

1 Teaching

Continued professional development

Teachers will benefit from increased professional development opportunities to ensure they are well equipped to ensure that children continue to access the full curriculum. CPDL topics include:

- A high-quality blended approach
- Expert subject leadership

Curriculum

The content and structure of a curriculum provides the framework for successful learning. Applying a strategic approach to curriculum planning supports all pupils to access and succeed in their learning.

- Curriculum design
- Sequencing, linking & schema
- Academic literacy

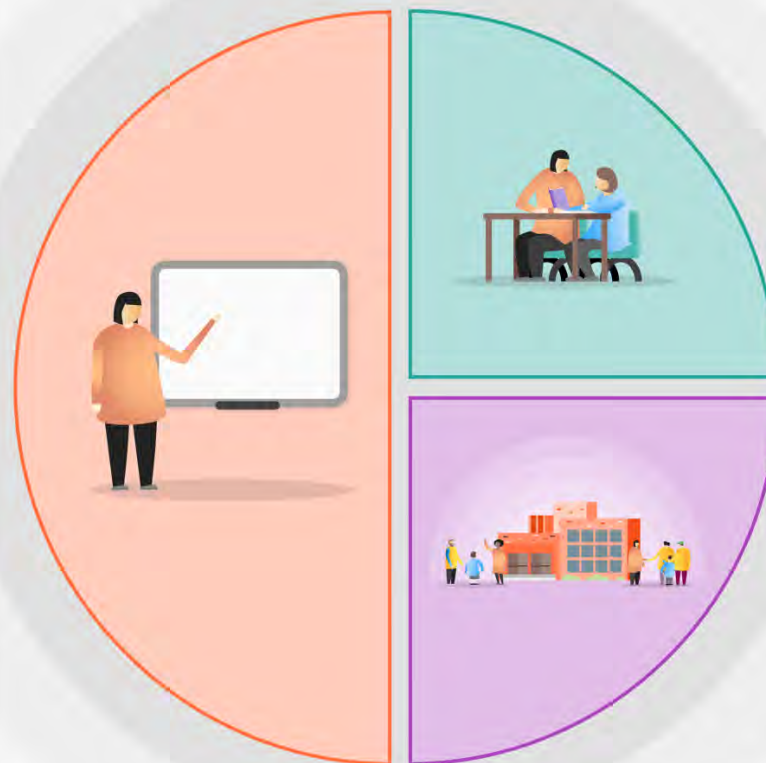
Assessment

Assessment underpins good teaching. Gaining insights into how much a pupil has understood and is able to do creates the opportunity for adaptive teaching that is responsive to the needs of all learners.

- Formative assessment
- Feedback

Thrive

Creating an inclusive learning environment in which pupils' feel safe helps to support learning and personal development. Establishing a positive, predictable and inclusive classroom culture through high expectations and consistent routines establishes the foundations for learning.



Aims:

- *To reduce the attainment gap between our disadvantaged pupils and their peers.
- *To raise the attainment of all pupils to close the gap created by the pandemic and meet or exceed national averages and expectations by age.

2 Targeted academic support

• 1:1 /small group tutoring

Utilising centrally recruited teaching assistants to support catch-up style tutoring.

• Pre-teaching

This strategy involves teaching students' concepts or skills prior to a lesson on the subject.

• **Appropriate reading and writing interventions**, delivered by support staff who are trained experts.

• **Purchasing phonetically decodable books and participating in phonics training (whole staff teaching team).**

3 Wider strategies

• IT to support live learning and CPDL

Ensuring that teachers have access to iPads through which they can deliver blended learning, including recorded lessons via Teams.

• **IT loans and guidance for families**
Identifying families without access to a meaningful device and or access to the internet and ensuring they receive the technology they require.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	298	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	Number on roll (298) x £80 = £23,840	Subsidied by academy trust to a total of:	£40,000
		Total spend:	£38, 951

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Poor oral language skills with limited understanding of a wide range of a vocabulary. These issues will have been exasperated if children have not been regularly exposed to good language role models, been taught new vocabulary or expected to speak in full and correct sentences.
B	Not being a fluent reader, which can impact on the learning of our curriculum. Those without daily opportunities to read appropriate texts at home will have been disadvantaged.
C	Low emotional resilience – lack of access to Thrive provision may have caused emotional development to pause or stagnate.
ADDITIONAL BARRIERS	
External barriers:	
D	Attendance in school – the academy has remained open throughout the pandemic but mostly to vulnerable and critical worker groups.
E	Lack of educational experience of parents meaning support for learning at home is varied.
F	Parents and children may be less engaged in live learning than they are when in school.

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Continued professional development to support a high-quality blended approach during the pandemic.	Teachers are well supported to effectively enact the full curriculum both on site and at distance.	EEF PP report June 2010 recommends schools take a tiered approach with teaching being the top priority, including professional development, training and support for early career teachers.	Regular support and challenge from central academy trust team. This is monitored through a variety of trust wide mechanisms- including but not limited to: ARMS (academy review meetings), ARVS (academy review visits) and Academy council and scrutiny panels.	Principal: KR	At least termly x 6
Professional development for our subject leaders to become experts within the CLF 3-19 curriculum.	Subject leaders understand our states of being and act as experts in the understanding of progression and pedagogy within their subject within Primary phase and beyond.			Principal: KR	At least termly x 6

<p>Continued professional development in line with academy improvement priorities which support effective blended learning support.</p> <p>Increased subject knowledge for staff across school including planning and accurate assessment.</p>	<p>Good quality of teaching ensures that needs are well met and our curriculum is well taught.</p> <p>To reduce the attainment gap between our disadvantaged pupils and their peers.</p> <p>To raise the attainment of all pupils to close the gap created by the pandemic.</p>	<p>EEF PP report June 2010 recommends schools take a tiered approach with teaching being the top priority, including professional development, training and support for early career teachers.</p> <p>The EEF guide: Best evidence on supporting students to learn remotely states that <i>'Teaching quality is more important than how lessons are delivered'</i></p>	<p>SLT in 10th Day Planning with year group teachers</p> <p>Primary Academy Collaboration (PAC) / Continuing Professional Development and Learning (CPDL) – staff meetings</p> <p>Developmental Drop Ins (DDI)</p> <p>Core Team Meetings (CTM)</p> <p>Term 5 data collection</p> <p>DDIS (development drop-ins) used by a variety of leaders to develop our approach to QTF</p>	<p>KR/KC</p>	<p>Ongoing Term 5 data collection</p>
<p>Embed a Thrive approach to supporting meeting emotional need/dysregulation across the school</p>	<p>Recovery Curriculum on the AIP</p>	<p>Teacher assessments show that there are gaps in development.</p> <p>EEF – Social & emotional +5 EEF – metacognition & self-regulation +7</p>	<p>Timetables show it is being taught</p> <p>Academy Review Meetings Academy Review Visits</p> <p>DDI - focus on adults demonstrate that they are believers in human potential, clear learning intention based on identified need.</p> <p>Monitoring of whole class thrive screen % increase</p>	<p>SLT</p>	<p>Termly Through DDI Teacher/Pupil voice</p>

<p>Phonics CPDL and close work with our infant feeder school to ensure effective transition as readers. Purchase of phonetically decodable texts to support implementation of this.</p>	<p>Children who are not yet reading at ARE make progress to reach ARE.</p>	<p>EEF Reading Interventions +6 months EEF phonics 4+ months</p>	<p>Phonics Training for all staff via English Hub (experts)</p> <p>Regular discussions in phases to follow on from whole academy phonics training.</p> <p>DDIs for those teaching phonics (IJ y3)</p>	<p>KM/IJ</p>	<p>Ongoing Term 5 data collection</p>
<p>Total budgeted cost:</p>				<p>Phonics training: English Hub: FREE Decodable books: £2644</p>	

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To ensure children return to learning quickly after periods of absence/learning at home.	Children's emotional, social and academic needs are met swiftly on return to school meaning they receive the right support to return to learning in school.	<p>The investment of the trust into expertise to support the recovery of education for all has included work with Barry Carpenter, Professor in Mental Health at Oxford Brookes University.</p> <p>A thorough approach to support pupils on return to school has also been advocated by the EEF, who state that 'All pupils will need support to transition back to school'.</p>	Regular support and challenge from central academy trust team. This is monitored through a variety of trust wide mechanisms- including but not limited to: ARMS (academy review meetings), ARVS (academy review visits) and Academy council and scrutiny panels.	KR KM KC	Regular formative assessment in the classroom. At least termly at data collection points.
<p>Central recruitment of qualified teachers and tutors through the NTP to support pupils to catch-up on missed learning.</p> <p>Applicants have been recruited through a centrally organised process which has included academy leaders and also interviews with leaders experienced in our central curriculum and raising attainment strategies.</p>	<p>To reduce the attainment gap between our disadvantaged pupils and their peers. To raise the attainment of all pupils to close the gap created by the pandemic.</p>	<p>EEF supports the NTP.</p> <p>EEF state that 'Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective.'</p> <p>EEF small group tuition +4 months.</p>			

<p>1:1 /small group tutoring Utilising centrally recruited teaching assistants to support PiXL approach “Find the gap: plug the gap” to be used to target key marginals and monitor progress. This is implemented in all year groups throughout the school.</p> <p>These sessions will be brief (15-45 mins), frequent (3 to 5 times per week) and sustained (8 to 20 weeks).</p>	<p>To reduce the attainment gap between our disadvantaged pupils and their peers. To raise the attainment of all pupils to close the gap created by the pandemic.</p>	<p>PiXL aims to support the promotion of excellence for pupils. One of the strategic approach’s PiXL promote within everyday teaching, is through effective use of data to sharpen the focus on the key gaps in students learning, and then the implementation of specific personalised intervention for each student to enhance standards. This is achieved through, what PiXL term DTT (diagnosis, therapy and testing) and is essentially a cohesive formalised AfL approach.</p> <p>EEF Feedback 8+ months</p>	<p>Core team meetings are held on a fortnightly basis to review and monitor progress. This are conducted in collaboration with SLT. Therapies are delivered for children identified as falling behind, including PP children.</p>	<p>TR KM</p>	<p>DDI cycles</p> <p>DOYA data drops (terms 4, 5 and 6)</p>
<p>Pre-teaching This strategy involves teaching students concepts or skills prior to a lesson on the subject. Examples can include teaching new vocabulary items related to a lesson or explaining new maths concepts prior to a maths lesson. Pre-teaching will be delivered by class teachers in an extension to the school day twice a week. Children identified in Core Team Meetings and PP children will be invited to attend.</p>	<p>To reduce the attainment gap between our disadvantaged pupils and their peers. To raise the attainment of all pupils to close the gap created by the pandemic.</p>	<p>Many of our learners speak English as a second language and we need to ensure that they fully understanding the subject specific vocabulary or have access support which broadens their vocabulary to be able to succeed.</p> <p>In addition, the pre-teaching of mathematical concepts lightens the cognitive load for our children and ensures that they enter maths lessons feeling confident.</p> <p>EEF Reading Interventions +6 months</p>	<p>Core team meetings are held on a fortnightly basis to review and monitor progress. This are conducted in collaboration with SLT. Our approach to supporting effective T&L includes regular and continued support for teaching and learning and ties into our performance management approach.</p>	<p>TR KM</p>	<p>DDI cycles</p> <p>Core Team Meetings</p> <p>DOYA data drops (terms 4, 5 and 6)</p>

<p>Purchasing phonetically decodable books Access to high quality, phonetically decodable texts that support children to become fluent readers and have a suitable level of interest and engagement for the age of the child.</p>	<p>Children who are not yet reading at ARE make progress to reach ARE.</p>	<p>For our children who cannot yet read fluently we need to ensure that, as well as receiving the appropriate intervention (see below) they have access to the correct stage reading books. We have matched our training and text choices to that used by the Infant's school in order to support transition.</p> <p>EEF Reading interventions 6+</p>	<p>Regular discussions in phases to follow on from whole academy phonics training.</p> <p>DDIs for those teaching phonics (IJ y3)</p>	<p>KM</p>	<p>Ongoing Term 5 data collection</p>
<p>Ensuring those working at an earlier stage receive intervention to close gap with their non-disadvantaged peers. Our support staff are trained in assessing children and delivering appropriate interventions including: Units of sounds Project X code Read Write Inc Nessy These interventions will be used for children who cannot yet access PiXI interventions due to the stage of their development, prior to the child accessing a PiXL intervention.</p>	<p>Teaching assistants to support delivery of English and Maths in morning</p> <p>Targeted support in Amber class to meet the needs of LAP</p>	<p>EEF Teaching assistants +1</p>	<p>Effective line management, reviews of pupil progress.</p>	<p>TR Teaching staff</p>	<p>Termly</p>
<p>Total budgeted cost:</p>					<p>RWI books sets: £1571 Teaching assistant salaries: £27,136</p>

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Central procurement and management of IT resources.	To ensure that no child is without the technology they need to access the high-quality curriculum on offer from the academy.	The EEF guide: Best evidence on supporting students to learn remotely states that: <i>'Ensuring access to technology is key, especially for disadvantaged pupils'</i>	<p>There is a dedicated IT team that works across the trust to support effective use and distribution of technology to where it is most needed.</p> <p>This has included central procurement of laptops, iPads and resources to support WIFI during lockdown and also during periods of isolation for individuals, bubbles and cohorts.</p>	CLF lead: AL Academy lead: OO	<p>Allocation of devices is reviewed at least weekly by the central team.</p> <p>Engagement with learning is reviewed daily by the academy.</p>

<p>IT to support live learning and CPDL Ensuring that teachers have access to iPads through which they can deliver blended learning, including recorded lessons via Teams.</p> <p>Each teacher will have an iPad and CPDL on how to use this effectively to record lesson inputs or whole lessons. These recordings will be shared with children who cannot access school. In addition, the teachers can use the iPad to access Teams remotely and run live learning sessions which will include instruction, guided practice and independent practice.</p>	<p>To reduce the attainment gap between our disadvantaged pupils and their peers. To raise the attainment of all pupils to close the gap created by the pandemic.</p> <p>To continue to deliver the full curriculum through our blended offer.</p>	<p>Learning will be uploaded, and teachers will provide feedback.</p> <p>EEF Digital technology +4 months</p>	<p>Effective line management, reviews of pupil progress. Core team meetings are held on a fortnightly basis to review and monitor progress. This are conducted in collaboration with SLT. Our approach to supporting effective T&L includes regular and continued support for teaching and learning and ties into our performance management approach.</p>	<p>KC/KR/K M</p>	<p>Ongoing DDI cycle</p>
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<p>IT loans and guidance for families Identifying families without access to a meaningful device and or access to the internet.</p>		<p>The best people to teach our children are their teachers, who know them best and are able to plan appropriate learning to support their next steps. The most efficient way for them to support children to learn at distance is online.</p> <p><i>'Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children'</i></p> <p>EEF Covid resource pack</p>	<p>Regular check-ins and discussions with the DSL – generated from a combination of our records and regular technology surveys, our vulnerable lists and our daily engagement tracker.</p>	<p>KC/KR/K M</p>	<p>Ongoing DDI cycle</p>
<p>Total budgeted cost:</p>					<p>iPads £5100</p>