Harvey targeted at getting children moving and active Phased re-introduction of after school and holiday clubs</p> <p>Inclusion team to monitor and quality assure support plans to ensure they fit the need. Inclusion team and specialist support introduce where needed.</p>	
6	<p><a href="#"><u>EEF - COVID-19 SUPPORT GUIDE FOR SCHOOLS</u></a></p> <p><b>Small Group Tuition</b> 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. 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.</p> <p>Some children and parents feel anxious about return to school. Children may have been affected by incidents which have occurred during lockdown.</p> <p>Many children have spent long periods indoors with limited physical activity.</p>	<p><b>Split year group into 3 smaller classes</b> Effective intervention following <b>assessment</b>, which will be used to ensure that support is well-targeted and to monitor pupil progress. This will be formative based initially but also using past papers.</p> <p>Small group and one to one <b>tuition</b> where applicable with focus on key gap areas in reading, writing and maths.</p> <p>GM – experienced KS2 teacher to work with groups two days a week. SJ – employed phonics and english lead teacher from Jan 21</p> <p><b>Thrive / mental health</b> Interventions focussing on other aspects such as behaviour or pupils' social and emotional needs for all children and focus on particular groups of pupils with identified special educational needs or disabilities</p> <p>Sports coaching with J Harvey targeted at getting children moving and active</p>	<p>To cover gaps in Year 5 curriculum within the first half term</p> <p>To make good progress and meet Year 6 targets by Summer 2021</p> <p>To be ready and prepared for transition to secondary school at the end of the year.</p>

	SEND children will have additional barriers to settling to learn and making progress	<p>Phased re-introduction of after school and holiday clubs</p> <p>Inclusion team to monitor and quality assure support plans to ensure they fit the need. Inclusion team and specialist support introduce where needed.</p>	
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<b>Costings</b>	<p>Cost of intervention support through school will be £27,000 approx This equates to:</p> <ul style="list-style-type: none"> <li>• 1 day intervention support in Key Stage 1</li> <li>• 2 days intervention support in Key Stage 2</li> </ul> <p>Throughout the year.</p>
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**Impact measures**

Year Group	Autumn	Spring	Summer
1			
2			
3			
4			

5			
6			
Agreed with Trust on:			