

## Catch up barriers identified through assessment-formal and informal Read in conjunction with the School Development Plan 2020-2021

IN-SCHOOL BARRIERS	
A	All pupils away from school for 6 months-varying home learning experiences.
B	Reading-many pupils behind with reading as no practise over lockdown although Bug Club was implemented. Data shows-see separate sheet.
C	Writing/Grammar and punctuation. Data Shows-see separate sheet
D	Maths-retention of basic skills. Data shows that % of children overall not on track with maths
E	Retention of other subjects, skills and expectations.
F	Behaviour and expectations.
G	Speech, language and communication – of new Reception pupils and present Year 1
H	Handwriting-lack of practise over the past months and can see a decline across school.
I	Spelling attainment – in particularly retention – to be boosted across the school.
EXTERNAL BARRIERS	
J	Low parental engagement with reading
K	Many parents reported struggles with behaviours during lock down process
L	Many parents reported and received support with food and finance information over lock down
M	Many parents have had a change in financial circumstances after lockdown –made redundant etc

### Planned expenditure- total grant £30,880

Academic year		2020-2021		
Activity	Cost	Desired Outcome	SUPPORTING EVIDENCE / RATIONALE	How ensure implemented well? Review Date
<b>Teaching</b>				
<ul style="list-style-type: none"> <li>Assessment and baseline</li> </ul> All barriers	Summer tests paper already	<ul style="list-style-type: none"> <li>To give as thorough baseline of the pupil's abilities and</li> </ul>	<ul style="list-style-type: none"> <li>Teachers to use formal in informal testing, quizzes etc. To gain a full picture of pupils abilities after lockdown.</li> </ul>	<ul style="list-style-type: none"> <li>Head and Assessment lead to discuss with staff their findings and next steps. Discuss w/c 21.9.20</li> <li>Ensure all survey data for reading</li> </ul>

	purchased £400	highlight gaps which need closing.	<ul style="list-style-type: none"> <li>Teachers can use Summer formal tests in maths and reading from NTS to gain SS scores for end of Summer 2-this will give some indication of final academic year 2019-2020 ability.</li> <li>This must not be the only gauge, also teaching assessment, PM benchmarking.</li> <li>Baseline to also feed into Child Led planning for new learning.</li> </ul>	engagement and spelling data collated and analysed by English Lead by 18.9.20
<ul style="list-style-type: none"> <li>Quality first teaching by all for all.</li> </ul> <p>All barriers</p>	Already in budget	<ul style="list-style-type: none"> <li>All pupils to receive at least good teaching by all to ensure new learning received but also catch up of gaps in learning.</li> </ul>	<ul style="list-style-type: none"> <li>Normal monitoring cycle of teaching and performance management to continue.</li> <li>Continue with pupil progress meetings. These will include a review of gaps and next steps with Head and Assessment lead.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring for Performance Management as usual. Head to complete PM for staff who normally have Deputy as she remains on maternity leave. Teachers by October 2020, all other support staff by Christmas 2020</li> <li>Monitoring timetable completed for shared book looks, child led planning and implementation of subjects, including English and Maths. Autumn Term 2020</li> <li>Learning Walks to be completed by Head, Assistant Head and Deputy for Maths on KIT days. Autumn 2020</li> <li>TA meetings concerning intervention implementation and progress of pupils.</li> </ul>
<ul style="list-style-type: none"> <li>Child led planning.</li> </ul> <p>All barriers</p>	Already in budget	<ul style="list-style-type: none"> <li>The school has embraced child led planning in order to support pupils with their engagement in</li> </ul>	<ul style="list-style-type: none"> <li>Staff to begin plans with pupils at the beginning of the 3<sup>rd</sup> week back, once assessment of gaps has been completed. Gaps identified can then be supported through this planning.</li> </ul>	<ul style="list-style-type: none"> <li>Head to complete learning walks to ensure appropriate and thorough child led planning has been completed-pupil voice on how they have been involved.</li> </ul>

		their learning.		
<ul style="list-style-type: none"> <li>Revision of previous years teaching for all as new work introduced.</li> </ul> <p>All barriers</p>	Already in budget	<ul style="list-style-type: none"> <li>Go over previous years' work-assessment of gaps will ensure depth required. Use tools such as White Rose Maths plans with built in revision as support.</li> <li>Ensure teachers are also use pervious years knowledge of National Curriculum expectations to ensure gaps are closed.</li> </ul>	<ul style="list-style-type: none"> <li>Gap analyses-see separate data to show needs of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>SLT to ensure that a thorough understanding of gaps and process for accelerating progress for pupils is given to all staff-support individually if required. Autumn Term.</li> <li>Support offered in team meetings and if support needed for developing teaching, support given on a 1-1 basis by SLT members.</li> </ul>
<ul style="list-style-type: none"> <li>Recovery curriculum for first week then introduce curriculum.</li> </ul> <p>All barriers</p>	Already in budget	<ul style="list-style-type: none"> <li>Recovery curriculum devised to support pupils return to school.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will need support to be integrated back into school, routines and learning. They will support with wellbeing and emotional needs.</li> <li>All staff were given recovery curriculum before the Summer holidays so that they could become familiar with process. This was also discussed at the INSET day.</li> </ul>	<ul style="list-style-type: none"> <li>Head to discuss with staff at Staff meeting in the second week to discuss implementation.</li> </ul>
<ul style="list-style-type: none"> <li>Scaffolding of work for</li> </ul>	Already in	<ul style="list-style-type: none"> <li>Staff will be trained on steps to success</li> </ul>	<ul style="list-style-type: none"> <li>New assessment lead to deliver training to staff on Shirley Clarke</li> </ul>	<ul style="list-style-type: none"> <li>Assessment lead and Head-beginning of Autumn Term.</li> </ul>

<p>pupils so all can be successful</p> <p>All barriers</p>	<p>budget</p>	<p>and language to be used to support pupils so that pupils can succeed.</p>	<p>assessment learning techniques.</p> <ul style="list-style-type: none"> <li>• STS will enable all pupils to follow steps and new tracking techniques will support pupils in learning.</li> <li>• At present, pupils need support in learning-this may change as they academic year progress develops and we can develop more critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning walks by Head and Assessment lead to ensure techniques being implemented.</li> <li>• Pupil voice collected by assessment lead- Half term Autumn Term 2020.</li> </ul>
<ul style="list-style-type: none"> <li>• Use of metacognition and growth mind set strategies.</li> </ul> <p>All barriers</p>	<p>Already in budget</p>	<ul style="list-style-type: none"> <li>• Training has already been given to all staff by Sarah Bagglely.</li> <li>• Pupils begin to understand their thought processes in order to complete and succeed in work.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise training and give training pack out again to all to reinforce.</li> <li>• EEF evidence to support accelerated progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Training to all given again during staff meeting in first half of Autumn Term 2020.</li> <li>• Head to complete learning walks to ensure implementation and collect pupil voice.</li> <li>• Look at impact via book looks and pupil voice.</li> <li>• Autumn 1 and ongoing</li> </ul>
<ul style="list-style-type: none"> <li>• Quality CPD for teaching and teaching assistant staff</li> </ul> <p>All barriers</p>	<p>Already in budget</p>	<ul style="list-style-type: none"> <li>• Inset days-teaching staff received delivery from English lead concerning: Reading and writing-The Write Stuff. These techniques to be used throughout school to motivate and accelerate</li> </ul>	<ul style="list-style-type: none"> <li>• Staff need revision and development on previous training in order to ensure all understand techniques and benefits for all.</li> <li>• Staff can then take ownership of techniques and benefits for pupils in order to support accelerated progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment lead, English Lead and Head to complete learning walks to ensure implementation-support given if required. Autumn term.</li> <li>• Assess implementation against Autumn 2 results.</li> <li>• Autumn 1 and ongoing</li> </ul>

		<p>learning.</p> <ul style="list-style-type: none"> <li>• Revise Metacognition. These techniques to be used throughout school to motivate and accelerate learning.</li> <li>• Assessment lead to deliver Head's materials from Shirley Clarke on STS and other teaching techniques to empower pupils with learning and aid success.</li> <li>• TA's to receive training on interventions from Head and English Lead to ensure understanding and requirements for progress.</li> </ul>		
<ul style="list-style-type: none"> <li>• Every class to have a TA for support and recovery strategies.</li> </ul>	Already in budget	<ul style="list-style-type: none"> <li>• TA to support learning through quality learning and support for all.</li> <li>• Deliver specific</li> </ul>	<ul style="list-style-type: none"> <li>• EEF evidence quantifies accelerated progress can be achieved with specific, well delivered interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Head and English lead to track progress of pupils with TA's and offer support to TA's if needed. Regular meetings to discuss progress made by pupils. Ongoing.</li> </ul>

All barriers		interventions such as new Rising Stars, FFT etc.		
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Planned expenditure- total grant £30,880				
Academic year	2020-2021			
Activity	Cost	Desired Outcome	SUPPORTING EVIDENCE / RATIONALE	How ensure implemented well? Review Date
<b>Targeted Academic Support</b>				
<ul style="list-style-type: none"> <li>Recognised interventions by trained staff for targeted support.</li> </ul> B,C,D,	£1000	<ul style="list-style-type: none"> <li>Accelerated progress for pupils who have been identified by baseline testing as needing extra support.</li> </ul>	<ul style="list-style-type: none"> <li>EEF research shows that pupils can achieve accelerated progress with good quality, targeted interventions.</li> <li>The school already has a range of trusted interventions such as FFT and TELL but we have now purchased more wide reaching interventions from Rising Stars to support and reinforce basic learning expectations in reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>Head and English Lead to meet regularly with TA's to ensure implementation and progress of pupils. Ongoing.</li> <li>Data scrutiny of whole school to identify pupils and needs-Head and assessment lead. Ongoing.</li> </ul>
Purchase of 30 chrome books for TA use with pupils B,C,D.	£6000	<ul style="list-style-type: none"> <li>Support pupils in class with targeted support with use of APPS eg. Times table rockstars.</li> <li>The chrome books</li> </ul>	<ul style="list-style-type: none"> <li>Some pupils had no access to a laptop during lockdown and were therefore completing work on phones. If we need to go into lockdown the Chromebook can be commissioned for these</li> </ul>	<ul style="list-style-type: none"> <li>Computing lead to ensure that a range of quality APPS are installed on the Chrome books. Autumn 1</li> <li>Computing lead to give training to T and TA's Autumn 1</li> <li>Computing lead to take pupil voice and</li> </ul>

		<p>can also be used if school enter another lockdown by pupils who have no access to a computer in order to complete home learning.</p>	<p>disadvantaged pupils. (Need to investigate internet access).</p> <ul style="list-style-type: none"> <li>• Pupils readily engage with APPS which can be used to accelerate progress. Time tables rock stars, phonics bug, My Maths.</li> </ul>	<p>teacher feedback and assess success and next steps.</p> <ul style="list-style-type: none"> <li>• If needed by pupils then virtual training given by Computing Lead to parents, business manager to look into insurance implications. Contact for parents? Autumn1</li> </ul>
<p>Nuffield Early years language programme B,C,D</p>	<p>Free from Gov</p>	<ul style="list-style-type: none"> <li>• Develop and support early language skills</li> </ul>	<ul style="list-style-type: none"> <li>• EEF research shows that the programme has success in developing and supporting EYFS language.</li> </ul>	<ul style="list-style-type: none"> <li>• Waiting for Gov website information.</li> <li>• EYFS lead to take the lead Autumn 1</li> </ul>
<p>Employing 2 reading mentors for across the school to support all pupils B,C, J</p>	<p>£13,327 x2</p>	<ul style="list-style-type: none"> <li>• Develop pupils reading skills and fluency and accelerate progress.</li> <li>• This will be used in addition to the normal reading techniques in class- whole class reading, cracking comprehension, vipers etc.</li> <li>• Conversations with parents to support engagement with reading/</li> </ul>	<ul style="list-style-type: none"> <li>• Reading date has shown that pupils need to make accelerated progress</li> <li>• TA's will be working with interventions and supporting teaching in class. Our pupils, despite many efforts still do not engage in reading at home. Pupils need good quality reading practise.</li> <li>• Head has already developed a reading resource to aid staff with reading techniques-this will be shared with new reading mentors.</li> </ul>	<ul style="list-style-type: none"> <li>• English lead to monitor weekly with staff and ensure systems working. Reading files etc.</li> <li>• Head and English lead to monitor progress via benchmarking and comprehension results.</li> </ul>

Planned expenditure- total grant £30,880				
Academic year	2020-2021			
Activity	Cost	Desired Outcome	SUPPORTING EVIDENCE / RATIONALE	How ensure implemented well? Review Date
<b>Wider Strategies</b>				
Emotional support via the schools pastoral lead A,F,K,L,M	Already in place	<ul style="list-style-type: none"> <li>To support families and pupils with impact of Covid and loss of schooling and personal family trauma if required.</li> </ul>	<ul style="list-style-type: none"> <li>We have many families who need support and hence why a pastoral manager was employed-she will continue with support as and when required.</li> <li>Wellbeing lead in school added quality support during lockdown via Dojo-this needs to continue.</li> </ul>	<ul style="list-style-type: none"> <li>This is reviewed as an ongoing process by the Head and pastoral lead.</li> </ul>
Support for families via pastoral lead. K,L,M	Already in place	<ul style="list-style-type: none"> <li>To support families and pupils with impact of Covid and loss of schooling and personal family trauma if required.</li> </ul>	<ul style="list-style-type: none"> <li>We have many families who need support and hence why a pastoral manager was employed-she will continue with support as and when required.</li> <li>Support can also be used via the Educational Psychology department materials.</li> </ul>	<ul style="list-style-type: none"> <li>This is reviewed as an ongoing process by the Head and pastoral lead.</li> </ul>
Mind mechanics intervention programme A,F,K	Already in place	<ul style="list-style-type: none"> <li>Specific wellbeing programme for pupils to develop resilience.</li> </ul>	<ul style="list-style-type: none"> <li>This has already been implemented in previous years and once 1-1 support work can begin, pupils who need support will</li> </ul>	<ul style="list-style-type: none"> <li>This is a measured intervention. Analysed by pastoral lead and data given to Head and Teachers.</li> </ul>



			receive support.	
Food vouchers and support with uniform L,M	Already in place	<ul style="list-style-type: none"> <li>Support for families and pupils with basic needs.</li> </ul>	<ul style="list-style-type: none"> <li>We have many families who need support and hence why a pastoral manager was employed-she will continue with support as and when required.</li> </ul>	<ul style="list-style-type: none"> <li>This is reviewed as an ongoing process by the Head and pastoral lead.</li> </ul>

Total-£34,054- overspend by £3174