

Covid Catch-up Premium Strategy Statement

This strategy statement is to be read in conjunction with the school's ***Pupil Premium Strategy Statement***. Together the two statements describe the school's ***Disadvantaged Strategy***. The tiered model defines how the school plans to use the Pupil Premium Grant and the Coronavirus Catch-up Premium to close the gap for disadvantaged pupils and respond to the negative impact on learning and wellbeing caused by the disruption of school closure during the COVID-19 Pandemic. Many strategies will overlap categories and cross the two strategy statements.

School's Coronavirus Catch-up Premium allocation - £19,600

School context and the challenges of whole school return - impact on learning and wellbeing caused by the disruption of school closure during the COVID-19 Pandemic.

- There has been a mixed take up of blended learning between year groups during the school closure
- Laptops and wi-fi have been made available for our disadvantaged families and though most of these have taken up the opportunity to access online learning, a few of our families were reluctant to use them
- Daily lessons have taken place throughout the school closure, either in class or online through Teams and Dojo with live lessons, recorded lessons and a range of activities and tasks set
- The learning offered has been cross-curricular, ranging from Phonics, English, Maths, Science, Music, Art, PE and topic
- Pupils have uploaded evidence of their learning which teachers have provided feedback and next steps for to support their progress
- The majority of school have remained open for vulnerable children and children of key workers and a quarter of our pupils have taken up the places
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The aim of the recovery curriculum is to narrow the gap between our most disengaged and disadvantaged students and their peers, caused by school closures as quickly as possible, whilst minimising risks to student and staff wellbeing.

Teaching and whole school strategies			
<ul style="list-style-type: none"> • High quality teaching for all • Effective diagnostic assessment • Supporting remote learning • Supporting Early Career teachers • Focussing on professional development 			
		Person/Team Responsible	Cost
A	Quality First Teaching Not all staff and leaders have engaged in evidence informed learning to develop knowledge, skill and confidence in providing Quality First Teaching and so high quality, research informed CPD will support staff to enable this to happen	BC/LA	One Wakefield £500 programme contribution
B	Assessment Missed learning opportunities throughout the school closure have left 'gaps' in children's learning, so identified members of staff will take part in an Assessment Lead Programme and then distribute through CPD to ensure staff are confident with approaches to assessment for learning and how to use these skills to inform what needs to be taught.	BC LA IM	£1000
C	Curriculum Over the past year, there has been inconsistencies of children accessing the Long-Term planning that is in place and there have been gaps in skills and knowledge due to school/bubble closures.	RC/ LA/ subject leaders	
D	Remote Learning There has been a large proportion of children who have not attended school due to the school closure. To support these children in their education, blended learning has occurred daily through Teams, Dojo and Oak National Academy	RC/ IM	
Targeted Academic Support			
<ul style="list-style-type: none"> • High quality, one to one and small group tuition • Teaching Assistants and targeted support • Academic tutoring • Planning for pupils with special educational needs and disabilities 			
		Person/Team Responsible	Cost
E	Teaching Assistants TA's deployment during whole class lessons tends to focus on the lower attaining/SEN pupils, so high quality CPD for teachers and teaching assistants is to be prioritised to ensure TA's add value to what teachers do	RC, LA, JR, BP, JSS, CA, AT	£1000
F	SEND Our disadvantaged and SEND children have made the least progress during the closure of the school and so these children will require one-to-one and small group tuition to fill the gaps, providing evidence based, high quality interventions which explicitly link to the content of daily lessons	RC, LA, JR	

G	Reading The closure of school has impacted on children's reading skills, particularly the most disadvantaged and SEN children. Through the delivery of RWI, Fresh Start and Accelerated Reader these gaps will be addressed and monitored closely. Bespoke reading interventions will take place during Breakfast Club and throughout the day.	LA, CF, JL, SB, AA	Fresh Start training £520 HLTA Breakfast Club £1000 Texts £2,000
H	Tutoring The closure of school has impacted on children's progress of mathematical skills, particularly the most disadvantaged and SEN children. Using the National Tutoring Programme, a tutor from White Rose will work with small groups of children.	RC, BP	National Tutoring £5,000
Wider Strategies			
<ul style="list-style-type: none"> • Supporting pupils' social, emotional and behavioural needs • Planning carefully for adopting a SEL curriculum • Communicating with and supporting parents • Supporting parents of with pupils of different ages • Successful implementation in challenging times 			
		Person/Team Responsible	Cost
I	Social and Emotional - Interventions Our children, particularly our most disadvantaged and SEND children, will find the return to school life challenging. There will be a strong focus on supporting the social and emotional needs of our children, through implementing the 'Thrive' programme, including training teachers and TA's to implement	RC, LA, KW, LR, JR	Thrive £2,450
J	Social and Emotional -In class We have a significant group of children who have Social and Emotional learning difficulties, to address this we will implement a complete Wellbeing curriculum through 'Scarf' to support staff with their workload and build their confidence in delivering SEL lessons	KW, JR	Scarf £2,000
K	Communicating with parents There has been greater communication between parents to support them through the school closure. To continue to support and strengthen this, communications via the school website, twitter and Dojo will be used regularly with teachers and the admin staff.	SC	
L	Technology Some of our families have not had access to technology or the internet during the school closure and so have not been able to access high quality 'home learning' and so laptops and wi-fi connections have been provided to our most disadvantaged families	IM	£5,000

Teaching and whole school strategies – **Quality First Teaching**

One Wakefield £500 programme contribution

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>A - Not all staff and leaders have engaged in evidence informed learning to develop knowledge, skill and confidence in providing Quality First Teaching and so high quality, research informed CPD will support staff to enable this to happen</p>	<p>Active Ingredient 1: <i>Empowered staff</i> All teachers will engage in CPD focusing on EEF recommendations for implementing Metacognition strategies into the classroom</p> <p>Active Ingredient 2: <i>Model</i> Teacher thinks aloud to explicitly model the thinking process</p> <p>Active Ingredient 3: <i>Teach</i> Metacognition skills are taught explicitly through assemblies, lessons, displays etc</p> <p>Active Ingredient 4: <i>Make explicit</i> Talk about the strategies children are using during each lesson</p> <p>Active Ingredient 5: <i>Review</i> At the start/end of lessons remind pupils of strategies they will be using/have used and share ideas of 'ways of learning'</p> <p>Active Ingredient 6: Teaching practice will be informed by the best available evidence</p>	<p>Active ingredient 1 <i>Training:</i> Whole staff training: initial 3, 1-hour sessions to connect and develop staff knowledge of the evidence base practice, followed up by two further sessions over the first two terms .LA to lead with recommendations from One Wakefield.</p> <p>Active ingredient 2 <i>Coaching:</i> Follow up fortnightly coaching sessions (phase specific) led by the SLT in the first term to support adoption and fidelity. As practice develops, identify staff champion to support ongoing coaching and provide examples for others.</p> <p>Active ingredient 3 <i>Monitoring:</i> SLT: periodic learning walks, lesson observations. Standing item on phase meetings; staff feedback on actions taken and impacts</p>	<p>Short term <i>Fidelity:</i> Staff understand and implement metacognition strategies in their teaching Planning focuses on the learning process rather than the end product Teachers understand how children learn which informs their planning Teachers have a greater insight into how each child learns, which improves assessments Share with parents about how children learn</p> <p>Medium term: Classrooms develop an enquiry approach to learning Teachers have learning conversations to share their developing understanding of how we learn and support each other in the planning of how children learn as well as what they are learning</p> <p>Long term: The culture around the whole school is embedded with how children learn and the language of learning</p>	<p>Short term Children understand how they learn best and the language of learning they need There is greater ownership of what children learn and they are increasingly more independent</p> <p>Medium term: Children become increasingly responsible for their own learning Self-esteem improves and barriers to learning can be identified and overcome and social and emotional development improves Children are more aware of how skills can be transferred into different subjects</p> <p>Long term: The skills that children learn can be used for future learning and support them in life long learning, attitudes and capacities</p>
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term

Teaching and whole school strategies – **Assessment**

£1000

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>B - Missed learning opportunities throughout the school closure have left 'gaps' in children's learning, so identified members of staff will take part in an Assessment Lead Programme and then distribute through CPD to ensure staff are confident with approaches to assessment for learning and how to use these skills to inform what needs to be taught.</p>	<p>Active Ingredient 1: One middle leader and one senior leader engages in substantial assessment based professional learning and complete EBE's Assessment Lead Programme from January to December 2021.</p> <p>Active Ingredient 2: All teachers will engage in assessment focused professional learning and complete EBE Assessment Essentials programme April to December 2021.</p> <p>Active Ingredient 3: Assessment practice will be informed by the best available evidence</p> <p>Active Ingredient 4: A framework of universally understood assessment fundamentals and expectations will be created.</p> <p>Active Ingredient 5: The two evidence informed assessment leads will drive improvements through the school</p> <p>Active ingredient 6: High quality teaching will be underpinned by clearly defined assessment practices including retrieval practices, feedback, editing and reviewing.</p> <p>Active Ingredient 8 Regular, low stakes assessments quickly identify which core aspects of learning require revisiting and rebuilding for individuals and groups.</p>	<p>Active Ingredient 1 <i>Equity</i> Access EBE's ALP and Assessment Essentials course.</p> <p>Active Ingredient 2 <i>Opportunities to share</i> Observe and share practice (video facility), engage in further reading and support collaborative conversations. Planned and regular pause points for review and collaboration conversations.</p> <p>Active Ingredient 3 <i>Collaborative approach</i> Design and deliver an excellence guidance document.</p> <p>Active Ingredient 4 <i>Follow up support</i> Assessment leads coach and mentor staff at all levels to build capacity. Teachers assess effectively the extent to which core aspects of learning require revisiting and rebuilding for individuals and groups. A responsive curriculum offer is built taking account of assessment information</p>	<p>Short term: <i>Fidelity</i> Assessment leads articulate why, when and how to assess. There is a shared understanding and agreement of key concepts in assessment pedagogy. Colleagues will design formative and summative assessments that are demonstrably reliable in supporting curriculum planning and tracking progress. All teachers Teachers are guided to question existing practices. More dependable methods are deployed so that pupils are supported to make progress in remote and face to face lesson sequences. Teachers better understand the impact of their teaching on children's learning so they can make better decisions about what happens next. Medium term Assessment Leads improve the reliability of judgement in both formative and summative approaches. All teachers The professional learning helps to reduce unnecessary workload and increase the effectiveness of classroom practice by honing the skill of evidence informed decision making (formative and summative).</p>	<p>Short term: Pupils will have higher expectations in relation to the quality of the work they produce because feedback is focused and specific.</p> <p>Pupils will receive clear explanations of new content, receive feedback on how they are progressing, have opportunities for interactivity through questioning and are supported through targeted scaffolding regardless of whether they are learning remotely or face to face.</p> <p>Medium Term Teacher workload will reduce because feedback at the point of learning becomes integral to everyday lesson structure.</p> <p>Long Term Pupils' motivation to improve will increase because they are experiencing success and celebrating the acquisition of knowledge</p>
<p>Review Progress at the end of the autumn term</p>	<p>Review Progress at the end of the spring term</p>		<p>Review Progress at the end of the summer term</p>	

Teaching and whole school strategies - Curriculum

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>C - Over the past year, there has been inconsistencies of children accessing the Long-Term planning that is in place and there have been gaps in skills and knowledge due to school/bubble closures.</p>	<p>Active Ingredient 1: Identify key elements/ concepts have been missed over the past year and how these can be addressed</p> <p>Active Ingredient 2: There is a clear understanding of the school's vision and implementation of the curriculum for all stakeholders</p> <p>Active Ingredient 3: The sequence of learning for each subject are revisited to ensure gaps in skills and knowledge have been blended into the progression of skills for the upcoming year</p> <p>Active Ingredient 4: Monitor the sequence of learning in each year group to ensure it is accurate and supports children in making the most progress in all areas of the curriculum</p>	<p>Active Ingredient 1 All stakeholders have an input into the school's vision and what it means. Each subject leader to create a clear vision of their subject and how it is implemented throughout school, looking at how children make progress in their subject</p> <p>Active Ingredient 2 Teachers and subject leaders will consider how missed elements/insecure concepts are blended into the ambitions of the year group expectations, to avoid unnecessary repetition and ensuring that expectations for all, remain high.</p> <p>Active Ingredient 3 Subject leaders and teachers will revisit curriculum plans/maps to ensure that sequences of learning are in place and help to learn and retain more</p> <p>Active Ingredient 4 Senior leaders and subject leaders will monitor to ensure that teaching and learning meets the needs of the school's adapted learning strategy.</p>	<p>Short term:</p> <ul style="list-style-type: none"> Meet with all stakeholders to gain their view of the vision for the school and what it means to them Using the feedback, create a vision for the school that all stakeholders are familiar with Teachers and subject leaders to meet to identify the missed learning in all subjects <p>Medium term</p> <ul style="list-style-type: none"> Subject leaders to create a vision for their subject and revise the progression of skills, reflecting on the gaps in learning and how these can be addressed SLT will monitor subjects through lesson observations, book scrutinies, learning walks etc. <p>Long Term</p> <ul style="list-style-type: none"> Long term planning will be reviewed to ensure it is successfully being implemented and supports our children's learning and progress 	<p>Short term: Gaps will be addressed within the core subjects and key elements and concepts will be taught to support future learning</p> <p>Medium Term Pupils will be able to access learning and make accelerated progress in all areas of learning</p> <p>Long Term Children will build on the key elements and concepts taught and transfer these into their learning as they move through school</p>
<p>Review Progress at the end of the autumn term</p>	<p>Review Progress at the end of the spring term</p>	<p>Review Progress at the end of the summer term</p>		
Empty space for review progress				

Teaching and whole school strategies – Remote Learning

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>D - There has been a large proportion of children who have not attended school due to the school closure. To support these children in their education, blended learning has occurred daily through Teams, Dojo and Oak National Academy</p>	<p>Active Ingredient 1 <i>Blended Learning Policy (WAT)</i> Following the guidance from the policy, actions have been put in place to ensure our pupils access high quality education</p> <p>Active Ingredient 2 <i>Curriculum</i> Lessons planned to match the long-term whole school provision and build on children’s prior knowledge and skills</p> <p>Active Ingredient 3 <i>Quality teaching and learning</i> Live and recorded lessons support children in learning new knowledge and skills/ revisit and extend learning Teaching will focus on key concepts and core skills</p> <p>Active Ingredient 4 <i>Assessment</i> Through live lessons and work uploaded, learning can be</p>	<p>Training CPD training and support on the use of blended learning through WAT and in school.</p> <p>This includes:</p> <ul style="list-style-type: none"> • How to use the technology • How the technology supports teaching and learning • Approaches that support the use of technology <p>Monitoring SLT to track the lesson content and delivery online. Monitor the uptake of children accessing online lessons and encourage families to take part</p>	<p>Short term <i>Fidelity</i> Delivery of the school timetable has been established and shared with parents Staff are confident about how to use technology to support blended learning Teachers plan for lessons that are matched to the long-term plans and build on prior knowledge and skills in all areas Rewards through Dojo motivate children to participate in online learning</p> <p>Medium Term <i>Fidelity</i> Lessons are delivered to enable all children to access them and are sequential for knowledge and skills to be developed and embedded</p> <p>Long Term <i>Fidelity</i> The online learning will continue to support class teaching to embed and</p>	<p>Short / Medium</p> <p>Children have a clear understanding of what is being taught and when</p> <p>Children access online daily lessons with their teacher</p> <p>Children make progress in all subjects and are equipped with the knowledge and skills to be able to return to school confidently and in line with where they should be</p> <p>Long Term Children make accelerated progress through the high-quality recorded lessons to embed and extend their learning at home, once school has re-opened</p>

	assessed and misconceptions / next steps are implemented		extend children's knowledge and skills from the classroom to home Parents will have a clearer understanding of children's learning	
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term

Targeted Academic Support – Teaching Assistants

£1,000

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>E TA's deployment during whole class lessons tends to focus on the lower attaining/SEN pupils, so high quality CPD for teachers and teaching assistants is to be prioritised to ensure TA's add value to what teachers do</p>	<p>Active Ingredient 1: Review Establish how TA's are currently performing in the classroom and interventions</p> <p>Active Ingredient 2: Define role and purpose Have a clear understanding of how TA's are deployed throughout the day and a clear vision of their role</p> <p>Active Ingredient 3: Develop whole school practices Teachers understand and know the expectations of TA's in the classroom and how to maximise the use of them effectively and recognise TA's add value to what teachers do</p> <p>TA's have knowledge and understanding of their role within the classroom and know how and when to support children in their learning, being fully prepared before each lesson</p>	<p>Reviewing An audit / self-assessment of current TA performance</p> <p>Define role and purpose Establish a 'TA development team' Use the TA professional standards to identify the role Create a clear vision of the role of TA's in school</p> <p>Whole school practices Teacher CPD focusing on the role and deployment of the TA in the classroom, including preparing them fully for the lessons and giving feedback and reflection of the learning that has taken place</p> <p>TA CPD focusing on:</p> <ul style="list-style-type: none"> • TA professional standards, • interactions with pupils, • their role in the classroom • delivering targeted, structured interventions • using metacognition skills to support children's independence 	<p>Short term</p> <ul style="list-style-type: none"> • Questionnaire to TA's • Audit – observations of TA's in class and interventions • TA Development Team established • Clear vision of TA's role • TA professional standards shared with TA's and teachers <p>Medium Term</p> <ul style="list-style-type: none"> • PDM – training for teachers about the role of TA's in the classroom • CPD training for TA's weekly – 1 hour each week for 6 weeks • TA performance management • Observations of TA's and coaching sessions <p>Long Term</p> <ul style="list-style-type: none"> • Revisit the vision and role of the TA • Continue with Performance Managements for TA's 	<p>Children have</p> <ul style="list-style-type: none"> • Greater independence • Cope with learning challenges and set backs and can solve these themselves • More peer interactions, with TA facilitating discussions • Self-confidence grows as they become more independent • Understand the learning process
<p>Review Progress at the end of the autumn term</p>	<p>Review Progress at the end of the spring term</p>		<p>Review Progress at the end of the summer term</p>	

Targeted Academic Support - SEND

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>F Our disadvantaged and SEND children have made the least progress during the closure of the school and so these children will require one-to-one and small group tuition to fill the gaps, providing evidence based, high quality interventions which explicitly link to the content of daily lessons</p>	<p>Active Ingredient 1 Assess plan do review cycle to be explicit to identify gaps and meet needs of all learners through QFT, interventions and 1:1 sessions.</p> <p>Active Ingredient 2 Use of Wakefield Progress steps to accurately assess and plan next small steps for children with learning needs</p> <p>Active Ingredient 3 Nurture provision to support SEMH, programme to begin summer 2 supported by EPS.</p> <p>Active Ingredient 4 Small provision class in UKS2 to address pre key stage learners in Y 5 & 6.</p> <p>Active Ingredient 5 1:1/ very small groups in KS1 to meet individual needs – 1 TA focuses specifically on this all day.</p> <p>Active Ingredient 6 Effective and targeted support from external professionals EPS WISENDSS CIAT.</p> <p>Active Ingredient 7 RWI continues through KS2 where needed.</p> <p>Active Ingredient 8 Alternative approaches to reading is used where a phonic approach is not appropriate.</p>	<p>Whole school CPD CPD for teachers to ensure that APDR is effective and this is recorded explicitly ready for transition in summer. CPD for TAs to ensure that where they are running interventions these are effective and they are focussing on teaching processes and skills rather than achieving an end product. CPD on WPS for teachers.</p> <p>Whole school practices Provision map and assessment along with room and resource bank to teach specific social skills, self-esteem, improve speech and language, cooperation, friend groups. Nurture breakfast group KS1 to support SEMH.</p> <p>Targeted support</p> <ul style="list-style-type: none"> • Learning mentor and TA in mornings with a group of 8/9 children, working at an appropriate level within WPS. • Very focussed and specific learning for 1-3 children in maths phonics and writing daily. 	<p>Short term</p> <ul style="list-style-type: none"> • PDM for teachers has been delivered and staff are adequately trained for APDR • Training for TA's is implemented and interventions focus on supporting children with the processes and skills of learning • Staff are trained to teach specific <p>Medium Term</p> <ul style="list-style-type: none"> • Provision map is in place • Specific children have been identified to be targeted to work in focused groups using Wakefield Progress steps • Resources are available to teach SEL, S&L skills effectively • External agencies support targeted children • There is a clear baseline assessment and end assessment for each intervention 	<ul style="list-style-type: none"> • All children have access to QFT, and teachers are continually assessing their progress to ensure that they are achieving at their highest level. This is documented to support transition and continuity. • Where possible boosters and catch ups mean that children are working at ARE following intervention. • All children make the best progress that they can make, this is measured through targets, assessment and WPS where appropriate.

		<ul style="list-style-type: none"> Phonics groups are very specific in targeting specific learning – 6 groups across KS1 Planning and referrals ongoing Fresh Start in UKS2 and set 2 still taught in LKS3 (Whole view – rainbow words) and oxford reading tree are available for children with processing needs. 		
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term

Targeted Academic Support – Reading One Wakefield £500 programme contribution Fresh Start training £520 HLTA Breakfast Club £1000 Texts£2,000				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
G The closure of school has impacted on children’s reading skills, particularly the most disadvantaged and SEN children. Through the delivery of RWI, Fresh Start and Accelerated Reader these gaps will be addressed and monitored	Active Ingredient 1 <i>Assessment</i> Assessment of RWI and Accelerated Reader as soon as the children return to school Active Ingredient 2 Reading practice will be informed by the best available evidence Active Ingredient 3 <i>Planning</i> Using the assessments, groups are formed according to their reading ability Active Ingredient 4	Active Ingredient 1 Reading Leader to assess all children using the RWI assessment tools and analyse the data with the English Hub and RWI consultant All KS 2 children to access the Star Reader assessments Active Ingredient 2 Using the assessments, children are grouped according to their reading ability and all staff deliver lessons that children can access	Short term Lowest 20% and those that need to ‘catch up’ are receiving intensive interventions either one-to-one or in small groups Medium Term Assessments are analysed and children are reading at their age-appropriate level	Short term All children are reading books at their relevant reading age Children feel confident to read and enjoy reading Medium Term Those that have been involved in interventions make accelerated progress and become in line with their appropriate reading age Long Term

<p>closely. Bespoke reading interventions will take place during Breakfast Club and throughout the day.</p>	<p><i>RWI One to one support</i> Lowest 20% and those that have either regressed or made little progress during school closure to receive intensive one-to-one support with trained TA and these are to be assessed every 2 weeks In KS 2 the lowest 20% and those that have made little progress will receive a daily phonics lesson 'Fresh Start' Active Ingredient 5 <i>AR small group support</i></p> <ul style="list-style-type: none"> • Lowest 20% and those that have either regressed or made little progress during school closure will receive intensive small group support with the Reading Leader • These children will also receive daily one to one reading during Breakfast Club with an experienced HLTA in reading <p>Active Ingredient 6 <i>Assessing</i> All children who receive targeted support will be assessed every 2-4 weeks and monitored closely by SLT</p>	<p>Using the Star Reader assessments, Reading leader to use the reports to analyse the key concepts and skills that need to be taught</p> <p>Active Ingredient 3 Using the assessments, the lowest 20% are identified and TA's/ Reading Leader to teach one to one or in small groups</p> <p>Active Ingredient 4 Using the assessments, the lowest 20% are identified and small group interventions are in place 3 – 5 times a week for at least 30 minutes HLTA is reading with the lowest 20% in KS 2 daily during breakfast club, linked to the core skills of reading</p> <p>Active Ingredient 5 Assessments in the intervention groups are assessed every 2 to 4 weeks</p>		<p>A larger percentage of children are reading at their age level</p> <p>More children are reading for pleasure both at school and at home</p>
<p>Review Progress at the end of the autumn term</p>	<p>Review Progress at the end of the spring term</p>	<p>Review Progress at the end of the summer term</p>		

Targeted Academic Support – Tutoring £5,000

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>H The closure of school has impacted on children’s progress of mathematical skills, particularly the most disadvantaged and SEN children. Using the National Tutoring Programme, a tutor from WhiteRose will work with small groups of children</p>	<p>Active Ingredient 1 Using daily assessments within the classroom, gaps are identified linked to key elements and concepts</p> <p>Active Ingredient 2 Maths Leader to support teachers in blending the identified key elements and concepts that have been missed into the daily maths activities</p> <p>Active Ingredient 3 High quality targeted support for the lowest 20% of children is in place through the National Tutoring Programme, working with a tutor from WhiteRose.</p> <p>Active Ingredient 4 Ensure the lowest 20% of children are making accelerated progress by assessing on a regular basis</p>	<p>Active Ingredient 1 Class teachers to use a variety of assessment activities e.g. multiple questions, quiz, questioning</p> <p>Maths leader to monitor maths books and observe lessons</p> <p>Active Ingredient 2 Maths Leader to meet with teachers in Key Stage teams to identify the key elements and concepts that children have missed</p> <p>Active Ingredient 3 Tutor from WhiteRose has been employed and the targeted children are accessing high quality targeted lessons</p> <p>Active Ingredient 4 Maths Leader to meet with tutor from WhiteRose and monitor books and learning from the lowest 20%</p>	<p>Short Term</p> <ul style="list-style-type: none"> Gaps in key elements and concepts have been identified and are being taught effectively within lessons The monitoring of books and lessons shows that children are making progress and missed concepts etc have been addressed Lowest 20% are receiving high quality tutoring which is enabling this group to make accelerated progress <p>Medium Term</p> <ul style="list-style-type: none"> Children have embedded the missed learning opportunities from the school closure and are working at the right level in the WhiteRose for their age 	<p>Short Term Children are confident to access the maths lessons and are applying skills taught effectively, especially the ones that they have missed</p> <p>Medium Term Children are working at the right level in the WhiteRose programme for their age</p>
Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term		

Wider Strategies – Social and Emotional – Interventions (£2,500)

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>I Our children, particularly our most disadvantaged and SEND children, will find the return to school life challenging. There will a be a strong focus on supporting the social and emotional needs of our children., through implementing the ‘Thrive’ programme, including training teachers and TA’s to implement</p>	<p>Active Ingredient 1 1 member of our staff have training to support children who have social and emotional needs.</p> <p>Active Ingredient 2 Children that are in most need of social and emotional support are taught strategies to support them to become ready to learn and thrive</p> <p>Active Ingredient 3 Thrive trainers work with the targeted children over a set period of time with targets set for them.</p> <p>Active Ingredient 4 Support all staff in their understanding of SEL and how they can support children in class</p>	<p>Active Ingredient 1 Train 2 members of staff to become ‘Thrive trainers’</p> <p>Active Ingredient 2 Identify children who need support with social and emotional needs</p> <p>Active Ingredient 3 Using the Thrive online assessment tool, assess the child’s SEL development and which resources best fit to support them</p> <p>Active Ingredient 4 All staff have training about Thrive from the Thrive trainers</p>	<p>Short Term 2 members of staff are confident at delivering small group interventions to support children with SEL needs</p> <p>Medium Term Using the Thrive Approach staff feel more equipped to manage behaviour and better able to support more vulnerable children.</p>	<p>Short Term All children in school are equipped with the skills and knowledge to successfully access all learning in school</p> <p>Medium Term All children become more emotionally resilient Behaviour improves</p> <p>Long Term Children are better equipped to deal with life's ups and downs</p>
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term

Wider Strategies - Social and Emotional – Class £2,000

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>J We have a significant group of children who have Social and Emotional learning difficulties,</p>	<p>Active Ingredient 1 Implement a complete Wellbeing curriculum through ‘Scarf’ to support staff with their workload and build their confidence in delivering SEL lessons</p> <p>Active Ingredient 2 Staff understand how to implement the SCARF curriculum into their daily lessons with the online and hard copy resources</p> <p>Active Ingredient 3 Staff to plan daily/weekly sessions linked to the SCARF curriculum</p> <p>Active Ingredient 4 Monitor the impact the Wellbeing curriculum is having on the social and emotional learning of all children</p>	<p>Active Ingredient 1 Purchase the Scarf programme</p> <p>Active Ingredient 2 PDM sessions to introduce the Wellbeing curriculum and explain how to implement it into daily lessons</p> <p>Active Ingredient 3 Wellbeing lessons are taught to the whole class</p> <p>Active Ingredient 4 Planning scrutiny and lesson observations to find out the effectiveness of the wellbeing curriculum and whether there is fidelity</p>	<p>Short term</p> <ul style="list-style-type: none"> Wellbeing curriculum is working alongside the school curriculum Staff are trained about how to implement the wellbeing curriculum Daily/weekly lessons of wellbeing are being taught effectively Monitoring shows that the wellbeing curriculum is having a successful outcome of children’s social and emotional learning <p>Long Term</p> <ul style="list-style-type: none"> The wellbeing curriculum is fully embedded into school life with a positive outcome 	<p>Short term</p> <ul style="list-style-type: none"> Children begin to learn about different social and emotional learning Children learn how to talk confidently about mental health and wellbeing <p>Long Term</p> <ul style="list-style-type: none"> The wellbeing curriculum has embedded the tools and life skills to help children build emotional literacy, resilience and their “bounce back-ability”.
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term

Wider Strategies – Communication with parents

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
K There has been greater communication between parents to support them through the school closure.	<p>Active Ingredient 1 Communications between school and families are effective</p> <p>Active Ingredient 2 Assess what has worked well and not worked well during the period of school closure</p> <p>Active Ingredient 3 Provide more support for families to help them with home learning</p>	<p>Active Ingredient 1 Develop a clear plan for communications with families throughout the year</p> <p>Active Ingredient 2 Conduct a questionnaire for staff to find out what communications has/hasn't worked well during school closure</p> <p>Active Ingredient 3 Use Teams to send films home of teachers explaining how to support their child with learning that is sent home</p>	<p>Short Term</p> <ul style="list-style-type: none"> • Clear plan in place for communications with parents • Messages are personalised as much as possible, being aware of parent's literacy levels • Make messages brief and to the point • Keep parents up to date with school events via the school website, twitter and Dojo ensuring they are used regularly 	<ul style="list-style-type: none"> • Children make progress through the support of home and school • Children feel safe and welcome at school due to positive family relationships with school
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term

Wider Strategies – Technology £5,000

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
L Some of our families have not had access to technology or the internet during the school closure and so have not	<p>Active Ingredient 1 All families have access to technology, for children to be able to complete high quality learning activities</p>	<p>Active Ingredient 1 Provide laptops and wi-fi connections have been provided to our most disadvantaged families from the government</p>	<p>Short Term All families have access to technology and the internet to support them with high quality learning</p>	<ul style="list-style-type: none"> • Children are able to access technology when learning at home • Children successfully return to school and

<p>been able to access high quality 'home learning'</p>	<p>Active Ingredient 2 Support families who have limited knowledge of technology</p> <p>Active Ingredient 3 Support these families with the learning that is set for their child(ren), the work routines that need to take place, daily routines, quiet places etc</p>	<p>Active Ingredient 2 Contact families by phone to explain how to set up the laptops and use Teams, Dojo, Oak National Academy and Oxford Owl</p> <p>Active Ingredient 3 Film how to complete a more complicated task by going through it step by step and explaining terminology</p>	<p>All families understand how to use the different sites to support their children</p> <p>Parents are able to support their children in their learning</p>	<p>access the curriculum that is taught confidently along with their peers who have been taught in the classroom</p>
<p>Review Progress at the end of the autumn term</p>		<p>Review Progress at the end of the spring term</p>	<p>Review Progress at the end of the summer term</p>	