

Catch-Up Premium Plan - Orchard Primary School



Summary information									
Academic Year	2020-21	Total Catch-Up Premium	£23,360	Number of pupils	315	Publish Date	October 2020	Review Date	February & July 2021

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs.

There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged/vulnerable pupils.

Curriculum Expectations	EEF Recommendations
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The DfE has also set out the following Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional - All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious - All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education - The DfE asks that schools meet the following key expectations:

- 1) Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students.

The EEF advises the following three tiered approach:

1) Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development
- Supporting great teaching
- Transition

2) Targeted academic support

- High-quality one to one and small group tuition

<p>contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.</p> <p>2) Aim to return to the school’s normal curriculum in all subjects by summer term 2021.</p> <p>3) Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils’ starting points and addressing the gaps in their knowledge and skills.</p> <p>4) 4. Develop remote education so that it is integrated into school curriculum planning.</p>	<ul style="list-style-type: none"> • Teaching Assistants and targeted support – Intervention Programmes • Academic Tutoring (extended school time) • Planning for pupils with Special Educational Needs and Disabilities (SEND) <p>3) Wider strategies</p> <ul style="list-style-type: none"> • Supporting pupils’ social, emotional and behavioural needs • Planning carefully for adopting a Social and Emotional Learning curriculum • Communicating with and supporting parents • Supporting parents/carers with pupils of different ages • Successful implementation in challenging times • Access to technology
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Priority Areas for Catch Up Funding
<ol style="list-style-type: none"> 1) Ensure consistent high-quality teaching and learning across the school 2) Ensure identified LA and SEND children who are furthest behind with their learning have access to necessary ‘catch up’ interventions both in and outside school hours 3) Phonics catch up interventions for children in Years 1 & 2; 4) Basic mathematics calculation catch up interventions for children in Years 1-6 (linked to SIP); 5) Reading interventions across Years 1-6 (linked to SIP); 6) Building writing stamina in Years 1-6 7) To ensure that children in EYFS are well supported to be school ready and catch up on vital stages of early childhood development. 8) Ensure that pupils are making social, emotional and academic progress 9) Readying the school for further home learning needs; ensuring children’s progress is not inhibited due to the lack of technology available to them at home

Planned Expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools				
i. Teaching & Whole-School Strategies - Supporting Quality First Teaching				
Rationale	Chosen approach and anticipated cost	Desired Outcome	Staff lead	Review
<p>Curriculum</p> <p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum.</p> <p>Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments such as Inspiration Days and Outcome events.</p>	<p>Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.</p> <p>A focus on curriculum sequencing and RAG rating each curriculum subject area should be adopted to help leaders target specific subject domain knowledge pupils are not yet secure in.</p> <p>Additional time for teachers to research and plan non-core subjects.</p> <p>All Teachers will have additional time and support to monitor their specific subject provided by the additional teaching capacity</p>	<p>Foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Children are fully engaged in their learning. Children are making at least expected progress from their September 2020 baselines.</p>	<p>SLT to lead</p> <p>All staff</p>	<p>Ongoing</p>

<p>All children must have access to a broad and balanced curriculum through:</p> <ul style="list-style-type: none"> • Creative curriculum to engage learners • White Rose Maths planning (The Mastery approach) • Accelerated Reader • Book Talk sessions (Shared Reading) • Talk for Writing approach 	<p>employed by the school. Teachers will have the opportunity to conduct learning walks, book reviews and progress analysis. Teachers will have the opportunity to complete subject action plans alongside CPD opportunities.</p> <p>Release time and additional cover will be required to facilitate additional PPA. Release time and additional cover will be required to facilitate additional Leadership Time. £500</p> <p>Caveat: We are not using supply cover. Therefore additional cover is in-house (HLTAs, Cover Supervisors and Headteacher). However, Covid measures may mean that if cases rise in school, we will not be able to use staff across a range of classes and additional release time for PPA and/or leadership duties may need to be temporarily suspended. If this is the case, the INSET day in January will be used for subject leadership MER.</p>	<p>Best practice is shared and modelled to staff.</p>		
<p>Quality first teaching and learning supported by highly effective CPD in reading, writing and maths.</p> <p>Quality first teaching remains the single most effective strategy for closing learning gaps. Key foci:</p> <ul style="list-style-type: none"> • A broad and engaging curriculum that addresses the gaps in learning through a blended approach. • Basic knowledge, skills and understanding in reading, writing and maths embedded as part of blended approach. • Development of Maths Mastery and training for staff to secure mathematical understanding (via our involvement in the Maths Hub Mastery Programme). • Delivery of writing sessions with Pie Corbett live and T4W training via the Local Authority offering effective CPD for staff and teaching effective writing to the children. • Huge push on using Accelerated Reader efficiently as part of reading offer to develop fluency in KS2. • Effective formative assessment supporting teaching and learning, in ensuring targeted support and progression in learning. • EYFS – mathematical fluency embedded and early reading/writing. 	<p>High quality Inset delivered by the HT and CPD aimed at supporting the recovery curriculum.</p> <p>Talk for Writing training – no cost as Orchard is part of a two year Local Authority school improvement programme. Will ensure staff are skilled up/ refreshed on the school’s chosen approach to meet pupils needs – Provided by Talk for writing PLC.</p> <p>Additional support for teachers with identified weaknesses.</p> <p>Maths Mastery training via The Maths Hub for x2 teachers plus the Headteacher – no cost as Orchard is part of a one year training programme.</p> <p>Refer teacher to the EEF teacher toolkit.</p> <p>EYFS Curriculum Software Subs £27.00</p>	<p>Strong QFT ensures pupils have the best chance of making up for time missed.</p> <p>To cover gaps in the current year’s curriculum within the first half term so that the majority of pupils’ are working from the current year’s curriculum by October.</p> <p>Children are prepared and ready for the next year’s objectives by July 2021</p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>SLT</p>	<p>Ongoing</p>

<p>Resourcing to support the implementation of the Recovery Curriculum</p>	<p>Purchase additional reading books and shared reading book sets to broaden the menu of books available; additional books for KS1 – phonics based; all Literacy Units to have quality texts as drivers – purchase additional books/e-books/Kindle editions. £200</p>		SLT	Ongoing
<p>Maths</p> <p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys.</p> <p>Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p> <p>Times Tables, children do not have a good knowledge of their tables which is impacting calculations involving multiplication and division. The most effective ways found to engage children in this is through online games. Children do not have access to devices at home to allow them to access the resource and there is a lack of devices in school to allow this to be accessed on an individual basis (resources to support the blended learning approach).</p>	<p>Awareness Training for staff re: DFE Non-Statutory Guidance for Maths KS1 & KS2</p> <p>Interventions for place value and number for all year groups both in school and after school.</p> <p>Homework to supplement intervention teaching will be set to develop knowledge and understanding further.</p> <p>Staff will use the planning and resources created by White Rose Maths Hub to supplement training and interventions.</p> <p>Medium Term Planning amended to address the gaps created by the lockdown.</p> <p>Implement regular targeted multiplication interventions in KS2 to support comprehensive tables knowledge.</p> <p>x3 a week number facts interventions using IT put in place in Y2-6 for SEND and LA pupils</p> <p>Carry out baseline assessment to highlight children in KS2 whose calculation knowledge demonstrates gaps. x2 weekly interventions to address these gaps.</p> <p>Class Bubble Maths initiatives set up linked to SIP priorities.</p> <p>Use of Times Tables Rockstars to assist in teaching of tables and practice at home. Weekly competitions to be set up by class teachers for the children to complete at home. Times Tables Rockstars Subscription = £90 White Rose Maths Online Platform Subs £99.00 Primary Solutions Subs £60.00 Maths Equipment £100 Maths Circle Subs £95.00</p> <p>Purchase NumBots for Reception, Year 1 and Year 2 to develop recall and understanding of number bonds and addition and subtraction facts. Children will be able to access this both at school and home. £84 (discount as we already use TT Rockstars)</p>	<p>Times tables learnt for each year group and used in daily maths lessons to assist in the development of fluency and reasoning in maths.</p> <p>Understanding and ability to apply knowledge and skills of place value and number lead to age related expectations and above being met in maths.</p> <p>Reasoning and fluency in maths increases as a result of a better understanding of number and place value.</p> <p>Improved understanding of number bonds and addition and subtraction facts for Reception and Year 1. Gaps in Year 2 will be addressed.</p> <p>Maths attainment improved with a higher percentage of children reaching age expectations by the end of the academic year.</p> <p>Increased % of children accessing online resources to support learning.</p>	<p>MC & CB to lead</p> <p>All Staff</p>	<p>3 review periods Dec 20; April 21 & July 21</p>

<p>Phonics</p> <p>Children will have missed 6 months of Phonics teaching and all phases of Letters and Sounds will not have been taught, practiced and learnt. Gaps in knowledge will impact on future learning, on reading ability and writing standards as well as with accessing the wider curriculum. Some pupils have not retained prior phonics learning.</p> <p>Key foci:</p> <ul style="list-style-type: none"> Year 2 who were not on track to pass phonics screening in Year 1 Additional phonics teaching and catch up for Y1 and 2 Extra phonics teaching time for SEND and LA pupils Enabling EYFS pupils to be on track with their phonics knowledge by the end of the Autumn Term 	<p>Effective intervention following assessment, 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 tuition where applicable with particular focus on Phonics. For example:</p> <p>Year 1 pupils – 3 adults in class supporting children whilst they recap Phase 3. Year 1 – afternoon phonics interventions for Phase 3 and 4. Year 2 pupils – 3 adults in class supporting children whilst they recap Phase 3 and 4. Year 2 pupils – small group interventions for Phase 3 & 4 pupils. Year 2 – afternoon phonics interventions for Phase 4 and 5. Reception – 5 adults in class during phonics sessions.</p> <p>Experienced KS1 teachers to work with groups one day a week up to Christmas.</p> <p>Additional TA/LSA support for additional group teaching.</p> <p>Time of the KS1 Literacy Lead to support training and delivery. (Phonics lead teacher from Jan 21).</p> <p>Professional collaboration within the KS1 team – additional PPA for specific coaching and mentoring work for phonics.</p> <p>Phonics Play Subs £40.00</p> <p>Caveat: Phonics teaching will be impacted negatively if class bubbles are sent home to isolate; individual pupils isolating at home will miss crucial phonics and intervention sessions and could regress. Staff may need to isolate.</p>	<p>Baseline Phonics assessments in early September will establish individual pupil's knowledge and understanding and teaching will be able to plan, prepare and deliver interventions that are meaningful to individuals and small groups of children after school on a rota basis so that they still have access to a broad and balanced curriculum.</p> <p>Pupils in Y2 will be ready and prepared for Phonics Screening test in the Autumn term that was missed in June 2020.</p> <p>Phonics knowledge will develop further and be used and applied in reading and written work across the curriculum.</p> <p>Year 1 & 2 pupils make accelerated progress to develop and embed phonic knowledge and early reading skills.</p> <p>Y1 phonics screening check in July 2021 to meet targets and be comparable to previous years.</p>	<p>AC to lead</p> <p>All KS1 staff</p>	<p>Ongoing</p>
<p>Reading</p> <p>Individual, group and class reading opportunities will have been missed by many throughout lockdown. Confidence and competence to read independently and fluently may have decreased and alongside this, the reading skills that are taught via the reading domains will not have been accessed through home learning. The gap between those children that read widely and those children who don't is now increasingly wide.</p>	<p>Assessments in reading in early September will give baseline assessment for Reading on which interventions can be based and children will receive and develop their reading accordingly and gaps in learning, knowledge and understanding will be narrowed.</p> <p>1:1 daily reading for EYFS and KS1 pupils - the teacher ensures correct pronunciation; frequency of reading sessions builds reading stamina, pace and fluency.</p> <p>Pupil Premium children across years 3-6 will have 3x a week 1:1 reading.</p>	<p>Identified children will have significantly increased rates of reading fluency and prosody.</p> <p>They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding.</p>	<p>GS & AC to lead</p> <p>All Staff</p>	<p>3 review periods Dec 20; April 21 & July 21</p>

<p>The bottom 20% of readers have been disproportionately impacted.</p> <p>Early reading is a fundamental skill in any primary school and the knock-on effect of pupils not making adequate progress in this key area impacts on all subjects.</p>	<p>Continue with the whole class 30 minute shared reading programme - more focused objectives and daily tasks to support with this.</p> <p>Opportunities to read in every lesson in order to develop fluency and independence in reading.</p> <p>Class Bubble reading initiatives set up linked to SIP priorities. E.g. English lesson text drivers - pupils are exposed to a greater number of words and challenging texts. They read as a reader and read as a writer.</p> <p>'Reading For Inference' group sessions for selected groups as an afternoon school intervention to work on VIPERS Y3- Y6</p> <p>Accelerated Reader Subs 2 years £7000 (£3500 2020-21)</p> <p>Learning by Questions purchased for KS2. The English sets will develop student understanding, engagement and critical analysis of non-fiction and fiction texts. This will be used within class and for at home support. Learning by Questions £600</p> <p>A Reading Fluency Champion could be allocated or appointed to lead the 1:1 work. Additional release time and training to support the delivery of the reading fluency initiative. Additional PPE (screen) purchased to enable intervention across phases. £300</p>	<p>Vocabulary and meaning of words will develop, fluency of reading will increase and comprehensions skills will deepen allowing understanding of texts in all subjects to improve.</p> <p>Reading attainment improves and dips in reading attainment will be negated.</p>		
<p>Writing</p> <p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills.</p> <p>GPS specific knowledge has suffered, leading to lack of fluency in writing. Basic Skills knowledge and understanding is not age related due to missed learning throughout lockdown.</p> <p>Presentation is not at the expected standard.</p> <p>Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>	<p>Training in Talk for Writing is completed by all staff.</p> <p>Training development allows staff to focus on fiction writing techniques and non-fiction writing techniques to develop quality of writing for all pupils.</p> <p>The previous teacher has identified the skills the children did not cover or master before the 'lockdown' and opportunities to learn and practice these have been built into this year's planning.</p> <p>Writing small group intervention in the afternoons for Y2 – 6 children to supplement class writing opportunities.</p> <p>Small group intervention in the afternoon for Grammar and Punctuation assistance Y2 – 6 children.</p> <p>Daily handwriting practice across the school (only for children identified as needing extra support in Years 5 and 6).</p> <p>Spelling Shed to be used from Year 2-6 to cover a structured spelling programme that children can also access at home as part of their</p>	<p>Quality of writing improves across the school with more pupils achieving age related or above expectations in writing.</p> <p>Writing in the broader curriculum improves and aids knowledge and understanding of foundation subjects.</p> <p>Children are able to write at length.</p> <p>Gaps in knowledge and understanding of GPS are narrowed. Children are applying GPS knowledge to their writing.</p> <p>Improved presentation across the school.</p>	<p>GS and HT to lead</p> <p>All Staff</p>	<p>3 review periods Dec 20; April 21 & July 21</p>

<p>Vocabulary and understanding and meaning of new words have not been developed and the knock on effect on spelling of age related words and use in writing.</p>	<p>homework.</p> <p>Talk for Writing Books £100</p> <p>Spelling Shed interventions – Y1 – 6 children in small groups to have extra taught spelling lessons alongside class lessons with TA. Spelling Shed - £157</p> <p>Learning By Questions – already costed</p>	<p>Spelling ability increases which in turn aids the quality of writing.</p> <p>Children who were original below expected standard – are making better than expected progress each term.</p>		
<p>Interventions during the school day</p> <p>The focus for interventions will be on literacy and numeracy.</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>Lower ability children (SEND, disadvantaged) have biggest gaps and therefore need significant interventions.</p>	<p>Ensure wave 2 interventions happen:</p> <ul style="list-style-type: none"> • Targeted intervention within the classroom by the class teacher or the support assistant • Effective differentiation • Use of weekly pupil premium teacher time to support the catch up of pupil premium children <p>Ensure wave 3 interventions happen:</p> <ul style="list-style-type: none"> • Year 2/4/6 to be priority year groups from October to February half term (stagger focus to ensure that ‘catch up’ programmes have maximum impact) • Year EYFS/1/3/5 to be priority year groups from February half term to July <p>SENDCO to provide training and support for the staff who are leading ‘catch up’ interventions. SENDCO to monitor and quality assure intervention plans to ensure they fit the need.</p> <p>No cost as part of salaried hours.</p> <p>£500 allocated to SEND (add an extra £200 from CCP for additional resources) = £200</p> <p>Caveat: Due to covid restrictions, whilst class bubble sessions can go ahead, phase interventions may not be possible. Support Staff may need to isolate and therefore interventions will be disrupted. Class Bubbles may be sent home and therefore children will miss interventions. TAs and HLTAs may need to cover for absent teachers. Therefore sessions may not run regularly.</p>	<p>Early intervention strategies within the classroom are used effectively to support children’s progress from their September 2020 baselines.</p> <p>Targeted additional support is being effectively used in the priority year groups. Progress of individuals is carefully monitored.</p> <p>Staff are confident at running catch up interventions. Impact of these interventions gives accelerated progress.</p> <p>Tracking shows impact of interventions.</p>	<p>SENDCO to lead</p> <p>All staff</p>	<p>3 review periods Dec 20; April 21 & July 21</p>
<p>Professional Development</p> <p>Continued CPD for staff on all core subjects and the curriculum will continue to strengthen teaching and learning.</p>	<p>It is always important that staff are aware of changes based on lesson visits and DEF guidance and updates. Up-to-date CPD is an integral part of this.</p>	<p>All staff are aware of new processes and changes to core subject delivery and curriculum implementation.</p>	<p>Head</p>	<p>Half termly reviews by the HT</p>

	<p>Remote training methods and webinars will give teachers access to the very best of what exists across the LLA and LA. This will lead to the most effective classroom practice being shared and pupil learning optimised.</p> <p>£3500 allocated for CPD from school budget</p> <p>Caveat: Due to covid restrictions, normal directed time and training cannot be facilitated as normal.</p>			
<p>Children moving from Yr. R to Year 1</p> <p>Lost learning time for many 2019-20 EYFS pupils coupled with low starting points means that an extension of the foundation curriculum is required to ensure the building blocks for prior learning are not missed and misconceptions are identified and dealt with.</p>	<p>To ensure Y1 children have a balanced curriculum following the EYFS ethos for the first half term to help pupils transition after lost learning time and for children who are working below age ARE.</p> <p>Baseline assessment; End of year assessments. Professional dialogue around transition needs. Gap analysis of the foundation stage curriculum.</p> <p>A continuum of reception created for first half term with more formal learning being merged in for a strong transition.</p> <p>Money to be spent on resources and intervention (extra claims of TA time) £300</p>	<p>For teacher to have the resources available to continue a play based approach to learning.</p> <p>Children will have reduced levels of anxiety around the key stage transition.</p> <p>Children will feel comforted by the familiar approach to learning.</p>	TMG, LO, IP & LC	Dec 20
Total budgeted cost £18,752				

ii. Targeted approaches				
Rationale	Chosen action/approach	Desired Outcome	Staff lead	Review
1:1 Reading Fluency Intervention in KS1	A Reading Fluency Champion will be allocated to lead the intervention. (Either current KS1 Support Staff with a new LSA appointed for afternoon sessions, or an LSA to be specifically trained for 1:1 reading and precision teaching). £4500 afternoon sessions for new appointment.	Individuals and groups to have made the more than expected progress within the year to get them to be expected standard	GS DC	Ongoing

<p>Extended school time: small group tuition</p> <p>Weekly catch up sessions on key concepts for each child who will need this to support with catch up within the year.</p> <p>Implemented after school 3-15-4.15 with a year's commitment from current teaching staff- training for this. Identify children, get parents to commit - once per week in a group no more than 8 children- working on similar concepts that are assessed and staff made accountable.</p>	<p>Small group tuition for pupils who require support in numeracy and literacy; one TA to lead on the delivery</p> <p>KS1, LKS2 and UKS2 phases will identify 10 children within the phase that require additional intervention.</p> <p>From January, SLT will run catch-up clubs for pupils working –On Track ARE or Below.</p> <p>The cost of a teacher and TA per club (x4 a week) and snacks for the children is made available.</p> <p>Cost of TA x4 sessions</p> <p>Additional PPE (screens) purchased to enable intervention across phases (already accounted for).</p> <p>5 teachers x 10 afterschool per Spring Term = £4000 1 TA x 20 afterschool sessions per Spring Term (already included into contracted hours).</p>	<p>Identified children are able to access a weekly catch-up club (1hr per night).</p> <p>The attainment of those identified children improves and effect of lockdown is becoming negated.</p> <p>Parents are supportive of the club and understand the identification process.</p> <p>The pupils who benefit from this small group work will make rapid progress in literacy and numeracy.</p>	<p>JP – Y3 HW – Y1 GS – Y4 MC – Y6 AC – Y2 Head – Y5</p> <p>LA – Y4</p>	<p>3 review periods Dec 20; April 21 & July 21</p>
<p>Streaming of Y6 pupils to ensure that each child makes optimum progress</p>	<p>From January, HT, DHT and MC to take a Y6 group once a week in English GP work with application in mini-writes. SEND children to have small group focused with a TA. Y5 in C8 to have focused GP work with Class teacher and HLTA.</p>	<p>All children making accelerated progress. SEND group will be working within the KS2 curriculum</p>	<p>Head & UKS Lead</p>	<p>3 review periods Dec 20; April 21 & July 21</p>
<p>Staffing re-deployed and extra staff in place to support targeted intervention work for vulnerable groups.</p> <p>Teachers and Support Staff can use effective AFL to identify gaps in learning, and address these through pre and post teaching strategies that are responsive and 'dynamic'.</p> <p>Half termly intervention work for Reading, Writing and Maths will be the most effective means of reinforcing key concepts and skills identified as weak.</p>	<p>Appoint additional Support Staff for vulnerable cohorts (EYFS x1; Year 4 x1). EYFS LSA will need to cover for EYFS colleague who is shielding – additional costs for morning sessions. £14000 & £17544 = £31, 544</p> <p>Subsidise HLTA training for TAs so that classes can be more easily covered in case of teacher absence £700</p> <p>Current HLTAs to work in the reporting year groups (Y1, Y2 & Y6)</p> <p>Phase and class interventions for Reading, Writing and Maths to run from Autumn term B once 'baselines' have been established.</p> <p>Direct leadership time from the SENDCO to coordinate the intervention program for pupils who require catch up.</p>	<p>An intervention is identified, if necessary, purchased, and delivered.</p> <p>Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</p> <p>The pupils who benefit from this small group work will make rapid progress in literacy and numeracy.</p>	<p>Head & Business Manager</p>	<p>3 review periods Dec 20; April 21 & July 21</p>

	NB: Can't furlough WAC staff as only one contract therefore need to cover costs (£20, 664 a year – have paid salaries since March 2020; had to close again in November. Roughly £10k – not included in plan)			
Teacher led targeted support for Year 6 and Year 2.	Booster from January 2021 for –OT pupils. Maths, GPS and Reading catch up interventions support those identified children in reinforcing their understanding of basic maths skills and application of number, GP and comprehension.	Y6 pupils working just below ARE achieve the required standard in their SATS.	MC, CB, SC, HF, GS & Head	Ongoing
Reading For Inference Intervention Programme The Reading for Inference intervention supports those identified children in reinforcing their understanding of basic comprehension skills.	C6 staff to deliver Reading for Inference Intervention across KS2. No cost - We have been offered free inference training by the LA – procured via our School Effectiveness Partner.	Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).	SENDCO & GS to oversee LA & BW	3 review periods Dec 20; April 21 & July 21
EYFS - Additional support to improve expressive and receptive language skills. Many of the Reception children have not attended nursery since March 2020 and as a result have weaknesses in their oral language skills which will impact on their reading.	Have been successful with our application to become part of the Nuffield Early Language Intervention. The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading (EEF recommended). Key staff to attend training. TAs to deliver over 30 weeks in groups of three to four children. £0 – DFE and EEF funded project Caveat: C & L work will be impacted negatively if the EYFS is sent home to isolate; individual pupils isolating at home will miss crucial teaching and could regress. Staff may need to isolate.	Improved oral language skills. Improved outcomes in reading for Reception children. Pupils will have improved understanding of reasons, means and opportunities to communicate. Pupils will have increased levels of confidence and self-esteem.	TMG to lead EYFS Team	3 review periods Dec 20; April 21 & July 21
Participation in the LA's Maths Hub Primary Mathematics Teaching for Mastery Development Work Group The two teachers working together with the Mastery Specialist and teachers from the other Work Group schools in regular Teacher Research Group (TRG) style meetings and through an online community	In 2020/21, all Maths Hubs will be running primary maths Teaching for Mastery Work Groups led by Mastery Specialists. This programme is for schools who have a commitment to developing a teaching for mastery approach. Although the school's participation involves two teachers attending events outside of the school, it is expected that these two teachers lead development across the whole school.	High quality support for teacher professional development for the lead teachers, facilitated by the Mastery Specialist Support for the headteacher in addressing leadership issues related to teaching for mastery from the Mastery Specialist and the Maths Hub's leadership	MC	3 review periods Dec 20; April 21 & July 21

<p>Each school receives a termly support visit from the Mastery Specialist to observe teaching, support in-school TRGs, and work with the lead teachers and headteacher in developing an action plan for the school</p> <p>The head teacher works with the Mastery Specialist and other members of the Maths Hub's leadership team to develop whole school policies and structures to support teaching for mastery</p> <p>The lead teachers, supported by the headteacher, working with colleagues to develop teaching for mastery approaches in the classroom, supported by professional development activity including Teacher Research Group methods</p>	<p>£0 – LA funded project</p> <p>We will receive a £1000 grant towards the cost of the required teacher release time and financial help towards the purchase of textbooks (subject to DfE confirmation).</p>	<p>Opportunity to work closely with other schools also developing teaching for mastery</p>		
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Total budgeted cost £40,744

iii. Wider Strategies				
Rationale	Chosen action/approach	Desired Outcome	Staff lead	Review
<p>ELSA (Emotional Literacy Support Assistant) Programme to strengthen pupils' mental health and well-being ELSA training for a TA in the Autumn Term in order to secure a consistent approach to supporting social and emotional learning across the whole school.</p> <p>Pastoral work with 1:1 and small groups supporting with mental health and well-being. Each year group to be allocated a one hour timetabled ELSA session each afternoon.</p>	<p>Training for x1 TA on the ELSA programme. Having additional ELSA and counselling capacity will allow for more children to have access to specialist advice and guidance over their worries centred around post lock down routines and anxieties. This will have an overall impact on well-being, which will lead to a more positive outlook in lessons and around school.</p> <p>ELSA training £300 (already included in CPD costs) Additional MDS cover to support social development £2450</p> <p>Caveat: Further Covid restrictions may prevent the ELSA from working across a range of class bubbles. Staff shortages may also mean that the ELSA is needed in class. The ELSA may need to isolate meaning that sessions cannot go ahead.</p>		<p>HW & HF</p>	<p>Ongoing</p>

<p>Home Learning</p> <p>Home Learning via Tapestry (EYFS), Dojo (KS1 & LKS) and Google Classroom (UKS2) implanted by the end of September to support parent/carers with home learning.</p> <p>Children need access to appropriate stationery and paper-based home-learning if required so that all pupils can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p>Ensure all families have access to resources to work from home when self-isolating.</p> <p>Purchase stationary and resources etc. for disadvantaged pupils who don't have equipment for completing work from home if forced to self-isolate. £100</p> <p>Caveat: Setting home-learning for individual pupils who are isolating, whilst also undertaking full-time teaching duties will add to teachers' workload. Set curriculum linked tasks after 48 hours therefore – prior to this, pupils complete homework menu tasks, TT Rockstars, Spelling Shed.</p>	<p>All pupils are able to access home learning if having to self-isolate and continued learning can take place.</p> <p>Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Resources and feedback for online activities well used and impacting on teaching and learning.</p>	<p>JP & MB</p>	<p>Ongoing</p>
<p>After School Clubs</p> <p>Many children have spent long periods indoors with limited physical activity. Extended day provision to supplement in school activities.</p>	<p>Sports coaching targeted at getting children moving and active (WM x 5 days a week including Cross Country LKS2 & UKS2). Sports Clubs run by other non SLT staff (CG – multi-sports LKS2); LA x 2 (included in contract) and LO Outdoor Learning KS1.</p> <p>Caveat: Phased re-introduction of after school clubs for class bubbles limits offer. Would be unwise to mix pupils from a range of classes, and compromise WM's ability to work in Year 4, especially if Covid cases increase nationally.</p>	<p>Improve physical wellbeing of all pupils.</p> <p>Increased physical activities through extended day provision.</p>	<p>Non SLT staff</p>	<p>End of Spring Term 21</p>
<p>Access to Technology</p> <p>Ensure that the home learning offer is updated and made available to all parents in the event of a pupil absence for self-isolation and/or local lockdown</p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home.</p> <p>Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>Apply for grants to cover some costs for additional laptops and i-pads.</p> <p>Use £3000 CCP on IT.</p>	<p>The process of accessing online learning resources is easy to do and is bespoke for each phase.</p> <p>Children who do not have access to technology at home are able to continue their learning when not in school due to a Covid related absence.</p> <p>More pupils have access to IT during their lessons.</p>	<p>JP & MB</p>	<p>Dec 20</p> <p>Feb 21</p>

<p>Supporting parents and carers</p> <p>Some parents are unable to work and are struggling financially as a result of COVID. Children coming to school hungry and not in the right uniform has a negative impact on self-esteem and concentration. Without providing pupils with the basics then they can't access learning.</p> <p>Due to Covid-19 restrictions and social distancing safety measures in place, face to face contact with parents in school will not occur in the autumn term in the first instance.</p> <p>School needs to maintain contact with all parents and actively seek out new ways to engage and communicate effectively with them.</p>	<p>Continue to provide video links and updates from class teachers for the website to ensure parents can stay involved in their child's learning experiences. Regular newsletters. Website kept up to date. Ensure that all families are signed up to parentmail so the school can keep them up to date.</p> <p>A new system in place for parents evenings in 2020/21 to ensure termly dialect between home and school regarding academic performance.</p> <p>The more effective use of Class Dojo for parental communications. DHT to monitor consistency and effectiveness across classes.</p> <p>Provide parents with food and uniform from the schools self-managed food/uniform bank - £500 donations</p>	<p>Pupils are ready to learn, concentration is increased and pupils have good self esteem.</p> <p>Contact with parents other than through Parent Mail is created and is a 2-way process where parents and staff feel comfortable to communicate with one another.</p> <p>Virtual meetings take place to include updates from year groups, coffee mornings with SLT, parents evening consultations and consultations about RSE for example.</p>	<p>Head</p>	
Total budgeted cost £6050				
		Cost paid through Covid Catch-Up	£23,384	
		Cost paid through charitable donations	£500	
		Cost paid through school budget	£41,662	
				£65,546