

	<p>structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</p> <p>A particular focus for interventions is likely to be on reading, writing and number. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. 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>Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.</p> <p>Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p>			To have accurate assessment that can be fed forward into phase 2.
<p>PHASE 2 – TBC</p> <ul style="list-style-type: none"> Interventions 	<p>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.</p> <p>A particular focus for interventions is likely to be on reading, writing and number. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. 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>Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.</p>	To fund additional TA deployed to provide Catch up in Y6	£10, 429	<p>To close the academic, or emotional/mental health gap, created by Covid and the school closure.</p> <p>To support class teachers in their ability to provide a structured, appropriate curriculum to meet the child's needs, based on assessment.</p>

	Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.			
--	---	--	--	--