

PERSON RESPONSIBLE/LEAD TEACHER: David Johnson/Michelle Crowe

What are we aiming to achieve?

- Identify which pupils have been most negatively affected (academic/emotional) by the closure of the school in lockdown (Summer Term 2020)
- Identify what strategies and interventions (curriculum and emotional wellbeing based) can be put in place to enable pupils to bridge gaps in learning and get the back on track
- Introduce a range of interventions within the school day, after school and during holidays to enable pupils to make up for lost time.
- Train Staff to deliver high quality interventions to individual and small groups of pupils to bridge gaps in learning (purchase relevant support materials/resources/equipment).
- Improve the quality of classroom whole class teaching in Numeracy and Literacy by training teaching and support staff and increasing planning/meeting time.

What are we going to do? (Planned observations/pupil interviews/book trawls/planning audits/Staff development)	Why?	When?	Cost/ budget
Baseline assess all pupils from Reception to Y6 before the end of Week 6 (Fri 16 th Oct) to identify: <ul style="list-style-type: none"> • Academic gaps in learning - end of Autumn A tests in Maths, reading, spelling and P&G, writing. Compare the formal test results to Spring A 2020 and identify which pupils have made least progress. • Gaps in social, emotional development - complete wellbeing assessments on all pupils to identify areas of need. 	Identify most affected pupils and begin to plan most relevant interventions and catch up programme.	Autumn A 2020 - by the end of Week 5 (Fri 9 th Oct)	Staffing hours as available.
Diagnostically assess results from baseline assessments in order to identify the most negatively affected pupils in each cohort - which children have made the least progress over the 4 half terms? Which children have identified that they have developed weaknesses in engagement, wellbeing and confidence, which pupils have staff also identified as having been most negatively affected (see threshold criteria below).	Enable staff to target most vulnerable children who have been most negatively affected either mentally or academically from the period off lockdown.	Autumn A - Week 6	Identify highest need pupils and which of those are disadvantaged. Prioritise NTP 1:1 intervention as a priority. Use remaining budget to support non-

			disadvantaged pupils in house who have been most negatively affected.
<p>Put in place intervention and support, this will include:</p> <ul style="list-style-type: none"> National Tutoring Programme for the most disadvantaged pupils (Pupil Premium, LAC, SEND). Registered interest online (Sept 20). In school Intervention Programmes with Learning Passports - small group and one to one. Afternoons and after school sessions. Matt Jones to provide 12 x 1 hour 1:1 session for pupils in KS2 in Autumn A & B half terms, these will run every week and pupils will attend for 6 week blocks only. Nurture sessions will focus on children who are vulnerable and have already been identified as having had a negative impact on wellbeing from lockdown by parents/staff. Programmes will focus on nurture activities, resilience and confidence and will use some CBT principles. Pupils will be identified using results of the Pupil Wellbeing Assessments taken by all pupils. Small group math's interventions, also run by Matt Jones, will support up to 3 pupils by bridging gaps in learning identified by formative assessment in class and end of half term summative tests. During the week there will be 3 small group sessions running, two during the afternoons and one immediately after school. Class Teachers will also run after school small group intervention sessions for an hour per week. These sessions will run for 6 weeks and then new pupils will be identified to join. Small group sessions will focus on Literacy, reading or writing and in some cases both. Children will bridge gaps in learning identified through teacher assessment. Ideally 2 different intervention groups will run simultaneously during each term to enable maximum impact on vulnerable pupils early on in the year. Initially sessions will be for upper KS2 pupils and they will gradually move down the age ranges towards KS1 in the summer term. Reception Early Language Programme - interest registered online in Sept 20. Run holiday Clubs/Sports Camps throughout the year to provide additional active and social learning opportunities for pupils. Clubs will be provided to pupils across the school during school holidays, starting with 3 week Fit4School Sports Camp in the summer holiday 2020 (July & Aug). Subsequent sessions will run through Easter and the Whitsun holiday periods. The school will subsidise the cost for all parents and pay in full for families with children receiving pupil premium funding. 	<p>Bridge gaps in pupils learning created during time lost in 19-20 academic year. Build confidence in pupils that have developed mental health/wellbeing issues during lockdown. Ensure children are back on track from starting point in Spring 20. Ensure all Y1 pupils have rich vocabulary, in line with pupils leaving Rec in previous years.</p> <p>Enable pupils to rebuild relationships and socialise with other children, keep active during holiday periods and enable key worker parents to attend work.</p>	<p>Autumn A Term - 6 x 1 hour sessions for 5 KS2 pupils.</p> <p>15 days in summer holiday 2020. Easter, Whit and summer 21.</p>	<p>30 hours of MJ teaching time - £600 per half term.</p> <p>Other Teachers approx. £150 per half term.</p> <p>Between £25 and £30 staffing costs per hourly session.</p> <p>Fit4School - £1500 Summer reserving £2500 for remainder of year.</p>

<p>Put in place Staff Professional Development, this will include:</p> <ul style="list-style-type: none"> • Alan Peat - Language for Writing online CPD training for all teaching and support staff - January 2021 (TED). • Narrowing the Gap - Maths' online training for all teaching and support staff- Autumn Term 2020 (Nov) after school twilight session. • White Rose Variation Training & Materials - Autumn & Spring Term 20/21. • Precision Teaching for Support Staff used with SEND and Low ability pupils - The School Psychology Service. • Emotional Literacy Support Programme and Resources for vulnerable learners. • Whole School Wellbeing Class Daily Assemblies resources to build confidence, resilience and support recovery 	<p>Improve language skills used in non-fiction writing during class activities and interventions.</p> <p>Improve mastery math's skills and enable bridging of gaps in basic skills via focussed intervention.</p> <p>Math's Mastery resources to enhance whole class math's teaching and interventions.</p> <p>1:1 focussed daily intervention to support SEND and lower ability pupils in core subjects.</p> <p>Nurture and wellbeing resources and strategies for use within small group/individual interventions for vulnerable pupils.</p> <p>Build growth mind-set in all pupils, provide daily wellbeing support in class.</p>	<p>Spring Term A 2021.</p> <p>Autumn Term 2020.</p> <p>Autumn & Spring Terms 20/21.</p> <p>Autumn Term 20.</p> <p>Autumn Term 20.</p> <p>Autumn Term onwards</p>	<p>£650 training fee.</p> <p>£50.</p> <p>£99</p> <p>£50</p> <p>£100</p> <p>£100</p>
<p>Main Classroom TAs will also be paid for an additional hour each week (20 weeks) to enable them to meet with the Class Teacher to review, plan and evaluate classroom intervention as they progress. Teachers and TAs will meet after school on a Monday or Thursday in school.</p>	<p>To improve the quality and focus of provision/interventions, enabling the changing needs of pupils (following teacher assessment) to be met.</p>	<p>Commencing Dec 2020 - July 21.</p>	<p>£15,550</p>

Threshold Criteria for prioritising intervention:

- *Disadvantaged - PP/SEND /LAC*
- *Below expected progress over 4 terms in R/W/M/SP&G*
- *Weakness in engagement, wellbeing & confidence - pupils self-identification*
- *Weakness in engagement, wellbeing & confidence - Staff identification*
- *Poor engagement in online learning during lock-down (Summer 20).*
- *Poor or limited attendance in Autumn & Spring Terms.*

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