

# 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

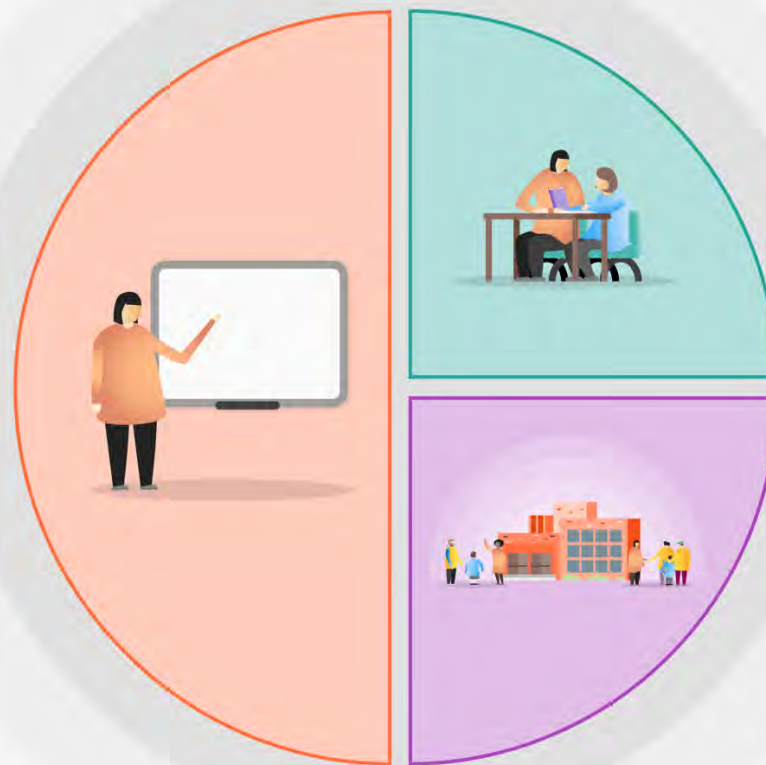
## Assessment

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 high interest iReading Age books**

# 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:	<b>£40,000</b>
		Total spend:	<b>£38, 951</b>

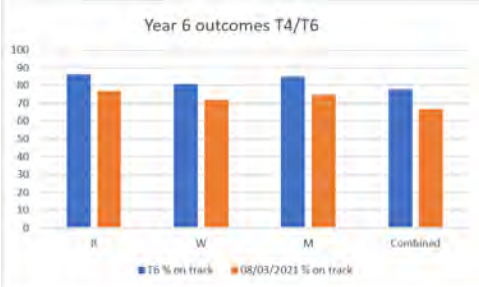

## Barriers to learning

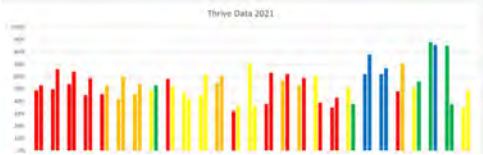
BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Poor oral language skills with limited understanding of a wide range of a vocabulary. These issues will have been exasperated if children have not been regularly exposed to good language role models, been taught new vocabulary or expected to speak 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.

# Evaluation of expenditure for 2020/21 spend

Quality of teaching for all																																																																																			
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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	<p>Engagement throughout pandemic period in live learning has been high due to a rigorous tracking procedure and check-ins before 10am for all pupils who were not present during periods of live learning.</p> <p>The full breadth of curriculum was taught at distance.</p> <p>See charts below for example of data collected and group analysis of this:</p> <div data-bbox="1601 1085 2083 1236"> <p><b>Pupil Premium</b></p> <table border="1"> <thead> <tr> <th></th> <th>Primary</th> <th>Secondary</th> <th>Primary/Secondary</th> <th>Free</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Primary</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>87%</td> <td>2%</td> </tr> <tr> <td>Secondary</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>57%</td> </tr> <tr> <td>Primary/Secondary</td> <td>70%</td> <td>80%</td> <td>100%</td> <td>50%</td> <td>54%</td> </tr> <tr> <td>Free</td> <td>100%</td> <td>80%</td> <td>100%</td> <td>100%</td> <td>57%</td> </tr> <tr> <td>Green</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>79%</td> <td>0%</td> </tr> <tr> <td>Amber</td> <td>80%</td> <td>73%</td> <td>80%</td> <td>27%</td> <td>80%</td> </tr> <tr> <td>Orange</td> <td>100%</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> </tr> <tr> <td>Yellow</td> <td>100%</td> <td>71%</td> <td>57%</td> <td>71%</td> <td>71%</td> </tr> <tr> <td>Red</td> <td>8%</td> <td>100%</td> <td>8%</td> <td>78%</td> <td>44%</td> </tr> <tr> <td>Purple</td> <td>8%</td> <td>100%</td> <td>17%</td> <td>78%</td> <td>37%</td> </tr> <tr> <td>Unset</td> <td>78%</td> <td>100%</td> <td>78%</td> <td>67%</td> <td>78%</td> </tr> <tr> <td>All</td> <td>87%</td> <td>80%</td> <td>80%</td> <td>69%</td> <td>61%</td> </tr> </tbody> </table> <p><b>PP Cost Breakdown (Monday, All)</b></p> <p>Legend: 87% (Green), 10% (Amber), 3% (Orange), 0% (Yellow), 0% (Red), 0% (Purple), 0% (Unset)</p> </div> <p>Teachers have been ready to begin live learning at the latest the day after a bubble closure.</p>		Primary	Secondary	Primary/Secondary	Free	Total	Primary	100%	100%	100%	87%	2%	Secondary	100%	100%	100%	100%	57%	Primary/Secondary	70%	80%	100%	50%	54%	Free	100%	80%	100%	100%	57%	Green	100%	100%	100%	79%	0%	Amber	80%	73%	80%	27%	80%	Orange	100%	80%	80%	80%	80%	Yellow	100%	71%	57%	71%	71%	Red	8%	100%	8%	78%	44%	Purple	8%	100%	17%	78%	37%	Unset	78%	100%	78%	67%	78%	All	87%	80%	80%	69%	61%
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<p>Professional development for our subject leaders to become experts within the CLF 3-19 curriculum.</p>	<p>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.</p>			<p>Principal: KR</p>	<p>Subject leaders are developing their awareness of implementation of the CLF curriculum at Summerhill. They have written action plans, triple I statements and many have engaged in enactment walks through the academy to support their understanding of where pedagogy is leading to knowledge being retained long-term (Science, History, Geography, Art, PE, Reading, Writing, Maths have all participated in learning walks)</p>
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<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 10<sup>th</sup> 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><b>Data for Y6 shows the improvements between T4 (08.03.21) and T6 across all subjects:</b></p>  <table border="1"> <caption>Year 6 outcomes T4/T6</caption> <thead> <tr> <th>Subject</th> <th>T6 % on track</th> <th>08/03/2021 % on track</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>85</td> <td>75</td> </tr> <tr> <td>W</td> <td>80</td> <td>70</td> </tr> <tr> <td>M</td> <td>85</td> <td>75</td> </tr> <tr> <td>Combined</td> <td>78</td> <td>65</td> </tr> </tbody> </table> <p><b>Data for reading for children in receipt of PP funding shows the improvements between T4 (08.03.21) and T6 in all year groups:</b></p>  <table border="1"> <caption>PP reading results</caption> <thead> <tr> <th>Year Group</th> <th>T6 % on track</th> <th>08/03/2021 % on track</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>65</td> <td>55</td> </tr> <tr> <td>4</td> <td>65</td> <td>45</td> </tr> <tr> <td>5</td> <td>40</td> <td>25</td> </tr> <tr> <td>6</td> <td>75</td> <td>55</td> </tr> </tbody> </table>	Subject	T6 % on track	08/03/2021 % on track	R	85	75	W	80	70	M	85	75	Combined	78	65	Year Group	T6 % on track	08/03/2021 % on track	3	65	55	4	65	45	5	40	25	6	75	55
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<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 &amp; emotional +5 EEF – metacognition &amp; 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>Thrive data is analysed termly to evaluate impact, below charts show progress made by individuals during pandemic:</p>  <table border="1" data-bbox="1621 555 2074 839"> <thead> <tr> <th colspan="3">The Six Developmental Strands</th> </tr> </thead> <tbody> <tr> <td>Being</td> <td><span style="color: red;">■</span></td> <td>0 - 6 months</td> </tr> <tr> <td>Doing</td> <td><span style="color: orange;">■</span></td> <td>6 - 18 months</td> </tr> <tr> <td>Thinking</td> <td><span style="color: yellow;">■</span></td> <td>18 months - 3 year</td> </tr> <tr> <td>Power &amp; Identity</td> <td><span style="color: green;">■</span></td> <td>3 years - 7 years</td> </tr> <tr> <td>Skills &amp; Structure</td> <td><span style="color: blue;">■</span></td> <td>7 years – 11 years</td> </tr> </tbody> </table>	The Six Developmental Strands			Being	<span style="color: red;">■</span>	0 - 6 months	Doing	<span style="color: orange;">■</span>	6 - 18 months	Thinking	<span style="color: yellow;">■</span>	18 months - 3 year	Power & Identity	<span style="color: green;">■</span>	3 years - 7 years	Skills & Structure	<span style="color: blue;">■</span>	7 years – 11 years
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<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>Phonetically decodable texts purchased and being well used to meet need.</p> <p>Transition work with infants school has been a success despite the difficulties due to Covid, use of IT and positive relationships have been key here.</p> <p>Phonics Switch on Intervention groups (individuals in years 3-5) all made between 23-33 months progress in 10 weeks.</p> <p>Phonics taught group (yr3, 15 children) all made more progress than was expected in learning the sounds and applying this knowledge. Over 50% (8) made significantly more progress than expected. The Phonics scheme was completed for the year 3 group.</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	Evaluation
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	KR KM KC	Children at Summerhill have returned well. Emotional and social aspects of catch-up have been addressed through whole class support and also targeted intervention where necessary Attendance on return was high (97.1% for first two weeks back) which enabled swift assessment of need and intervention as required.



<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>review visits) and Academy council and scrutiny panels.</p>	<p>KR KM KC</p>	<p>Regular formative assessment in the classroom has been a focus of our CPDL and feed forward forms have been introduced to support this as a system.</p> <p>Fortnightly core team meetings ensure that progress is discussed formally with key stakeholders (teacher/SENCo/phase leader) and areas for improvement are identified and acted upon swiftly (monitored at next CTM and through DDI approach).</p> <p>Impact has been seen in all year groups, specifically those where additional support was targeted (years 4,5 and 6):</p>  <table border="1"> <caption>% ARE re-opening and T6</caption> <thead> <tr> <th>Year</th> <th>Category</th> <th>14 (%)</th> <th>16 (%)</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Year 3</td> <td>All</td> <td>~70</td> <td>~70</td> </tr> <tr> <td>PP</td> <td>~60</td> <td>~55</td> </tr> <tr> <td rowspan="2">Year 4</td> <td>All</td> <td>~55</td> <td>~65</td> </tr> <tr> <td>PP</td> <td>~35</td> <td>~45</td> </tr> <tr> <td rowspan="2">Year 5</td> <td>All</td> <td>~55</td> <td>~65</td> </tr> <tr> <td>PP</td> <td>~20</td> <td>~25</td> </tr> <tr> <td rowspan="2">Year 6</td> <td>All</td> <td>~70</td> <td>~80</td> </tr> <tr> <td>PP</td> <td>~45</td> <td>~65</td> </tr> </tbody> </table>	Year	Category	14 (%)	16 (%)	Year 3	All	~70	~70	PP	~60	~55	Year 4	All	~55	~65	PP	~35	~45	Year 5	All	~55	~65	PP	~20	~25	Year 6	All	~70	~80	PP	~45	~65
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<p><b>1:1 /small group tutoring</b> 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><a href="#">SEE ABOVE DATA</a></p>
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<p><b>Pre-teaching</b>  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.  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&amp;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>Year 6 outcomes T4/T6</p> <table border="1" data-bbox="1608 480 2085 743"> <thead> <tr> <th>Year</th> <th>T6 % on track</th> <th>08/03/2021 % on track</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>86</td> <td>77</td> </tr> <tr> <td>W</td> <td>81</td> <td>72</td> </tr> <tr> <td>M</td> <td>85</td> <td>75</td> </tr> <tr> <td>Combined</td> <td>78</td> <td>67</td> </tr> </tbody> </table> 	Year	T6 % on track	08/03/2021 % on track	R	86	77	W	81	72	M	85	75	Combined	78	67
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<p><b>Purchasing high interest iReading Age books</b> 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 which provide an appropriate level of interest for their age as we want our children to be able to read fluently, comprehend well and develop a love of reading.</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> <table border="1" data-bbox="1608 309 2085 536"> <thead> <tr> <th>Year</th> <th>T6 % on track</th> <th>08/03/2021 % on track</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>65</td> <td>55</td> </tr> <tr> <td>4</td> <td>65</td> <td>45</td> </tr> <tr> <td>5</td> <td>42</td> <td>24</td> </tr> <tr> <td>6</td> <td>76</td> <td>54</td> </tr> </tbody> </table> 	Year	T6 % on track	08/03/2021 % on track	3	65	55	4	65	45	5	42	24	6	76	54
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<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   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   <a href="#">Case studies show improvements</a>   <b>SEE ABOVE DATA</b></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	Evaluation
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>	<p>CLF lead: AL</p> <p>Academy lead: OO</p>	See above charts re:engagement. This has been tracked daily throughout lockdown with a live learning offer in place throughout the entirety of lockdown 3.

<p><b>IT to support live learning and CPDL</b>  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&amp;L includes regular and continued support for teaching and learning and ties into our performance management approach.</p>	<p>KC/KR/KM</p>	<p>Ongoing DDI cycle</p>
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<p><b>IT loans and guidance for families</b> 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/KM</p>	<p>Ongoing DDI cycle</p>
<p>Total budgeted cost:</p>					<p>iPads £5100</p>



