

Catch-up Interventions (4.11.21 – 20.1.22)

Intervention	Number of lessons delivered (total teaching received to date)	Focus of intervention	Impact
Year 1 Reading/Phonics 3 children	6 (3 hours)	Revisiting taught Phase 3 sounds and tricky words. Guided reading to practice and apply the target sounds.	Two children making good progress and becoming more consistent applying phonic knowledge to their reading. One child continuing to struggle recognising taught sounds.
Year 1 Maths 3 children	6 (3 hours)	Practice with manipulatives - number bonds of numbers to 10, part-whole model, bar model.	The children are becoming more confident using the resources to solve simple number problems. One child in particular has made good progress, one child needs support to begin the task.
Y2 Writing 3 children	6 (3 hours)	Writing simple sentences accurately.	Children know what a 'good' sentence should look like. Ongoing support needed to apply this to own writing.
Y2 Maths 3 children	7 (3.5 hours)	Number problems	Children now more able to identify which operation they need to use to solve the problem.
Y2 SEMH 1 child	6 (3 hours)	Developing appropriate responses. Seeing things from different perspectives. Following instructions.	Child engaged and usually responds appropriately when taking part in the activity.
Y2 Elkan (Mr Ridgeway) 3 children	4 (2 hours)		
Y3 Phonics 1 child	6 (3 hours)	Revisiting taught Phase 3 sounds and tricky words. Written and reading activities for practice.	Progress made applying phonic knowledge to reading. Support needed to apply to writing.
Y3 Spelling 1 child	4 (2 hours)	Revisiting Y2 spelling rules.	Good progress
Y3 Maths 3 children	6 (3 hours)	Times tables Mental maths	Chanting of tables more confident now. Beginning to apply knowledge to solve problems. Two children making good progress, one needs support to approach some tasks.
Y6 Trugs 3 children	5 (2.5 hours)	Trugs programme for spelling	Greater awareness of alternative spellings.