

1 Teaching

High Quality Teaching For All

Maintenance of smaller class sizes throughout Autumn term (average size: 22) allowing for:

- Flexible Grouping (FFF)
- Explicit Teaching (targeted input)
- Teacher -led scaffolding

Attention on Diagnostic Assessment

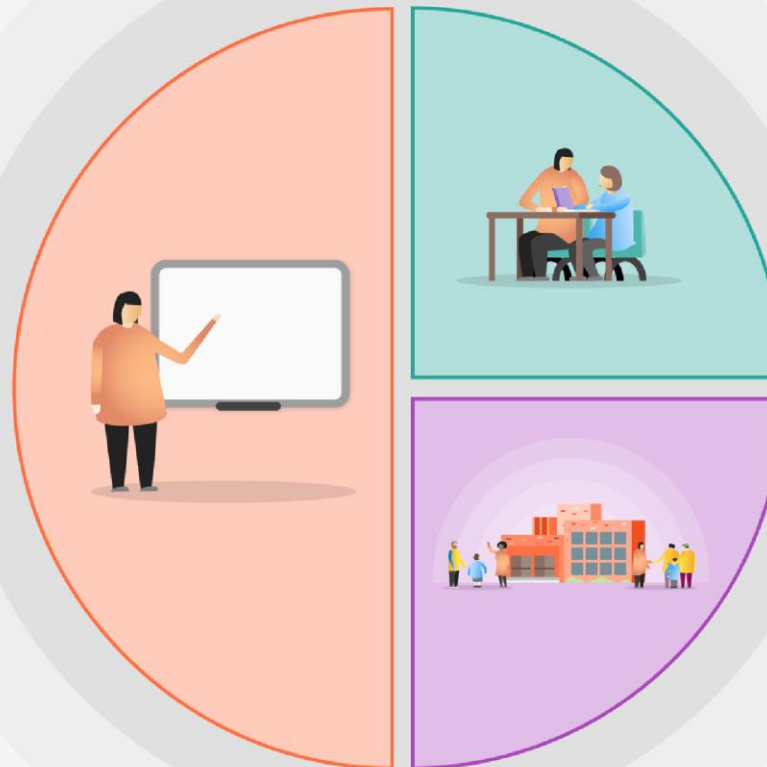
- Assessments
- Standardised and diagnostic
- Pre/Post Teaching (assessment follow -up)

Supporting Remote Learning

CPD and training for Home learning

Resourcing Home Learning platforms (software)

Resourcing Home Learning access (hardware)



2 Targeted academic support

One to one and small group tuition

- EY / KS1 Phonics Catch up
- 1:1 Precision Teaching / tutoring
- Catch -up

Teaching Assistants

- Class support – e.g. to release teacher to work with Support Staff
- Specific SEND Support (e.g. for self-regulation)

3 Wider strategies

Supporting SEMH / SEL

- Pastoral Support, reactive and proactive (e.g. daily check -ins etc.)
- Bespoke lunchtime provision
- SEMH CPD

Number on roll (census)	425
Funding per pupil	£80
Total Catch up Premium	£34,000

Specific Barriers to be Overcome

Ref	Issue	Explanation
A	Uneven profile of home learning engagement	Whilst a full programme of home learning was offered, pupil engagement varied due to a number of factors, including availability of parents (home working, deployed / away), viability of parental support (based on their own educational background), pupils' particular SEMH / ASD needs.
B	Moved in pupils who have followed different curricula	This is a service linked challenge that school always faces, but one which has been particularly exacerbated during COVID. Not only have pupils arrived from other schools and even other countries (often with prolonged additional absences due to quarantine requirements) which follow different national educational frameworks, their <i>experience</i> of those frameworks has also been hugely variable due to differences in schools' approaches to home learning. Thus some have had a comprehensive offer relevant to the English programmes of studies, whilst others have had a very inconsistent offer with little or no connection to their required learning now.
C	Specific issues relating to SEND	With 20% SEND (above national), the school has to accommodate a wide range of additional needs. Most of these pupils, particularly those with ASD and SEMH have found the last year especially hard. These children rely on predictable routines, structure, strong relationships and sensory management which has not been possible during lockdown. Even upon returning to the school, challenges persist due to COVID-security arrangements – e.g. bubbles, seating, staff deployment (including isolation, shielding etc.). These challenges need support to be overcome and promote readiness for learning.
D	High % of 'threshold' learners	The school has a significant proportion of children who sit on the cusp of attainment thresholds (e.g. scoring 98-101 etc.). This is largely attributable to multiple moves and educational disruption. Historically, the school has been able to 'boost' and consolidate learning for these groups throughout a year, ultimately securing ARE attainment. With the impact of the pandemic, early data suggests most of these learners will be more likely to tip 'just below' thresholds without additional support.
E	Low Emotional Resilience and High Anxiety	A pre-COVID challenge across service pupils nationally (and seen in our school) has been lower resilience and positivity scores (e.g. on Stirling Wellbeing Scale), with higher levels of anxiety. COVID has intensified this issue, with many of our pupils demonstrating higher pastoral needs, stress, emotional outburst and low levels of independence and resilience.

1. Teaching			
Action	Barriers Addressed	Evidence and Rationale	Cost
Maintenance of smaller class sizes throughout the 20/21 academic year, front loading support, especially KS2. X3 classes in FS2 X3 classes in Y2 X3 classes in Y4 X3 classes in Y5 X3 classes in Y6	A, B, D C	<ul style="list-style-type: none"> - EEF toolkit – potential +3 months gain - Opportunity for tailored provision targeting input according to gaps - Flexible grouping “allows teachers to set up opportunities for collaborative learning – which research indicates can be effective in supporting pupils” (EEF GtSSP, p9) - Enhanced teacher time provides greater specificity for assessing needs 	Additional 1.0 FTE MPS 1 Teacher for 1 year £33,900
Diagnostic Assessments – contribution towards procurement of diagnostic test package (GL Assessment) to inform T&L and illuminate gaps	A, B, D	<ul style="list-style-type: none"> - Important to “sensitively diagnose the actual impact that COVID19 closures may have had” (EEF GtSSP, p10) - Assessment can “support teachers to recognise the importance of each small piece of information which contributes to the bigger picture” (EEF GtSSP, p10) - Informs short, medium and longer term planning - Supports grouping and provision of targeted support 	GL Assessment: £1000 contribution to overall cost for year
Specific CPD to address impact of COVID challenge, supporting teachers and / or support staff	D, A C, E	<ul style="list-style-type: none"> - Vital to help staff understand “what they should teach, and improve their confidence” (DfE Education Recovery, p7) - Provides staff with opportunities to reflect on pedagogical approaches and/or curriculum design to tailor to COVID needs - “Improving quality of teaching [is] almost always supported by high-quality CPD” (EEF GtSSP, p14) 	CPD costs (release SLT Member x2 days for planning, delivery & PDM Session) £400
Home Learning – resource availability of home learning platforms, including both software and hardware, in view of potential for further lockdowns or pupil self-isolation Create TEAMs platform for whole school to provide live teaching alongside Seesaw platform	A	<ul style="list-style-type: none"> - Inevitably some pupils will face continued disruption to their learning in the coming year and it is important to ensure they can continue to access quality remote learning - “79% of students require a computer for at least half of the work provided” ISER, 2020 - Top up purchase of Chromebooks to accompany DfE funded devices to provide every Y5 pupil with a device in Summer Term and to be taken into Y6 with child. (Include Google Platform) 	Set up TEAMs £1050 Additional Chromebooks £9000

2. Targeted Academic Support

Action	Barriers Addressed	Evidence and Rationale	Cost
EYFS / KS1 Phonics Catch Up groups (small group tuition)	A, D B, C	<ul style="list-style-type: none"> - EEF Toolkit, potential +4 months gain - Significant skill required to successfully implement Systematic Synthetic Phonics programme, unable to be robustly delivered during home learning - Able to provide "structured supporting resources and lesson plans" (EEF GtSSP, p15) 	Redirect Specialist HLTA to Y2 Core Budget
1:1 Precision Teaching / Tutoring – redirection of HLTA to each teaching block and to provide additional HLTA Hours on top of PPA/Management Cover	C, A B, D,	<ul style="list-style-type: none"> - EEF Toolkit, potential +5 months gain - Regular, brief sessions, repeated continually throughout the week offering consolidated learning for pupils with additional needs / significant gaps - All TA staff have received specialist CPD for precision teaching methodology - Precision teaching follows clear plan / structure 	Core Budget Funding
Class based TA support – increased TA support to provide necessary cover for pupils with additional needs. X1 in FS1 (KB) X1 in FS2 (PG) X1 in 5 (OA)	C, D, E A, B	<ul style="list-style-type: none"> - "TAs should be deployed in a way that supplements, not replaces the teacher" (EEF GtSSP, p16) - TA hours increased to accommodate moved-in high needs pupils and prevent negative impact on other children - TA deployment avoids allocation to LPA groups - Significant emphasis placed on supporting relationships and developing pupils' independent learning skills 	Funded from core budget , including E2.
Increased TA hours to extend school day to provide oversight of SEND through teacher/TA additional contact time. X 15min per day for 8 TAs	C	<ul style="list-style-type: none"> - "Schools should adopt one or two well-chosen and well-implemented interventions, judiciously used to complement and extend class-based teaching and learning" (EEF GtSSP, p16) - Digital platform intervention with clear structure and format - Research-based, evidence informed approach 	TA additional hours £2000
Specific SEND Support (e.g. for selfregulation and management) Appoint ATA SEMH Specialist from March 2020 to work in conjunction with Learning Mentor providing support within The Retreat for individuals.	E, C	<ul style="list-style-type: none"> - "Self-regulated learners can see larger tasks as a series of smaller, more manageable steps" (EEG, GtSSP, p18) - A number of our high needs pupils struggle with self-regulation (as do other children); specific TA support to break learning down into small steps will support self-regulation and engagement, especially when addressing gaps. 	Cost of ATA for one term (Summer) £6,500

3. Wider Strategies

Action	Barriers Addressed	Evidence and Rationale	Cost
Pastoral Support, reactive and proactive; delivered by Specialist ATA and Learning Mentor trained to Compass L3 with additional areas of specific expertise.	E B, C	<ul style="list-style-type: none"> - “[Schools need] sustained focus on supporting and monitoring pupils’ social, emotional and behavioural needs” (EEF GtSSP, p19) - Children need to be ready to learn; high incidence of pastoral issues which must be addressed in advance if ‘catch up’ learning is to be attempted. - TAs embedded in Key Stage Teams and thus able to intervene responsively and rapidly when required. - Specialists to provide direction and support for individual year groups and staff around overcoming barriers due to SEMH. 	ATA hours (As above)
Increased opportunity to play in a calmer and quieter environment. More meaningful access to equipment and provision. Define 2 specific lunch breaks – 45min in length. Additional MSA Hours implemented to aid access and support for play.	E	<ul style="list-style-type: none"> - Quality Play Provision for all: - Teachers and staff in all areas and year groups across the school will recognise the importance of 'purposeful play' and will utilise this as a form of learning. - Pupil's ability to problem solve, collaborate and to be creative will improve as their minds are further stimulated due to carefully designed opportunities to apply learning through play. 	Increased hours across academic year £4000

Expenditure Summary Information

Teaching Strategies	£45,350
Targeted Academic Support Strategies	£8,500
Wider Strategies	£4000
Total	£57,850

N.B. Additional funding from core budget, including Service Pupil Premium is required to address Catch Up Priorities listed above. Estimated **£25,000**.

Documents Referenced

- The EEF Teaching and Learning Toolkit
- The EEF Guide to Supporting School Planning: a tiered approach to 2020-21 (EEF GtSSP)
- Education Recovery Support for EY settings and Schools – DfE, June 2021
- Home Schooling, Understanding Society Working Paper 12 – ISER, University of Essex 2020
- The EEF Guidance Report on Improving Social and Emotional Learning in Primary Schools (EEF SEL)