

# Provision map Spring: Year 1 2023

YEAR GROUP: 1	CLASS: UNICORNS	TEACHER: MRS SHERWOOD	TERM 2
<b>High Quality Teaching</b> <b>John Morris</b>	<p><b>Adaptions: See Wave 3 support below.</b></p> <p><b>SEND compliance :</b> cream colored whiteboard, colored paper, task management/boards, knowing expected outcomes, visual timetables, use of voice, seating plan. Calm quiet areas, words mat, sound banks, Cusp-book marks, consistency and routines, chanting and oral repetition.</p> <p><b>Assessment for learning:</b> Through outcome, NGRT use of Pixel tracking, PM benchmarking. Phonics assessments.</p> <p><b>Behaviour management strategies:</b> Quiet area in the classroom for children to take themselves when they need a break. Emotion cards to help children recognize their emotions. Thrive support in class for help with behaviour. Timers for behaviour management.</p>		

INTERVENTION	STAFF/CHILD RATIO	FREQUENCY	PUPILS	TOTAL COST	TARGET	EXPECTED OUTCOME	ENTRY DATA	EXIT DATA
<b>Wave 2:</b> <b>Fine Motor skills group.</b>	1: 6	3 x weekly 10 minutes. Mrs. Hutt	John	AA Costs	To help John to develop his fine motor control so that his pencil grip improves, and he is able to write more fluently.	For John to be able to form his kinetic letters correctly. To enable John to be able to write more fluently.	Em	



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<b>Wave 3:</b> <b>Thrive.</b> 2 x weekly with trained practitioner.	1:1	30 x minutes twice a week.	John	Thrive practitioner	To see an improvement in his emotional development and improved concentration and behavior in class.  To raise confidence and self-esteem for John.	For John to have better and stronger emotional development to help him with school and to recognize positive and negative feelings.	Thrive data	
<b>Wave 2:</b> <b>Phonics groups</b>	1:4/1:5	3 x weekly with AA	John	AA support	For John to be secure in his phonics and for him to be able to pass his phonics test at the end of year 1.	Pass phonics test at end of year 1.	EM	
<b>Wave 3 and HQT support for John Morris:</b> Home school liaison book, safe space. Calming toys, ear defenders. Use of timers for transitions, gross and fine motor activities.	1:1 and whole class.	Daily	John Morris		To enable John to be able to regulate and participate in whole class activities.  To continue as daily provision.	To be able to reach his end of year targets.	EM	