



Educating for 'life in all its fullness.'

Ackworth Howard C of E School

Pupil Premium/Catch Up Strategy

2020-2021



Rationale

Educating for 'life in all its fullness.'

Providing opportunities for growth in mind, body and spirit through inspirational and innovative education underpinned by a deeply Christian ethos. Those who learn and work here will develop confidence, embrace creativity and enhance their knowledge and skills so that they can experience 'life in all its fullness.' (John 10:10)

Ackworth Howard recognises that all pupils regardless of their background should have equal access to a curriculum which will enable them to reach their potential. The pupil premium is a Government initiative that targets extra money to pupils from deprived backgrounds, which, research shows; underachieve, compared to their peers. The Government have used pupils entitled to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils eligible for Free School meals. Looked after Children are also eligible for this increased funding. The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support these pupils to increase their attainment, and 'diminish the difference' between their attainment and the attainment of other pupils.

The amount of funding allocated per pupil is £1320. In addition to the Pupil Premium Funding, schools are provided up to £300 for every 3 and 4 year old from a low-income family to help prevent them falling behind before they have even started school. The early year's pupil premium is designed to narrow the attainment gap between young children from low-income families and their peers, setting them on a path to a more successful future. Additional Pupil Premium funding is also provided for service children and post adoption children within this school.

Monitoring Pupil Premium Funding Spend

Thorough evaluation of the progress of pupils helps us to identify where there is need for intervention and strategies to promote improvement. Interventions are adapted and changed if they do not meet the needs of the pupils.

A wide range of evidence is used to assess the impact of the Pupil Premium Funding spend.

- Assessment data is collected, monitored and analysed in order to inform the attainment and progress of pupils.
- Attendance data is collated and analysed.
- Teaching staff attend regular pupil progress meetings.
- The school undertakes activities in line with its monitoring and evaluation cycle.
- Parent/pupil/staff voice informs evaluations of projects.
- Case studies are used to evaluate the impact of pastoral interventions where applicable.

Catch Up Funding

For educators, coronavirus has created the test of a generation. When pupils start the new school year in September, most will be returning to the classroom for the first time in almost six months. As a result of this, the government have allocated funding to support their pupils in reintegrating and catching up. All approaches to the allocation of this funding in school are based on impact research and linked to our Pupil Premium strategy.

Our strategy is informed by key research:

- Sutton Trust
- EEF (Education Endowment Foundation)
- The National Literacy Trust
- Institute for Effective Education

Education Endowment Foundation

EEF research suggests that:

1. School closures are likely to reverse progress made to narrow the gap in the last decade.
2. Supporting effective remote learning will mitigate the extent to which the gap widens.
 - a. Pupils can learn through remote learning. However, ensuring the elements of effective teaching are present – for example through clear explanations, scaffolding and feedback – is more important than how or when lessons are provided.
3. Sustained support will be needed to help disadvantaged pupils catch up.

'Impact of school closures on the attainment gap: Rapid Evidence Assessment.' EEF June 2020

The National Literacy Trust

With schools closed for months and teachers only able to provide limited support to pupils at home, the literacy gap between disadvantaged children and their peers is likely to skyrocket and could hold them back for the rest of their lives.

1 in 11 of these families also won't have books at home, and getting access to the life-enhancing world of stories – which can not only support children's literacy but also be a comfort at this uncertain time – is out of reach as libraries and schools were closed.

'Mitigating the significant impact of COVID-19 on the literacy of disadvantaged children.' The National Literacy Trust May 2020

Institute for Effective Education

Research results showed that pupils are projected to return in the autumn with 70% of the expected reading gains they would have otherwise made, with dramatically less gains in maths, ranging from 50% of expected yearly gains to a decrease of falling a year behind what would have normally been expected. Based on these findings:

- Pupils need to be provided with effective instructional materials and support, especially in maths.

'Best Evidence in Brief' Issue 211 – 28th April 2020. Institute for Effective Education

Pupil Premium Funding Allocation (Financial Year)				
2016 – 2017	2017-2018	2018-2019	2019-2020	2020-2021
£21,380	£22,440	£21,080	£19,420	£16,105

Funding

- Pupil Premium grant is based on the number of pupils eligible for Free School Meals in the January 2020 Census, plus any pupils who have been eligible for Free School Meals at any point during the past 6 years. Looked after and service children will receive additional funding also.

Timescale for PPG	April 2020 to April 2021
Number of Pupils On Roll	205
Number of Pupils Eligible for PPG	12
Amount of PPG Received Per Pupil	£1345
Additional LAC Services Fund	£2300 x1 (LAC) £310 x1 (Services)
Total Amount of PPG Received	£16,105
Amount Spent	£19,100
Additional Funds from School Funding	£2995
Date of Most Recent PP Review	External Review June 2019
Date of Next PP Review	Internal Review June 2021
Catch Up Funding	£16,400

Nature of Support

Focus:

- Limit the effects of the COVID-19 pandemic by ensuring effective reactive and proactive measures both academically and pastorally
- Ensure there are no gaps between groups of pupils.
- Ensure a broad and balanced, local curriculum that provides education for ‘life in all its fullness.’
- Ensure high quality first teaching strategies are implemented across the school.

Focus	Intended Spend	Actual Spend
Focus on Quality of Teaching	£11,000	
Focus on Social, Emotional & Behaviour	£4500	
Focus on Enrichment Beyond the Curriculum	£2400	
Focus on Families/Community	£1200	
Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)	<ul style="list-style-type: none"> • Emotional regulation and stability in readiness for academic learning including anxiety and trauma as a result of the pandemic. • Low self-esteem and resilience. • Out of school experiences that are supportive of their learning and wider development. 	
External barriers (issues which also require action outside school, such as low attendance rates)	<ul style="list-style-type: none"> • Fragmented family structures – family stress and low resilience. • Pressures and anxieties – Covid-19. 	

The allocation of Pupil Premium Funding will be spent on: -

Quality of Teaching
<i>Use of additional adults to facilitate learning and responsive interventions.</i>
<i>Improving the quality of the curriculum and teaching pedagogy.</i>
<i>Release time for Senior Leader to further develop and monitor quality learning and teaching throughout school and to ensure disadvantaged pupils are proactively targeted.</i>
Social, Emotional & Behaviour
<i>Employment of a Learning Mentor.</i>
<i>Further develop the mentoring programme to support pupil's emotional and social well-being.</i>
Enrichment Beyond the Curriculum
<i>Enable all children to have access to the curriculum and school activities through subsidies and funding.</i>
<i>Provide opportunities for further outdoor learning opportunities.</i>
<i>Provision for specialist music teaching.</i>
Families/Community
<i>Provision of uniform for vulnerable children.</i>
<i>Access to home learning ICT programmes.</i>
<i>Extend work with families and their children before they begin attending Nursery.</i>
<i>Reduce the cost of breakfast club for families.</i>

The allocation of Catch Up Funding will be spent on: -

Teaching and Whole School Strategies
<i>Supporting great teaching.</i>
<i>Pupil assessment and feedback.</i>
<i>Transition support.</i>
Targeted Approaches
<i>One to one and small group tuition.</i>
<i>Intervention programmes.</i>
<i>Extended school time.</i>
Wider Strategies
<i>Supporting parents and carers.</i>
<i>Access to technology.</i>

Pupil Premium Grant Action Plan 2020 – 2021

Year Group	Planned Expenditure /Resource	Actions	Cost	EEFT&L Toolkit	Lead/QA	Intended Outcome	Evaluation and EOY Impact
All	Social, Emotional and Behavioural Employment of a Learning Mentor.	<ul style="list-style-type: none"> Provide support for children with a range of needs – wellbeing, emotional, social, behavioural, attendance etc. Develop the role of the Learning Mentor further to ensure work with families that is more proactive as a result of newly implemented strategies to improve wellbeing. Particularly as a consequence of the pandemic. Learning Mentor to liaise with the Early Years leader and begin to make use of the recently produced national publication, 'Improving the home learning environment.' Learning Mentor to work with the wider Inclusion Team to ensure CPOMS is utilised as a tool to support pupils as well as record information. 	PP Allocation £4500	+4 (Social and Emotional Learning)	SOB QA: MW and Govs	<ul style="list-style-type: none"> Early intervention is available to support pupils and their families in a range of scenarios, particularly as a direct consequence of the pandemic. Barriers to learning are overcome so that children can access learning and make sustained progress towards their targets. Improvements to the school's pastoral work and support offered to the school's most vulnerable pupils and families. Positive relationships with families are established and further developed. Staff actively give parents practical advice on recognised actions which are supportive of pupils' development when at home with parents. Further improvements in attendance for FSM children and a further reduction in the % of PA. CPOMS analysis demonstrated the impact of the Learning Mentor. 	

All	Social, Emotional and Behavioural Teaching Assistant to provide mentoring and tailored intervention.	<ul style="list-style-type: none"> Further develop the peer mentoring programme to include responsive intervention and support to run alongside the initiative. This will work alongside the catch-up strategy outlined below utilising both new academic and wellbeing support strategies. 	Allocated within Catch Up Fund – ‘Learning Coach’ role.	+5 (1-1 Tuition)	SOB QA: MW	<ul style="list-style-type: none"> Barriers to learning are overcome so that children can access learning and make sustained progress towards their targets. Pupils have improved wellbeing: positivity, motivation, self-efficiency and resilience.
All	Quality of Teaching Use of additional adults to facilitate learning and responsive interventions for phonics, reading, writing and maths.	<ul style="list-style-type: none"> Targeted support for children to access the curriculum at the expected level through pre-learning tasks & responsive interventions. Small group work to extend children’s ability to meet age related expectations. Same day Precision Interventions to tackle misunderstanding/ underachievement. Further training and support for support staff related to strategies being delivered and key teaching and learning developments identified on the School Improvement Plan. 	Part funded: £10000	+1 (Teaching Assistants)	SOB QA: MW	<ul style="list-style-type: none"> Increased attainment in reading, writing and maths. Teaching and Learning developed at a much quicker rate with support staff receiving the same messages/training as teachers. Vulnerable pupils not identified as ‘disadvantaged’ supported to keep up with their peers. Those at risk of falling behind are identified through quality first teaching. Additional staff provide capacity for prompt and reactive intervention.
All	Families/Community Provision of uniform for vulnerable children.	<ul style="list-style-type: none"> Purchase (specified) uniform for all registered pupil premium children to ensure that this is not a barrier to learning/attendance. 	£400	(Uniform)	HC QA: MW	<ul style="list-style-type: none"> Pupils are prepared for academic achievement. Pupil’s self-esteem is raised. Attendance has improved and is outstanding for pupils eligible for Pupil Premium.
All	Families/Community Access to ICT learning programmes.	<ul style="list-style-type: none"> Provide access to a range of ICT programmes including Mathletics and Spelling Shed in order to develop key basic skills both at home and through booster sessions / intervention groups in school. 	Part funded: £500	+4 (Digital Technologies)	SOB/JA QA: MW	<ul style="list-style-type: none"> Increased parental engagement and home learning activity. Vulnerable pupils not identified as ‘disadvantaged’ supported to keep up with their peers.

All	<p>Quality of Teaching To ensure that disadvantaged pupils are proactively targeted.</p>	<ul style="list-style-type: none"> • Member of SLT to monitor quality and provision of additional adults for PP children through coaching sessions. • Member of SLT to develop and monitor the quality of teaching and learning throughout the school. • CPD for support staff in relation to school development priorities. • Through the schools tracking system, monitoring practices and the Inclusion Provision Map, track vulnerable individuals and ensure that their needs are met including the use of support staff to accelerate pupil progress. • Review the Pupil Premium mentoring and Learning Mentor procedures to ensure it is robust, directed by the pupil’s class teacher where beneficial, breaks down barriers and impacts on progress. • Ensure the use of CPOMS. • Contribute to Increasing the proportion and consistency of effective quality first teaching and learning across the school by supporting the actions identified in the wider SDP. 	£1000	+8 (Focus on Quality First Teaching - Feedback)	SOB QA: MW	<ul style="list-style-type: none"> • Vulnerable pupils achieve in line with their peers. • Pupils at risk of underachieving are identified and supported so that they make substantial and sustained progress, as evidenced in their books. • Senior leaders set higher aspirations and lead by example. • Points raised within the external PP review have been implemented/addressed. • There is a further increase in the proportion and consistency of effective quality first teaching and learning across the school. 	
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<p>All</p>	<p>Quality of Teaching Guided by our vision, develop a new school curriculum that is well sequenced, coherently planned and builds upon crucial content.</p>	<ul style="list-style-type: none"> • Develop a rationale for the school’s curriculum ensuring its intent and implementation are clear. • Incorporate key research that informs our pedagogy moving forward, including: <ol style="list-style-type: none"> 1. Rosenshine’s Principles of Instruction 2. Retrieval Practice Research 3. Dual Coding and Cognitive Theory Overload 4. EEF Recommendations • Subject leaders to develop Howard Key Essentials and Key Concept documents for each subject. • Leaders to scrutinise subject leader documents to ensure that plans make clear the substantive and disciplinary knowledge that pupils should learn in each subject. • Develop a new and effective assessment system that compliments curriculum developments and shows the impact of its implementation. • Medium term plans produced by subject leaders. • Subject leaders to develop knowledge organisers that interweave with long term plans for each topic. • Develop subject policies to reflect the new curriculum. • Develop wider curriculum, implementation and pedagogical documents that underpin the new curriculum. • Staff to collaborate as much as possible during the process engaging in continual improvement and refinement. 	<p>Costs allocated within the school budget</p>	<p>+5 (Mastery Learning)</p>	<ul style="list-style-type: none"> • The school has a broad and balanced, local curriculum which is shaped by its Christian vision. • The curriculum is well sequenced, coherently planned and builds upon crucial knowledge, understanding and skills that pupils must learn. • There is a recognition that each pupil is a unique individual. This ensures the rounded development of the whole child through academic achievement and spiritual development. • Leaders use ethical arguments to justify making bold curriculum decisions to ensure pupils experience an exciting and relevant curriculum that enables them to flourish. • Aspects of the curriculum reflect a pedagogical approach that actively enables pupils to reflect and explore the spiritual and ethical dimensions of all subjects. • There are planned curriculum opportunities to explore different points of view and pupils are given the skills they need to disagree well and to live with contradictory convictions. • Subject leaders have an in depth understanding of their curriculum and are able to monitor its implementation and impact. • Teachers expectations of what pupils can and should achieve 	
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						<p>ensure pupils fulfil their potential across the curriculum.</p> <ul style="list-style-type: none"> • Leaders and teachers are confident in delivering and assessing curriculum areas effectively. 	
All	<p>Quality of Teaching Develop teaching pedagogy in line with curriculum design.</p>	<ul style="list-style-type: none"> • Utilise the additional capacity of the new leadership roles, Research and Curriculum Development Leaders, to lead a team of teachers in trialling and implementing new initiatives linked to the school development plan. • Develop staff's expertise in line with the 8 key areas of pedagogical implementation (Rosenshine's Principles): <ol style="list-style-type: none"> 1. Knowledge Organisers (Dual Coding and Cognitive Theory Overload) 2. Medium Term Plans 3. Lesson Questions 4. Review (Retrieval Practice Research) 5. Reading 6. Distinct (Knowledge within each subject) 7. Essays 8. Enrichment • Embed all teacher's subject knowledge across the curriculum areas ensuring that all teachers are at a sufficient standard to deliver an aspirational curriculum. • Provide further opportunities for staff to share, discuss and debate ideas and expertise with each other. • Participate in internal and external opportunities for moderation and quality assurance in different curriculum areas. 	<p>Costs allocated within the school budget</p>	+5 (Mastery Learning)		<ul style="list-style-type: none"> • Aspects of the SDP are achieved at a much quicker rate. • Increased leadership capacity is utilised effectively. • The profile of teaching and learning is enhanced further. • The school has a broad and balanced, local curriculum which is shaped by its Christian vision. • The curriculum is well sequenced, coherently planned and builds upon crucial knowledge, understanding and skills that pupils must learn. • Research underpins teaching and learning. • The school's teaching and learning strategies are evident, embedded and consistent across school enhancing the curriculum and leading to positive outcomes. • Staff have established strong subject knowledge across the curriculum. 	

All	<p>Quality of Teaching Improve the quality of the children’s Mathematical experiences so that pupils can apply their knowledge to increasingly more complex problems.</p>	<ul style="list-style-type: none"> • Progression in reasoning to be developed within year groups. • Ensure all adults can develop mathematical thinking through questioning skills and are familiar with progression in reasoning. • Ensure children have the vocabulary and knowledge to read and understand a range of reasoning and problem solving activities / questions through: Displays, questions stems etc. • Modelling from all members of staff, this is to include training / staff meeting dedicated time. • Embedded use of the reasoning progression model. • Opportunities to check fluency quickly and efficiently to allow chn to move on with learning. • Ensure all maths class displays are relevant for current learning • Continue to develop attainment of more able through range of reasoning tasks and questions. • Purchase white rose resources to supplement teaching and learning. • Embed daily reasoning and problem solving tasks for every learner to ensure resilience when facing problems. • Review maths opportunities on curriculum maps to ensure realistic and purposeful activities are planned for. • Ensure effective use of daily review / flashback four is implemented. • Complete application for the role of Primary Mastery working groups with Maths Hubs. 	<p>Costs allocated within the school budget</p>	<p>+5 (Mastery Learning)</p>	<ul style="list-style-type: none"> • All staff are confident in articulating and modelling the progression in reasoning model, using it to effectively challenge pupil’s learning. • All staff have an increased awareness, confidence and competency in the required skills and knowledge. • Children are using the language of reasoning and problem solving to articulate their mathematical knowledge with clarity. • Displays within classrooms are current, relevant, challenging and impacting positively on the mathematical learning. • Children are effectively reasoning at their level using appropriate resources. • Marking stations embedded and allowing for quick fluency checks, which is giving more time for reasoning within lessons. By allowing children to ‘dive in’ and ‘grapple’ with content, they will build resilience, improve their engagement and allow for more effective deployment of the teaching assistant. • There is an increase in pupils meeting and exceeding age-related expectations. • Pupils have a greater retention of skills enabling application across the curriculum. 	
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						<ul style="list-style-type: none">• Due to content, sequencing and progression of skills, learning is secure and children know and remember more.• A Primary Mastery working group relationship has begun to have a positive impact on the attainment in mathematics across the school.	
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<p>Quality of Teaching Develop a reading curriculum that is well planned and thought out alongside research/evidence-based classroom strategies.</p>	<ul style="list-style-type: none"> • Assess pupils' reading on their return to school and plan appropriate interventions to enable any gaps to be closed so that they can quickly catch up. • Review and refine the approaches to the teaching of reading. • Establish Long and medium term plans that show the clear progression of skills and expose the children to a wide range of challenging texts. • Ensure that reading is used as a vehicle to access the wider curriculum, providing stimulating, challenging texts. • Ensure lesson structures enable children to read increasingly independently, gathering knowledge to answer questions. • Research teams to identify and trial effective, challenging texts, strategies and resources to develop the wider curriculum. • Reading records to be checked weekly by class teachers to ensure consistency. • Carefully monitor low attaining readers to ensure books are appropriately matched to their stage of progress so that they are able to practise skills to decode and develop reading strategies. This should include listening to low attaining readers with unseen texts. • Ensure the provision of phonics is accessible in LKS2. • Provide pupils with regular opportunities to read and participate in story time during wrap around care. • Undertake a review of dual band (low ability/high interest) reading books and the location of these books to inspire engagement and motivate children. 	<p>Costs allocated within the school budget</p>	<p>+6 (Reading Comp Strategies) +5 (Early Years Interventions) +5 (Peer Tutoring)</p>	<p>JA QA: MW SOB</p>	<ul style="list-style-type: none"> • Increase the chances of narrowing children's vocabulary and reading gaps. • Parents share in the priority of reading and language development by actively engaging in reading and promoting at home. • The reading curriculum is coherent, clearly sequenced with challenging progression. • Reading underpins the fabric of the curriculum with high quality and challenging texts utilised across all subjects. • Teachers expectations of what pupils can and should achieve ensure pupils fulfil their potential. • The school environment reflects the reading culture and promotes reading across the curriculum. • Pupils are independent learners who use their reading skills to confidently access the curriculum and acquire knowledge, answering questions and solving problems. 	
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	<p>Families and Community To extend work with families and their children before they begin attending Nursery.</p>	<ul style="list-style-type: none"> • Introduce a bespoke pre-Nursery transition programme. • Work with parents before their children start in Nursery to model how to share books at home and actively encourage parents to do this as soon as possible. • Introduce a weekly performance of a Nursery rhyme and re-iterate the importance of practising this at home every day. • Introduce home learning activities relating to books. • Increase the profile of the Learning Mentor so that she is regularly involved in any future pre-Nursery provision. 	£0	+3 (Parental Engagement) +4 (Social and Emotional Learning) +5 (Early Years Interventions)	KT QA: MW	<ul style="list-style-type: none"> • An established programme provides guidance and support before pupils attend Early Years so that parents can develop pupils' independence in all aspects of their development but particularly in aspects such as their toilet training and dressing. • Positive relationships are established with families at an earlier stage. 	
KS2	<p>Enrichment Beyond the Curriculum To provide further outdoor learning opportunities.</p>	<ul style="list-style-type: none"> • Provide forest school teaching to Key Stage 2. 	Part funded – 10% of the cost. £900	+4 (Outdoor Adventure)	MW QA: SOB	<ul style="list-style-type: none"> • Children develop social skills and apply basic skills in a different context. • Increased attainment in reading, writing and maths. • Vulnerable pupils not identified as 'disadvantaged' supported to keep up with their peers. 	
All	<p>Enrichment Beyond the Curriculum To enable all children to have access to the curriculum and school activities.</p>	<ul style="list-style-type: none"> • Subsidise costs of visits/ in school activities where voluntary contributions are asked of children. • PP funded 100% of visit cost. • Subsidise costs of residential visits. • PP funded 50% residential cost. 	£300	+4 (Enrichment – External / Outdoors)	HC QA: MW	<ul style="list-style-type: none"> • Children enthused and motivated to learn. • Disadvantaged pupils are making substantial and sustained progress compared to their peers with similar starting points. • All educational visits have gone ahead to support a range of core and foundation subjects. The first hand learning experiences have supported the work within classrooms. 	

All	<p>Families and Community To reduce the cost of breakfast club for families.</p>	<ul style="list-style-type: none"> Reduced cost of breakfast club for PP pupils by 50%. Where need arises, short term funded breakfast club will be offered for vulnerable pupils in need of family support. Pre learning programmes including reading support/interventions will be offered. Teachers will support this initiative. 	£300	+4 (Social and Emotional Learning) +5 (Peer Tutoring)	HC QA: MW	<ul style="list-style-type: none"> Increase in attendance and punctuality. Pupils have a settled start to the beginning of the school day with a healthy breakfast. To promote the social and emotional development of targeted pupils. Additional tuition is provided to vulnerable pupils and those in need of additional support.
All	<p>Enrichment Beyond the Curriculum To ensure that the curriculum is broad, balanced and creative to provide high quality learning opportunities through regular educational visits, which all pupils access.</p>	<ul style="list-style-type: none"> Regular planned after school activity clubs across each year group. Subsidised after school activity clubs by external coaches provided to pupils. Activity clubs are free for pupils eligible for PP funding. 	£300	+2 (Sports/Arts Participation)	HC QA: MW SOB	<ul style="list-style-type: none"> Promote a love for learning and positive attitudes to school. Increase aspirations, raise motivation and engagement. Develop self confidence and self-esteem. High take up of after school clubs.
All	<p>Enrichment Beyond the Curriculum Provide specialist music teaching.</p>	<ul style="list-style-type: none"> Employ the services of the Wakefield Wider Opportunities team in order to provide a progressive and enriched musical experience. Fund 100% cost of peripatetic lessons for PP pupils. 	Part funded: £500 An additional £400 to fund Peripatetic lessons for interested pupils.	+2 (Arts Participation)	SR QA: MW SOB	<ul style="list-style-type: none"> Quality first teaching of music is provided to children. Children will develop confidence and be able to participate in a range of performances including the musical extravaganza planned for the summer term.

Catch Up Funding

Focus	Actions	Cost	EEF T&L Toolkit	Lead/QA	Intended Outcomes	Evaluation
<p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> Supporting great teaching 	<ul style="list-style-type: none"> Ensure the development of staff so that they are supported in delivering the new curriculum and the effective use of new teaching approaches based on research (INSET / Monitoring and Evaluation / Leadership Team Approach / Collaboration). Ensure te-achers are supported to adjust to the significant adaptations of the organisation and logistics of the school. Ensure staff training opportunities are identified and continued. Train support staff in the delivery of tailored, focussed and specific interventions. Teachers to focus on the key essentials initially upon return. This will enable children to accelerate learning of the fundamentals. Teachers to capitalise on the advantages on supporting children with their learning through Google Classroom. 	<p>£800 Release time for internal staff professional development</p> <p>£400 Professional Development Cycle Resource Materials</p> <p>(Everything else allocated within the school budget).</p>	<p>Metacognition and Self-Regulation +7 Months Mastery Learning +5 Months</p>	<p>SLT</p> <p>QA: Govs</p>	<ul style="list-style-type: none"> Teachers are supported and prepared for the new year ensuring positive progress. Consistent, high quality teaching improves outcomes for pupils. Support staff are confident in promoting pupil progress. An effective professional development cycle is in place. 	

<p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> Pupil assessment and feedback 	<ul style="list-style-type: none"> Staff will not be expected to carry out formal assessments initially. Quizzing and low-threat knowledge checks and planned revisit/reviews during lessons to find out what pupils can remember and where they have gaps will be used. Where gaps are identified, priority is given to intervention. After an initial settling period and once routines are re-established, an assessment gap analysis will take place. The feedback policy will be revisited and refined to ensure live feedback at the point of learning where it is most affective is increasingly frequent. Support staff to be trained in providing live feedback. The newly revised PIRA and PUMA test papers will be purchased to ensure a standardised assessment approach is in place to support the school's assessment procedure. Invest in a new assessment system which allows for more detailed formative assessment. 	<p>£650 Pira/Puma Tests</p> <p>£800 Insight Tracking</p> <p>(Everything else allocated within the school budget).</p>	<p>Feedback +8 Months</p>	<p>SLT</p> <p>QA: Govs</p>	<ul style="list-style-type: none"> Assessment strategies determine how to most effectively support pupils. Subject specific assessments – tailored and focussed have been used to identify particular areas where pupils have forgotten or misunderstood concepts. This ensures that new material being covered builds on secure foundations. Standardised assessments in literacy and numeracy have been used to identify pupils who would benefit from additional catch up. High quality feedback, building on an accurate assessment, impacts positively on progress. 	
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<p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> Transition Support 	<ul style="list-style-type: none"> • Increase Learning Mentor capacity to support pupils and ensure barriers to learning are removed by allocating 'Learning Coach' hours. • Ensure transition arrangements are manageable and realistic during the pandemic (Google Classroom, Zoom meetings and story time sessions etc). • Ensure reopening plans are shared with all stakeholders in advance of implementation to allow for feedback which may lead to adaptations. • Additional transition and wellbeing calls for vulnerable pupils will be undertaken as per lockdown. • School leaders to be visible and 'checking in' - assemblies, PSHE, targeted pastoral support for vulnerable children and those that may have experienced loss, support for staff members etc. • Re-establish behaviour expectations, how we speak to each other, how we treat each other and our attitude to being in school. • Ensure that children have safe spaces to talk about their experiences during the lockdown with trusted adults. • Re-establish pupil leadership roles and other key school community initiatives and procedures. • Re-engage in community activities such as the school's community council and other social actions. • Re-visit creative ways of exploring spirituality and prayer and offer opportunities for spontaneous prayer. 	<p>Learning Coach – Costs allocated under 'one to one and small group tuition.'</p> <p>(Everything else allocated within the school budget).</p>	<p>Social and Emotional Learning +4 Months</p>	<p>SLT</p> <p>QA: Govs</p>	<ul style="list-style-type: none"> • Transition arrangements enable new starters as well as current pupils seamlessly integrate into school life as supportively as possible. • Plans enable more pupils and staff to return to school safely. • Strategies enable the school community to recover quickly from the impact of the pandemic and return to normal routines as soon as possible. • The wellbeing of the school community has been a priority. • School leaders have managed to maintain the school's positive and supportive culture. 	
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	<ul style="list-style-type: none"> • Daily class visits from senior leaders to remind pupils all is well, creating a safe environment, reminding them they are loved and cared for. With this they are reminded of respect for each other, love for each other and what that looks like again, thus re-creating the ethos and culture we had. This will move on to attitude to learning. • Ensure all playing is supervised and scaffolded, at every opportunity reminding children how we play together, compromise, share and work together just as we did before. • Utilise the Leeds Diocesan one-page reflection opportunities on the theme of wellbeing as well as other shared resources. 					
<p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition 	<ul style="list-style-type: none"> • Increase TA support to focus on delivering same day intervention that is consistent and always available at the designated times. • Increase teaching assistant support to ensure adequate time and consistency in the delivery of focussed/responsive intervention based on quality question level analysis as part of the school's assessment and pupil progress strategy. 	<p>£10,311 Increase in Teaching Assistant / Learning Coach hours (+19.5)</p> <p>(Everything else allocated within the school budget).</p>	<p>1-1 Tuition +5 Months Small Group Tuition +4 Months Teaching Assistants +1 Months</p>	<p>SLT QA: Govs</p>	<ul style="list-style-type: none"> • High quality 1-1 and small group intervention has been effective as a catch-up strategy. • Communication between support staff and teaching staff has enabled pupil progress to be accelerated. • As a result of consistent, school-based staff, relationships have enabled pupils to catch up whilst being guided by the school. • Training for staff around specific aspects of intervention work has produced positive outcomes. 	

<p>Targeted approaches</p> <ul style="list-style-type: none"> Intervention programmes 	<ul style="list-style-type: none"> Effective intervention must follow assessment to ensure that support is well-targeted and to monitor pupil progress. Purchase a Shine subscription – A 3-step solution designed to seamlessly assess understanding, identify knowledge gaps and deliver targeted individual and group intervention activities for the areas of weakness demonstrated in pupils’ diagnostic test results. Targeted Interventions for Primary Reading and Maths. Boxall profile will be used to provide intervention for pupil’s behaviour, social and emotional needs. A wellbeing and attitudes to learning survey and strategy system will be rolled out across KS2 to assess attitudes to learning and allow implementation of evidence-based strategies to help improve positivity, motivation, self-efficiency and resilience. Apply for the National Tutoring Programme funding to enable the school to adopt the Nuffield Early Language Intervention (NELI) programme and the associated training with speech and Language experts. SENDCo to review provision for pupils on the SEND register and ensure focussed interventions are implemented. 	<p>£720 Shine Subscription</p> <p>£250 Wellbeing and Attitudes Survey Subscription</p> <p>£500 Boxall Profile</p> <p>NELI Early Language Intervention (National Tutoring Programme Funding)</p> <p>(Everything else allocated within the school budget).</p>	<p>1-1 Tuition +5 Months Small Group Tuition +4 Months</p>	<p>SLT</p> <p>QA: Govs</p>	<ul style="list-style-type: none"> Structured interventions enable the pupils who have fallen furthest behind to catch up. As a result of securing literacy skills through structured interventions, pupils are ready for the next stage in their transition. Pupils have been supported with any identified behaviour, social and emotional needs. Early years pupils are supported to improve oral language skills and those at risk of experiencing difficulties with reading thrive. 	
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<p>Targeted approaches</p> <ul style="list-style-type: none"> • Extended school time 	<ul style="list-style-type: none"> • Provide after school booster groups that are targeted and specific for Year 6 pupils. • Teachers to provide additional catch up work for pupils attending breakfast club where identified. 	<p>(Allocated within the school budget).</p>	<p>Extending School Time +2 Months</p>	<p>SLT QA: Govs</p>	<ul style="list-style-type: none"> • As a result of securing literacy skills through structured interventions, pupils are ready for the next stage in their transition. 	
<p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers 	<ul style="list-style-type: none"> • Swift and efficient routines need to be established at each stage of the phased reopening to provide staff and pupils a sense of comfort. However, some families may struggle and it is important for the school to acknowledge this and offer help where needed. • Continue the use of Google Classroom as a home learning tool but also to provide work for pupils self-isolating and prepare for any additional lockdowns. • Continue to prioritise pastoral support to pupils and families. This will include a continued focus on providing regular and supportive communications with parents, especially to support attendance and engagement with learning. • Invest further in the teachers2parents system adding not only second contacts to the text message service system but also upgrading to the email system. • Purchase a Zoom account allowing more than 100 participants. 	<p>£200 Zoom +100 participants (Everything else allocated within the school budget).</p>	<p>Parental Engagement +3 Months Homework + 2 Months</p>	<p>SLT QA: Govs</p>	<ul style="list-style-type: none"> • School and families continue to work together. • Pastoral support impacts positively on progress as a consequence of removing barriers. • Absence rates are well below the national average. Pupils are engaged and ready for learning. • Communication systems are strong. • Children feel reconnected to the 'normal' of school and a sense of community and belonging is re-established. 	

<p>Wider strategies</p> <ul style="list-style-type: none"> Access to technology 	<ul style="list-style-type: none"> Funding to be reserved for technological support/investment. This could include support for pupils accessing technology at home, facilitating online learning tuition or support or purchasing equipment to enhance the opportunities to reconnect as a wider school community. Staff to collaborate and discuss the best ways of using technology to support learning. 	<p>£1800 Funding for technological support / investment</p> <p>(Everything else allocated within the school budget).</p>	<p>Digital Technology +4 Months</p>	<p>SLT</p> <p>QA: Govs</p>	<ul style="list-style-type: none"> Access to technology is not a barrier to learning and engagement. Technology adds to the elements of effective learning. 	
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