**Text

Description automatically generatedCovid Catch-up Premuim Strategy Statement**

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| 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 - £80** |

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| **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. |
| **South Kirkby** is located in a large village with high unemployment and deprivation in South East Wakefield; the school has an IDACI postcode rating of 32.51 (IMD Tool Website) placing the school’s postcode in the 4th quintile out of 5 but on the cusp of quintile 5. South Kirkby Academy is recognised in the 2015 IMD as being one of the 20% most deprived neighbourhoods in the country.  **Routines**  For much of our school community, the re-establishment of routines has been difficult since re-opening in September. This has not been just school routines; daily life routines, such as sleep and getting up as impacted heavily on the health and welfare of our families and thus on attendance. We have realised that this wis normally difficult and a source of anxiety at the beginning of every term, but this has been on a larger scale. We are allowing a period of adjustment and are aware of the impact of trying to re-establish these routines for staff, parents, and children. We will need to re-learn the vision and values of the school.  **Expectations**  We are aware our families will have had very different experiences during the lockdown. A minority of children have been in school throughout, though for them school was a very different place. Most of our children have been at home and each of them will have had their own experience. It will take time to re-establish and re-learn the expectations of our school behaviour and learning policies.  **Learning**  Across our school there is a huge range in what learning our children have engaged in while not in school. We have children who have spent every day, including the holidays, engaged in formal learning activities and completed every piece of work set by their teachers. However, we have children, many of whom are from vulnerable families, who have not engaged in any focused learning activity for the entire time they have not been in school regardless of the schools’ support. Some of our children come somewhere in between. We have been clear that learning from home is not the same as learning in school. We have responded to what children have learnt, not what we expected them to have learnt. We have also needed to understand what children have learnt and what they have forgotten. From September, our focus has been on re-building relationships and trying to exacerbate the anxieties about restarting formal schooling. We have also valued and celebrated what children have learnt daily.  **Safeguarding**  There has been a great need to be vigilant about our children who have experienced abuse during the lock down. There has been a significant rise in domestic abuse during the lock down. Many children will have suffered significant harm during this time. We are aware of this as a possibility for all our children, not just the ones we had identified as vulnerable. In addition, we aware of the threats and possible abuse that our children may have experienced online during this time. Furthermore, as the lock down has forced more and more of our children’s social lives to move online, we are aware of the increased risk of online peer on peer abuse. We have ensured that our children have safe spaces to talk about their experiences during the lockdown. We have also ensured that all children have access to trusted adults who will listen them and are ready and trained to respond to them effectively.  **Bereavement**  Our community has lost members to the coronavirus. We have recognised that this could lead to more anxiety and may make many of our children (and adults) more risk adverse. Our school Mental Health Team have supported children and their families with their anxieties.  **Sensory needs and SEN**  Many of our children were looking forward to their return to school but found being around people difficult, frightening, and overwhelming, particularly during key start and finish times. We have needed to be acutely aware of this and ready to support it. For some of our EHCP children, this has been exacerbated by a fear of people in general. Having experienced weeks, or even months, of social distancing, some of our children have received an implicit message that other people are dangerous. Furthermore, their experience of other people, beyond their immediate family, within their personal space has been limited. For many the hustle and bustle, movement, and number of people in school has been difficult hence our staggered start and finish times and routines. The impact of all these issues has been greater for our children with special needs. Their learning has been impacted as will issues of being or not being in school, managing change, routines, and anxieties. There have been daily issues with managing transitions into school and where there has been a change of setting or adult.  **Financial Support**  Most of our children have grown over the time that they have been out of school and so their uniform has not fit as before. Many of our vulnerable parents have struggled to get new uniform and shoes for their children as well as feed them. This has been exacerbated by financial issues faced by parents without work and issues related to production, import and sale of non-essential goods. As a school will we have supported financially with free breakfasts for all children daily, extra breakfast hampers and free uniform for some of our most vulnerable families.  **Support for Staff**  As a school community we will support our staff, including those who have experienced loss and trauma. Some of our staff have been in school without a real break throughout the crisis, while others had been working exclusively from home prior to September. We are allowing ourselves time to rebuild and reform our school communities.  **Relationships**  Our main goal as a school to re-build relationships. We need to be aware that this will not happen overnight. We are therefore giving ourselves time to be kind. |

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| **Teaching and whole school strategies**   * *High quality teaching for all* * *Effective diagnostic assessment* * *Supporting remote learning* * *Supporting Early Career teachers* * *Focussing on professional development* | | | |
|  | | **Person/Team Responsible** | **Cost** |
| **A** | **QFT is not always supported by evidence informed professional learning.**  Not all teachers and leaders have engaged in evidence informed professional learning to develop the knowledge, skill and confidence to use assessment to enhance teaching and learning (face to face and remote).  Inconsistencies in understanding and practice exist from school to school. | ELE & HT  Trust Headteacher Lead to support  One Wakefield Team | ALP £1000  AE £50 per teachers  One Wakefield  £500 programme contribution |
| **B** | In **maths** pupils do not make consistently good progress over time. This is especially the case in mathematics because the school is below national standards within all 9 strands of maths, with particular focus on the place value and fraction, decimal and percentage strands. **38% of children (47% Disadvantaged) are working below age related**. | All Staff  SLT & Maths Leader  Trust SIO’s | Maths Leader TLR £2873  TT Rock Stars £94.50 |
| **C** | In **reading** pupils do not make consistently good progress over time. This is especially the case in reading because of poor retrieval and poor understanding of the meaning of words in context.  **27% of children (31% Disadvantaged) are working below age related.** Daily readers prioritised alongside quality first teaching toincrease and improve outcomes andpupil knowledge, accuracy and fluency. | All Staff  SLT & Reading Leader  Trust SIO’s | The Power of Reading £350  High Quality Texts £5000  Read, Write, Spell £706.45 |
| **D** | Pupils’ knowledge, skills and understanding in the **wider curriculum**, especially science, are often superficial. The teaching of the necessary skills to help pupils research and understand new knowledge is not well established. | SLT  Subject Leaders | Rising Stars £785  Odizi £120  Science HLTA specialist  pay award £1023  Music HLTA Accreditation £875  Forest School Training £450  PE Specialist role £2107  Hamilton Trust £135 |
| **Targeted Academic Support**   * *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** | **Read, Write Inc. Phonics**  Bottom 20% of readers assessed in Years 3 and 4 for need of the programme. The programme will be based on the learning of **Speed Sounds**. Starting with blending oral **sounds**, then progressing to reading the letters and blending them together to read the word. In Read Write Inc. Phonics the individual **sounds,** '**speed sounds**' are taught so that children can read them effortlessly. They learn to form each letter, spell correctly and compose their ideas step-by-step. Through the Read, Write, Inc. Phonics lessons, children will learn to read both accurately and fluently with good comprehension skills. The knowledge acquired is taught and consolidated on a daily basis. It is aimed at children who have significant and specific literacy problems. | HT & English Leader  Support Staff delivering programme  Trust Reading Leader for support and further monitoring | RWI £3000 |
| **F** | **Lexia (Personalised – Core 5) – Vulnerable Readers 6 child per class max**  **This is a highly personalised reading programme used to accelerate reading skills.**  **There are five strands – Core 5;** **Phonological Awareness; r**eaders will identify, segment, blend and manipulate syllables and sounds in words. Phonemic Awareness focuses on individual sounds within words.**Phonics;** through this readers develop their ability to apply knowledge of letter-sound correspondence to reading and spelling words. It likewise involves pattern recognition of syllable types, rules for syllable division and simple spelling generalizations that are based on letter-sound correspondence. **Fluency;** this is systematically developed through a series of warm-ups and activities focused on speed of processing.Fluencyis addressed through activities that involve analysis of sentence structure and ultimately the timed silent reading of passages  **Vocabulary;** activities for vulnerable readers are structured to teach word-learning strategies, to provide exposure to rich and varied vocabulary words, and to allow our children to develop an awareness of word relationships and associations. **Comprehension;** develops the readers ability to understand information at a concrete level as well as an abstract level through the application of higher order thinking skills. Activities develop comprehension strategies through interaction with increasingly complex narrative and informational texts. | HT SENDCO English Lead  Teachers  English Leader | Lexia £4643  Headphones £329.70 |
| **G** | **Every Child A Counter**  **Success@Arithmetic: Number Sense**  Number Sense based Intervention for children in years 3 and 4 delivered by 2 x TA’s. With an emphasis on providing ‘catch up’ for children, Every Child Counts programme provides a research based, tried and tested, extremely successful intervention to children that are below ARE in maths. Children, on average, make 14 months progress in their number age in the 4 months they participate on the programme! | HT & Maths Leader  Support Staff delivering programme  Trust Maths Leader for support and further monitoring | Every Child Counts Training and materials £700  Further materials for concrete £300  Maths HLTA £850 |
| **Wider Strategies**   * *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** |
| **H** | **Pupils’ absence and persistent absence rates are worse than the national averages for similar schools and have been so for some years:**  In 2018/2019 Disadvantaged Attendance was 93% (National 94.3%)  In 2019/2020 Sept to March (Covid) Whole School Attendance was 94.33%  In 2019/2020 Sept to March (Covid) Disadvantaged Attendance was 92.66%  In 2017/2018 Persistence Absence was 14.29%  In 2018/2019 Persistence Absence was 14.98%  In 2019/2020 Sept to March (Covid) Persistence Absence was 23.05% | Attendance Team - HT, EWO, Attendance Officer, Learning Mentor, Safer School Community Police Officer | Safer Schools Police Officer £3470.40  Attendance Officer  Incentives £250 |
| **I** | Guidance and support vulnerable children receive from T**eaching Assistants** is minimal. This is because teaching assistants have not had the necessary training to use the resources properly. |  | Numicon £500  Communication Resources £200  Concrete Manipulatives £200  DSLMH Accredited Training £354.50  Children’s Mental Health First Aid Training £50 |

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| 1. **Planned Expenditure** | | | | | | | |
| **Barrier/Problem** | **Intervention Description**  **(What are the active ingredients?)** | | **Implementation Activities** | **Implementation Outcomes** | | | **Pupil Outcomes** |
| QFT is not always supported by evidence informed CPD.  **Inconsistencies in understanding and practice exist** from school to school.  Not all teachers and leaders have engaged in **evidence informed professional learning** to develop the knowledge, skill and confidence to use assessment to enhance teaching and learning (face to face and remote).  **Feedback** does not always provide pupils with precise strategies so that they can improve their work in lessons (face to face and remote).  **Feedback** does not always identify specific knowledge and skills that pupils should learn and use next (face to face and remote learning). **Pupils** do not always have enough opportunities to respond to feedback or collaborate with peers (face to face and remote).  **Feedback** from frequent low stakes testing is not always used to ensure all pupils, and in particular disadvantaged pupils, experience success and celebrate the acquisition of knowledge (face to face and remote). | **Active Ingredient 1:**  Each school will have two middle or senior leaders that engage in substantial assessment based professional learning and complete EBE’s Assessment Lead Programme from January to December 2021.  **Active Ingredient 2:**  All teachers will engage in assessment focused professional learning and complete EBE Assessment Essentials programme April to December 2021.  **Active Ingredient 3:**  Assessment practice will be informed by the best available evidence  **Active Ingredient 4:**  A framework of universally understood assessment fundamentals and expectations will be created.  **Active Ingredient 5:**  A core group of evidence informed assessment leads will drive improvements in each school and across the trust  **Active ingredient 6:**  High quality teaching will be underpinned by clearly defined assessment practices including retrieval practices, feedback, editing and reviewing.  **Active ingredient 7:**  Remote and face to face teaching will support learners by ensuring they receive clear explanations of new content, enabling them to receive feedback on how they are progressing, creating opportunities for interactivity through questioning and using targeted scaffolding.  **Active Ingredient 8**  Regular, low stakes assessments quickly identify which core aspects of learning require revisiting and rebuilding for individuals and groups. | | **Equity** – access for all to core evidence informed professional learning through EBE’s ALP and Assessment Essentials course.  **Opportunities** to observe and share practice (video facility), engage in further reading and support collaborative conversations.  Planned and regular pause points for **review and collaboration conversations**.  Opportunity for assessment leads to **co-design and co-deliver professional learning** to teachers and support staff.  **Collaborative approach** to designing and delivering an excellence guidance document.  Assessment leads lead workshop, networks and act as advocates – positively influencing change in assessment practices.  Follow up support – 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. | | **Fidelity**  **Short term:**  **Assessment leads** articulate why, when and how to assess.  There is a shared understanding and agreement of key concepts in assessment pedagogy.  Colleagues are supported in designing formative and summative assessments that are demonstrably reliable in supporting curriculum planning and tracking progress.  **Medium term**  **Assessment Leads** improve the reliability of judgement in both formative and summative approaches.  Leaders work together to build powerful formative questioning for diagnostic use when planning schemes of work.  **Short term:**  **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**  **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). | | Short term:  Pupils will have higher expectations in relation to the quality of the work they produce because feedback is focused and specific.  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.  Teacher workload will reduce because feedback at the point of learning becomes integral to everyday lesson structure.  Pupils’ motivation to improve will increase because they are experiencing success and celebrating the acquisition of knowledge. |
| **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** | |
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| **Barrier/Problem** | **Intervention Description**  **(What are the active ingredients?)** | | **Implementation Activities** | **Implementation Outcomes** | | | **Pupil Outcomes** |
| Pupils do not make consistently good progress over time. This is especially the case in **mathematics** because the school is below national standards within all 9 strands of maths. **38% of children (47% Disadvantaged) are working below age related.**  *EEF Mathematics guidance - Feedback is generally found to have large effects on learning. The review identified two meta-analyses indicating that the effects on feedback in mathematics are similar to other subjects.*  *EEF Mathematics guidance - Manipulatives and representations will be powerful tools for supporting pupils to engage with mathematical ideas*  *EEF - There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months’ progress.* | **Active Ingredient 1**  Remote and face support for staff from the Trust Maths leader to ensure planning and delivery is in line with the Trust’s excellence in maths teaching guidance.  **Active Ingredient 2**  Recruitment of a new maths Leader to develop expertise in school.  **Active Ingredient 3**  Trust Maths Lead to provide further planning support through remote and face to face meetings for NQT’s.  **Active Ingredient 4**  Headteacher to attend Trust Maths Network meetings and ensure key messages are communicated back in school and tied into practice.  **Active Ingredient 5**  The school will take part in the Primary Mathematics Teaching for Mastery Development Work Group. Two NQT’s will attend to receive high quality support for teacher professional development facilitated by the Mastery Specialist  **Active Ingredient 6**  Teachers use the DfE guidance documents to ensure planning addresses gaps in learning as an outcome of Covid lockdown begin.  **Active Ingredient 7**  Dimension 4 of the Good Teachers Toolkit Research Review continues to be a focus for school improvement training and moniiotirng to ensure the teachers are consistently activating all children’s hard thinking during maths lessons.  **Active Ingredient 8**  Support Staff receive training in the use of concrete resources as support and scaffolds where needed.  **Active Ingredient 9**  use diagnostic assessments prior to teaching a new unit of learning.  **Activate Ingredient 10**  Mathematical Knowledge Organisers for Teachers and Pupils are developed to reactivate prior learning and embed understanding  **Active Ingredient 11**  Planning using the White Rose Maths is further enhanced with Nrich and NCETM to strengthen and reinforce learning.  **Active Ingredient 12**  A love of maths is developed around school through Times Table Rock star competitions and similar | | **Equity**  Staff at all levels are given a variety of high quality professional development training to develop mathematical pedagogy  **Opportunities for the** new maths lead to coach and mentor staff at all levels to build capacity of maths expertise within school.  **Opportunities** to observe and share mathematical practice through school and engage in further research and support collaborative conversations.  **Collaboratively**  Teachers assess maths effectively to the extent to which key mathematical concepts require revisiting and rebuilding for individuals and groups.  Planned and regular pause points for **review and collaboration conversations** regarding the school mathematical journey of improvement.  A consistent approach towards excellence in mathematical teaching which is built taking account of assessment information and addressing gaps in learning.  There is a whole school approach to developing whole school policies and structures to support teaching for mastery. | | **Fidelity**  **All Staff**  Staff at levels are supported in planning and delivering excellence in mathematics consistently through school.  Staff understand the maths learning journey and planning through White Rose is enhanced through other sources such as the DfE guidance, NCETM and Nrich  **Medium Term**  Daily maths lessons activate hard thinking by planning and delivery encompassing the structuring of learning sequences, the explaining of new ideas, effective questioning, feeding back, embedding and independent learning.  Teachers better understand the impact of their mathematical teaching on children’s learning so they can make informed decisions for future planning.  **Reach**  Staff embed and then sustain a Teaching for Mastery approach across the whole school | | **Short Term:**  Pupils have a greater skill set in age-related arithmetic and begin to rely on mental methods.  **Medium Term:**  Staff and pupils have a greater awareness and ability of the most effective methods to solve written puzzles and problems.  Learning is stickable and semantic memory develops.  **Long Term:**  Outcomes evidence the improvement in all 9 strands of mathematics. |
| **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** | |
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| 1. **Planned Expenditure** | | | | | | | |
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| Pupils do not make consistently good progress over time. This is especially the case in **reading** because of poor retrieval and poor understanding of the meaning of words in context. **27% of children (31% Disadvantaged) are working below age related.**  Research:  1.What makes great teaching? Review of the underpinning research Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major October 2014  2.Evidence Based Education. Great Teaching Toolkit June 2020. Rob Coe C.J. Rauch Stuart Kime Dan Singleton. greatteaching.com  3.Institute for Effective Education  *Evidence Based, Research Proven*  *Reading Plus is proven to improve learning outcomes as required by federal mandates under the Every Student Succeeds Act (ESSA).*  4. The Centre for Literacy in Primary Education.  *The Centre for Literacy in Primary Education - UK based children's literacy charity working with primary schools. Raising the achievement of children's reading by helping schools to teach literacy creatively and effectively, putting quality children’s books at the heart of all learning*.  <https://clpe.org.uk/#:~:text=The%20Centre%20for%20Literacy%20in%20Primary%20Education%20is%20a%20UK,the%20heart%20of%20all%20learning>. | **Active Ingredient 1**  Children baselined by BAS testing at the beginning of the academic year to identify vulnerable readers in all year groups.  **Active Ingredient 2**  Bottom 20% of readers identified.  **Active Ingredient 3**  Daily readers and weekly readers are tracked in all year groups.  **Active Ingredient 4**  A clear reading journey is taught embedded in all year groups (progression of reading domains).  **Active Ingredient 5**  Daily use of reading journals evidence repeated practice of reading domains.  **Active Ingredient 6**  A diet of fiction and non-fiction text types challenge all learners in reading lessons.  **Active Ingredient 7**  The whole school environment encourages a love of reading.  **Active Ingredient 8**  Events, incentives and competitions ensure that there is a continuing development and sustained love for reading.  **Active Ingredient 9**  Staff follow the Excellence in Reading Document written by the TRUST Reading Leader – Claire Davies | | **Equity** -  Teachers can articulate pupils’ progress and analysis of BAS testing and can provide evidence which supports their assessments and provide evidence to support Key Performance Indicator statements.  Teachers understanding of the assessment in Reading is developed to ensure it becomes secure across all areas, to develop quality first teaching.  **Opportunities** for  Reading surgeries and pupil progress meetings evidence teacher analysis of the gaps in KPI knowledge for pupils and next steps outlined to address these areas.  Through book scrutiny and classroom drop in reading books evidence feedback given by teacher and responded to by pupil linked to a KPI.  Planned and regular pause points for **review and collaboration conversations**.  **Collaborative approach** to extending the library with quality material – provision of fiction and non-fiction quality texts and taking research advice from the CLPE.  Opportunities to emulate this quality through-out classroom library areas too.  Through themed Book Days (both World and SKA) the children will further their love of and appreciation for books.  Weekly class ‘Treasure Chest’ reading reward system to encourage and develop reading engagement.  The profile of Reading is maximised to encourage and develop parental / family involvement.  Staff receive training on the Excellence in Reading Document written by the TRUST Reading Leader – Claire Davies to ensure the steps to effective planning and delivery are understood | | **Fidelity**  **Short term:**  **Leaders** train all staff on the administration of BAS testing systems andcreate  guidance for staff on devising lesson objectives from KPIs Assessment in Reading document formulated.  Creation of the Reading Overview across all year groups, to ensure that Key Texts link with the overall theme of learning.  Reading lessons demonstrate that texts are woven into the writing and links are made in learning.  Lessons demonstrate the range of activities being taught to develop the children’s skills and understanding by all staff, following the Trust Reading guidance.  **Medium term:**  **Leaders** ensure the Reading Structure is taught effectively and consistently throughout school, evidenced within the Reading books and planning – links made within writing planning and writing lessons.  CPD for staff on how to assess against the KPIs in Reading. All teachers understand how sequential skills can be taught to secure progress. INSET days provide further training and development opportunities for staff in these areas of Reading.  All Teachers are following and embedding the Excellence in Reading Document so that the Standards and expectations of Reading in consistently high through school | | **Short Term:**  Daily readers evidence progress in fluency, understanding and have the confidence to discuss what they have read.  **Medium Term:**  Through independent reading and the teaching of reading, children make progress through book bands. Children have confidence to independently select age-appropriate and more challenging texts.  **Long Term:**  There is a love of reading from all children. Outcomes in reading throughout school increase.  There will be clear evidence of the National Curriculum areas being taught and evidenced in Reading.  Outcomes in reading are close to or surpass National Standards |
| **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** | |
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| **D. Planned Expenditure** | | | | | | | |
| **Barrier/Problem** | **Intervention Description**  **(What are the active ingredients?)** | | **Implementation Activities** | **Implementation Outcomes** | | | **Pupil Outcomes** |
| Pupils’ knowledge, skills and understanding in the **wider curriculum, especially science**, are often superficial. The teaching of the necessary skills to help pupils research and understand new knowledge is not well established  *Review of SES and Science Learning in*  *Formal Educational Settings*  *A Report Prepared for the EEF and the Royal Society*  *September 2017*  <https://educationendowmentfoundation.org.uk/public/files/Review_of_SES_and_Science_Learning_in_Formal_Educational_Settings.pdf> | **Active Ingredient 1**  The Curriculum Intent document is reshaped to reflect the vision of the school along with the needs of the pupils.  **Active Ingredient 2**  Key Performance Indicators are actively used for all subjects to give accuracy in assessment.  **Active Ingredient 3**  Sequences of learning are planned by all teachers taking into account coverage, progression of key knowledge and skills and links across the curriculum.  **Active Ingredient 4**  Research drives weekly and termly (incl INSET days) professional development for staff with a focus on curriculum development and ‘what makes a teacher ‘good’.  **Active Ingredient 5**  Dimension 4 of the Good Teachers Toolkit Research Review drives the weekly monitoring focus for subject leaders.  **Active Ingredient 5**  Regular, book scrutiny develops joined up assessment practices and consistency in expectations.  **Active Ingredient 6**  A core group of evidence informed subject leaders will drive improvements in school through weekly monitoring and feedback  **Active Ingredient 7**  End of topic quizzes inform future planning and help to address gaps in learning.  **Active Ingredient 8**  Planning informs the purchase of high-quality resources to deepen thinking and embed knowledge and skills.  **Active Ingredient 9**  Specialist HLTA’s in Music and Science support in the dissemination of subject expertise. | | **Equity**  All staff have access to quality professional development across the wider curriculum especially in science and music through a Team-Teaching collaboration**.**  **Opportunities**  Through subject leader coaching teachers build greater understanding and pedagogy within all subjects across the curriculum.  Higher quality resources aid the teaching of necessary  skills and knowledge and deepen thinking.  Opportunity for subject leads to co-design and co-deliver professional learning to teachers and support staff.  **Collaborative**  Planned and regular pause points for **review and collaboration conversations** regarding the school’s wider curriculum journey of improvement**.**  Through shared assessment and monitoring practices teachers and subject leaders assess effectively the extent to which core aspects of wider curriculum learning require revisiting and rebuilding. | | **Fidelity:**  All teachers planning and delivery evidences the sequence of knowledge and skills that pupils need to learn in core and foundation subjects.  **Acceptability:**  Sequencing leads to stickable learning and the development of semantic memory so that learning is remembered by all pupils.  **Reach:**  The curriculum is ambitious and gives all learners the knowledge and cultural capital that they need to succeed in life. | | **Short Term:**  All pupils including SEND have access to a richer, wider curriculum which teaches the necessary skills and knowledge  Pupils show systematic learning and can sequence knowledge and key events.  **Medium Term:**  Pupils show confidence through self-correction/improving and begin to articulate their learning and understanding beyond the classroom.  **Long Term:**  Pupils develop a high-level language of learning to create a deeper awareness of themselves as learners |
| **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** | |
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| **E. Planned Expenditure** | | | | | | | |
| **Barrier/Problem** | **Intervention Description**  **(What are the active ingredients?)** | | **Implementation Activities** | **Implementation Outcomes** | | | **Pupil Outcomes** |
| Pupils who join the school at the start of key stage 2 with the lowest scores in the key stage 1 **phonics** screening check, do not make up lost ground in their reading quickly enough.  <https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_2017.pdf>  **Read Write Inc. *Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step*.**  <https://www.ruthmiskin.com/en/programmes/phonics/> | **Active Ingredient 1:**  Children’s **phonological awareness** and understanding of phonics baselined at the beginning of academic year.  **Active Ingredient 2:**  Analysis of baseline outcomes to identify children who require additional phonics teaching and intervention to improve phonological awareness, phonics and vocabulary.  **Active Ingredient 3:**  Phonics will be taught systematically using the Read, Write, Inc. Phonics teaching by Ruth Miskin.  **Active Ingredient 4**  Children’s make progress in reading fluency and accuracy through daily use of Read, Write, Inc Phonics programme.  **Active Ingredient 5**  Teachers and Support Staff have up to date knowledge of the aims, delivery process and intended outcomes.  **Active Ingredient 6**  The programme is run with high quality resources pitched at the children’s levels and needs. Staff are aware of how to use the resources effectively.  **Active Ingredient 7**  Support Staff in Years 3 and 4carry accountability through a Performance Management Target to support Teachers in the assessment, delivery and analysis aspects of the programme. | | **Equity**  Reading surgeries and pupil progress meetings evidence teacher progression of reading skills and knowledge for the focus children and highlight next steps to learning*.*  **Opportunities** for Staff CPD for the teaching of phonology, fluency and comprehension skills through the Trust Reading Lead and Read, Write, Inc. training.  Support from the Trust Reading Lead to deliver the relevant training sessions for staff to build their subject knowledge in phonics and its delivery.  Development of Reading Lead to understand fully the Read, Write, Inc. Phonics programme / process to be able to support staff regularly and to assess delivery, progress and impact*.*  High quality resources are purchased in liaison with a RWI representative and are integrated into staff training.  **Collaborative**  Planned and regular pause points for **review and collaboration conversations**.  Support Staff aid Teachers in the effective and consistent delivery and assessment of RWI. | | **Fidelity:**  **Reading Leads** support the development of staff pedagogy relating to the phonics programme, with an emphasis on progression of reading accuracy, fluency and good comprehension.  **Medium Term**  The Phonics system is taught effectively and consistently throughout school, evidenced within the assessments and tracking of pupils.  Teachers will be observed explaining learning points with clarity and checking pupils’ understanding before moving on to the next stage of the programme, so that learning becomes imbedded.  CPD for staff on how to teach phonics accurately and systematically using Read, Write,Inc. Ensuring all staff using this are trained appropriately to secure progress happens rapidly.  **Long Term**  Continuous support from Trust Reading Lead to develop staff CPD throughout the year within the teaching of reading and phonics alike. | | **Short Term**  The number of pupils requiring additional phonics intervention will decrease throughout the academic year.  Children show improvement in phonological awareness.  **Medium Term**  Phonological awareness, phonics, fluency, vocabulary, and comprehension skills improve in all targeted pupils.  Children can apply their phonological awareness when reading  **Long Term**  Children’s phonological awareness is sound and they can apply understanding to read age-appropriate texts, they also show an improvement in spelling  Reading outcomes improve in all year groups. |
| **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** | |
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| **F. Planned Expenditure** | | | | | | | |
| **Barrier/Problem** | **Intervention Description**  **(What are the active ingredients?)** | | **Implementation Activities** | **Implementation Outcomes** | | | **Pupil Outcomes** |
| **Disadvantaged** pupils’ progress at the end of key stage 2 in 2017/18 was significantly below the national averages in **reading.**  Progress for **disadvantaged** pupils has been significantly below the national averages in **reading** for the last three years.  *The Reading Agency Literature Review: The impact of reading for pleasure and empowerment June 2015*  <https://readingagency.org.uk/news/The%20Impact%20of%20Reading%20for%20Pleasure%20and%20Empowerment.pdf>  *Key drivers of the disadvantage gap*  *Literature Review July 2018*  <https://www.basw.co.uk/system/files/resources/EPI-Annual-Report-2018-Lit-review.pdf> | **Active Ingredient 1:**  Children’s knowledge and understanding of the Core 5 namely;  Phonological awareness, phonics, fluency, vocabulary, comprehension and spelling rules are baselined at the beginning of academic year, through use of online assessment materials/ resources – LexiaUK.  **Active Ingredient 2:**  Analysis of baseline outcomes to identify children who require additional phonics teaching and intervention to improve phonological awareness, phonics, vocabulary, comprehension and spelling rules.  **Active Ingredient 3:**  The Core 5 will be taught systematically using the Lexia UK Core 5 Reading programme, with a highly personalised approach.  **Active Ingredient 4**  Children’s make progress in reading fluency, retrieval and comprehension through regular use of the Lexia UK Core 5 programme.  **Active Ingredient 5**  Support staff carry accountability through a Performance Management Target to support Teachers in the setting up and delivery of Lexia. | | **Equity**  Support Staff aid Teachers in the effective and consistent delivery of Lexia.  **Collaboration**  Teachers to monitor their daily reading Lexia groups and have an overview of their progress.  Support staff in all classes to monitor and assess their own children within their intervention Lexia groupings and liaise with teachers on a weekly basis to ensure, accuracy and skill development.  Planned and regular pause points for **review and collaboration conversations**.  SLT to have an overview of this assessment and the tracking of the children.  **Opportunities**  Children to be correctly identified for the reading groups through the use of process methodical assessment.  Staff to baseline and assess their children to ensure progress is maximised within their groupings.  Teachers to have an overview of the reading groups to ensure interventions are having the maximum impact on the children’s progress.  All children using Lexia have access to Headphones to ensure clarity and focus during independent tasks on the I Pads. | | **Short term:**  **Reading Leads** support the development of staff pedagogy relating to the Lexia programme, with an emphasis on progression within the Core 5 elements.  **Medium Term**  The Lexia programme is used effectively and consistently throughout school, evidenced within the assessments and tracking of pupils.  Teachers will discuss during pupil progress meetings learning points, with clarity and the checking of pupils’ understanding before moving on to the next stage of the programme, so that learning becomes imbedded.  CPD for staff on how to use and implement the Lexia UK Core 5 programme accurately. Ensuring all staff using this are likewise trained appropriately to secure progress happens rapidly.  **Long Term**  Regular support from Lexia UK representatives to develop staff CPD throughout the year within the teaching of reading and phonological awareness alike. | | **Short Term**  The number of pupils requiring accelerated reading intervention will decrease throughout the academic year.  Children show improvement in the ‘Core 5’ areas.  **Medium Term**  Phonological awareness, phonics, fluency, vocabulary, structural analysis and comprehension improve in all targeted pupils.  Children can apply the ‘Core 5’ when reading  **Long Term**  Children’s phonological awareness is developed and they can apply understanding to read age-appropriate texts, they also show an improvement in spelling and vocabulary.  Reading outcomes improve in all year groups. |
| **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** | |
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| **G. Planned Expenditure** | | | | | | | |
| **Barrier/Problem** | **Intervention Description**  **(What are the active ingredients?)** | | **Implementation Activities** | **Implementation Outcomes** | | | **Pupil Outcomes** |
| When tasks are too hard in **maths**, pupils are left behind in their understanding. In part, this is because the necessary ‘building blocks’ of understanding have not been securely established at an earlier stage.  **Disadvantaged** pupils’ progress at the end of key stage 2 in 2017/18 was significantly below the national averages in **mathematics.**  Progress for **disadvantaged** pupils has been significantly below the national averages in **mathematics** for the last two years.  *A review of interventions to improve primary school maths achievement*  *June 2016 - April 2019*  *Researchers: Dr Victoria Simms | Dr Camilla Gilmore ...*  <https://www.nuffieldfoundation.org/project/a-review-of-interventions-to-improve-primary-school-maths-achievement> | **Active Ingredient 1**  Every Child Counts intervention identified to meet the needs of vulnerable **mathematicians who are below ARE** with number sense and in particular arithmetic in lower key stage 2**.**  **Active Ingredient**  Success@Arithmetic is a light touch calculation-based intervention for learners in Key Stage 2 who have difficulties with arithmetic proficiency and need support to improve their understanding of number and written calculation skills. It helps them to make faster progress and to catch up with their peers through a mastery approach.  **Active Ingredient 2**  2 days training on the relevant subject knowledge for members of support staff.  **Active Ingredient 3**  Analysis of assessment data and pupil progress discussion to identify those most in need of the intervention.  **Active Ingredients 4**  High quality practical resources compliment the intervention to support delivery and conceptual understanding.  **Active Ingredient 5**  Accurate diagnostic testing (Sandwell Test) to identify children’s whose ability and gaps in learning can be addressed by Every Child Counts intervention.  **Active Ingredient 6**  Regular planning discussions between Support staff delivering the intervention and Class Teachers to ensure the intervention runs in line with whole class planning.  **Active Ingredient 7**  Regular assessment and analysis to ensure effective delivery and impact of programme. | | **Equity**  A strong focus on mathematical subject knowledge develops effective pedagogical approaches for children with gaps in their learning.  **Opportunities**  Tailored programme of up to 24 sessions, adapted from detailed plans that the Teaching Assistant delivers to an intervention group of up to three pupils.  Lesson plans support understanding of the number system and develop fluency with number facts.  In class sessions use number rods, bar modelling and written methods to build a complete mathematical picture, developing pupils’ arithmetical fluency.  **Collaborative** **Training and Professional Development d**elivered locally by an accredited ECC Trainer. Teaching Assistants start working with their group of pupils straight after the first training day. Then the training runs alongside the implementation of the teaching programme, in that way the Teaching Assistant is trained topic by topic.  Planned and regular pause points for **review and collaboration conversations** regarding impact of the intervention | | **Fidelity**  Promotes mathematical thinking and understanding and develops secure and fluent calculation methods through carefully staged progression.  Promotes partnership between teachers and teaching assistants to raise achievement.  **Acceptability**  Promotes a mastery approach and develops the mathematical subject knowledge of both teachers and teaching assistants.  **Reach**  Provides detailed evidence of progress and impact. | | **Short Term**  Vulnerable mathematicians below ARE begin to catch up on learning gaps in arithmetic  **Medium Term**  Children, on average, make 14 months progress in their number age in the 4 months they participate on the programme.  **Long Term**  The intervention has transformed the teaching of mathematics in school!  The children have made huge amounts of progress and thoroughly enjoy maths.  The intervention has a huge impact, not only on children’s success in maths, but also on their attitude to learning, their confidence and self-esteem. |
| **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** | |
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| **H. Planned Expenditure** | | | | | | | |
| **Barrier/Problem** | **Intervention Description**  **(What are the active ingredients?)** | | **Implementation Activities** | **Implementation Outcomes** | | | **Pupil Outcomes** |
| Pupils’ **absence and persistent absence** rates are worse than the national averages for similar schools and have been so for some years.  *Research:*  *1.RESEARCH INTO IMPROVING ATTENDANCE IN SCHOOLS SERVING DEPRIVED AREAS by RSM McClure Watters (formerly FGS McClure Watters) No 58, 2012*  *2.Department of Education Project Research into Improving Attendance in Schools Serving Deprived Areas FINAL REPORT Division Consultancy March 2012* | **Active Ingredient 1**  The Safer Schools Police Officer will support the attendance team and the safeguarding team on a weekly basis.  **Active Ingredient 2**  A dedicated TRUST Educational Welfare Officer will meet the attendance team and the safeguarding team on a weekly and when needed daily basis.  **Active Ingredient 3**  Further training for the schools Attendance Officer will develop through Trust and pyramid network meetings, weekly meetings with the attendance and safeguarding teams, weekly support from the Educational Welfare Officer.  **Active Ingredient 4**  Ongoing Attendance Officer training will aim to:  Help those responsible for improving attendance and punctuality, engage with families and devise effective attendance strategies to have the tools they need to excel in their role!  **Active Ingredient 5**  Rewards and incentives will continue to be used on a daily, weekly, half termly and termly basis to reward individuals for consistent high attendance, excellent punctuality as well as improvements to attendance and punctuality: Termly Certificates, Attendance Officer & Treasure Chest, Daily Rosettes, Termly Family Voucher and Individual Child Voucher…  **Active Ingredient 6**  The School Development Plan will contain Attendance as a key action for further development in order to drive attendance nearer to national.  **Active Ingredient 7**  A lead member of support staff will become an accredited Forest School Instructor. Forest School will offer enrichment opportunities for all children including vulnerable groups and individuals.  **Active Ingredient 8**  Communication with families will be frequent and consistent where and when needed. Daily group call and daily and weekly analysis will highlight communication for individuals, groups and for the whole school dependent on the information.  **Active Ingredient 9**  Governors & Trust CEO will offer challenge on a half termly basis. The Headteacher will gather evidence of school impact and report current data as compared with national figures and the schools 3-year journey.  **Active Ingredient 9**  The Attendance will team will increase in capacity and skills with a newly trained TA Specialist who is Designated Lead in Mental Health and a TA who is trained in Child Mental Health First Aid. | | **Equity**  Learning will be tailored to children’s needs in order to have impact on the whole child both socially, academically and physically. Opportunities for families to become involved will also be planned.  **Collaboration**  Home visits, family meetings, informal meet and greet opportunities, liaison with other professional agencies, assemblies and workshops will enable external police knowledge and skills to be transferred within the school and the local community where most needed.  Communication with families, home visits, one to one support for individual children, liaison with other professional agencies, knowledge of good practice from other school, support with fair access and vulnerable admissions, data analysis and the training of the schools attendance officer will be a key part of such a vital role within the school and its community.  This will ensure that attendance remains the highest of priorities at all times and that knowledge and skills are strengthened to strive for further improvement.  **Opportunities**  The EWO is consistently sharing good practice from other Trust Schools therefore rewards and incentives may change throughout the year dependent on impact evidence.  All staff will co-populate the SIP therefore Attendance strategies will be high priority and understood by all. (Please see SIP 2020/2021)  Communication will be through a variety of methods: Newsletter, Group Call, Telephone, Face to Face Meetings, School Website, Twitter, Letters, Surveys, Parent & Teacher Remote and telephone Meetings, End of Year Reports. | | **Fidelity**  The whole school community take responsibility in improving attendance for all pupils. This is celebrated daily.  **Acceptability**  Term on term improvements in attendance figures. Pupil and parent voice show an understanding of the importance of coming to school.  **Reach**  Pupils take full ownership of their own attendance. Attendance figures continue to rise term on term. | | **Short**  Vulnerable families feel supported in ensuring that their children attend school on a daily basis and on time.  **Medium**  Pupils enjoyment and satisfaction in school has a positive impact on their wanting to attend school. Barriers between home and school are broken down and positive home-school relationships are formed.  **Long Term**  Attendance outcomes improve and figures are close to national standards or better. Persistent absence falls for all pupils. Pupil outcomes improve. |
| **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** | |
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| **I. Planned Expenditure** | | | | | | | |
| **Barrier/Problem** | **Intervention Description**  **(What are the active ingredients?)** | | **Implementation Activities** | **Implementation Outcomes** | | | **Pupil Outcomes** |
| Guidance and support vulnerable children receive from **Teaching Assistants** is minimal. This is because teaching assistants have not had the necessary training to use the resources properly.  *MAKING BEST USE OF*  *TEACHING ASSISTANTS*  *EEF Guidance*  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/> | **Active Ingredient 1**  A focus of ‘Deployment of TAs in the classroom’ is researched and discussed as a staff.  **Active Ingredient 1**  Full audit of the needs of the school and current TA deployment and skills situation is conducted.  **Active Ingredient 2**  TAs can improve learning if they are trained and deployed carefully.  **Active Ingredient 3**  Support and training will be provided for both teachers and TAs so that they understand how to work together effectively.  **Active Ingredient 4**  Pupil support is based on a clearly specified approach which teaching assistants have been trained to deliver.  **Active Ingredient 5**  Dedicated time to discuss a TA strategy.  **Active Ingredient**  A range of Professional Development Opportunities are identified including personal and group, school led, Trust led and wider professional led.  **Active Ingredient 6**  Test ideas and begin to introduce change gradually. | | **Equity**  The learning needs of all pupils are met, first and foremost, through high quality teaching by the teacher. Teachers spend at least as much time working work with lower- attainers as others.  **Collaboration**  TAs work with a range of pupils within the class  and supplement and extend teachers’ work, rather  than replace them.  Teachers and TAs work effectively as a team, with  a shared understanding of their respective roles in  achieving lesson objectives. Teachers’ moment-by moment decisions regarding  TA deployment are  driven by pupils’ needs.  **Opportunities**  Support for specific individuals or groups is structured so it helps them access general classroom teaching.  TAs support whole-class delivery at the front of the  class, rove the room or undertake administrative  tasks to ease teachers’ workload. | | **Fidelity**  Working with TAs leads to positive effects in terms of teacher morale and reduced stress.  Up-skilling TAs raises their professional profile and status, and makes them feel more valued  **Acceptability**  TAs improve learning because they are trained and deployed carefully.  **Reach**  TAs ensure pupils retain ownership over their learning and responsibility for their work. Without adults present, pupils demonstrate the capacity and confidence to structure and plan their work | | **Short Term**  Working with TAs leads to improvements in pupils’ attitudes.  **Medium Term**  TAs working together effectively, leads to increase in pupil’s attainment.  **Long Term**  Teaching Assistants have a positive impact on pupils’ academic achievement. |
| **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** | |
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