




## Halfpenny Lane Junior, Infant and Nursery School Catch-up Plan

**Amount of funding: £32, 880**

**Rationale:** Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those students that require it. In order to utilise this additional funding in the best possible way, we have closely considered the research and advice put forward by the Education Endowment Fund (EEF) and DfE and we have used timely assessments of both students' academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale to support each decision.

Strategy	School rationale	Evidence	Implementation	Cost	Expected impact/outcome
<b>Developing Teaching</b>					
<p>Assessment – NFER assessment resources.</p> <p>Use of forensic QLA to ensure intervention is purposeful and pupil progress can be tracked more robustly following their return to full time education.</p>	<p>The NFER assessment resources would be used to provide additional and ongoing detailed diagnostics of pupils learning. Any potential 'gaps' in pupils' learning can be more easily identified and eradicated.</p>	<div style="display: flex; align-items: center; justify-content: center;"> <span>££££££</span> <span>🔒🔒🔒🔒🔒</span> <span style="margin-left: 20px; background-color: orange; border-radius: 50%; padding: 2px 5px; color: white;">+3</span> </div> <p>The aim of this type of assessment is to match tasks, activities and support pupils' current capabilities, so that all pupils have an appropriate level of challenge and clear indicators of how to improve based upon assessment data.</p>	<p>This strategy is primarily for the following year groups - Years 1,3,4,5</p> <p>Years 2 and 6 will follow national statutory assessment materials.</p> <p>Implementation date – from w/c 26 April.</p> <p>Staff CPD – T&amp;L group to agree dates for all staff CPD in line with A&amp;I Calendar.</p> <p>Data accrued in each assessment window will be scrutinised at SLT and ELT level.</p>	<p>Assessment resources for Y1, Y3, Y4 and Y5.</p> <p>Total cost - £4,006</p>	<p>A more rigorous Trust wide approach to assessment and intervention (in non-examination year groups) using this strategy.</p> <p>Target outcomes in these year groups are achieved, especially for PP and SEN cohorts.</p> <p>Improved wellbeing for staff members due to the ease of implementation and reduced workload.</p>
<p>Staff CPD – developing staff understanding of metacognition and cognitive load.</p>	<p>Ensure all staff understand the science of memory and learning to teach the children more effectively how to retain key pieces of knowledge and skill.</p>	<div style="display: flex; align-items: center; justify-content: center;"> <span>££££££</span> <span>🔒🔒🔒🔒🔒</span> <span style="margin-left: 20px; background-color: orange; border-radius: 50%; padding: 2px 5px; color: white;">+7</span> </div> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p>	<p>Staff CPD sessions</p>	<p>£0</p>	<p>Improved outcomes for pupils and evidence of curriculum impact for internal and external reviews including Ofsted inspection activities.</p> <p>Staff are more confident in delivering our ambitious</p>




<p>Remote learning CPD</p>	<p>Teaching remotely requires that all teaching staff have effective CPD to allow them to deliver highly effective remote lessons.</p>	<p>These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>High quality remote learning is in place to ensure pupils continue to benefit from the expert academic and pastoral support provided by their teachers.</p> <p><b>EEF - Remote learning April 2020</b>          ‘Teaching quality is more important than how lessons are delivered’.          ‘Peer interactions can provide motivation and improve learning outcome’.</p>			<p>curriculum – face to face and remotely (staff survey).</p> <p>Parent feedback questionnaire on remote learning provision is positive.</p>
<p>Core subject leadership development in maths.</p>	<p>Research demonstrates that mastery learning approaches are effective, leading to, on average, an additional five months progress. Mastery learning appears to be particularly effective when pupils work collaboratively, taking responsibility for supporting each other’s knowledge and skill development.</p>	 <p>Traditional teaching keeps time spent on a topic constant and allows pupils’ mastery of curriculum content to vary. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent working towards these objectives.</p>	<p>EYFS-KS2 from end of Jan 2021.</p> <p>School maths leaders will work alongside a white rose national specialist in developing the teaching of maths throughout the school. In addition, we will explore the utilisation and introduction of high-quality teaching resources to supplement the strategy (numicon).</p>	<p>Total £1,500</p>	<p>Stronger staff subject knowledge leading to better quality first teaching – evidenced through school outcomes.</p> <p>More consistent Trust wide tracking of maths across the key stages.</p>




Curriculum and timetable adaptations	Lost learning time due to lockdowns and Covid teaching restrictions has led to pupils not accessing the full originally planned – this will be reflected in the curriculum long term plans for each subject area.	<p><b>EEF - Covid-19 support guide for schools</b>          ‘For many pupils, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that one single approach will be enough’.</p> <p><b>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21</b>          ‘Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning’.</p>	Curriculum cycle A from September 2021/22  Review curriculum LTP and remove content that can be removed and refine end-points where necessary.	£0	One-page summary curriculum adaptations for each subject area.
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**Targeted Academic Support**


Third Space Learning is part of the NTP: 1-1 Online Maths Tuition.	Extensive evidence carried out by The Sutton Trust on behalf of EEF and NTP shows that children can make significant progress with high-quality tutoring. This tutoring specifically aims to address the ‘Disadvantage Gap’ and ‘Regional Gap’.	 <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. Short, regular sessions over a set period to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	Weekly 1:1 Maths tuition for targeted KS2 children. This would include disadvantaged/SEND children, the bottom and top 20%.	Aut. X10 weekly places per half term (y6) Spring and Summer x30 weekly places per half term (y4-6)  £8,255	Children receiving this 1-1 weekly tuition will make accelerated progress in Maths; positively impacting on their confidence and self-esteem in all areas of their curriculum development.  Staff will be able to use ‘premium’ resources provided and become more confident in their ability to ensure children make the progress that they are capable of.
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<p>Leading the Numicon Intervention Programme</p>	<p>Research demonstrates that mastery learning approaches are effective, leading to, on average, an additional five months progress. Mastery learning appears to be particularly effective when pupils work collaboratively, taking responsibility for supporting each other's knowledge and skill development.</p>	 <p>Traditional teaching keeps time spent on a topic constant and allows pupils' mastery of curriculum content to vary. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent working towards these objectives.</p>	<p>Maths subject leader to attend 2 day course then facilitate training in school for staff who will be delivering the intervention programme.</p>	<p>£300pp+VAT</p>	<p>Children will make accelerated progress in Maths; positively impacting on their confidence and self-esteem in all areas of their curriculum development.</p>
<p>Numicon intervention and staff training in use of manipulatives</p>	<p>There is extensive evidence supporting the impact of high-quality 1:1 and small group mentoring as a catch-up strategy.'</p>	<p>Short, regular sessions over a set period of time to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>Year groups 2-6, focusing on targeted pupils and distinct groups</p>	<p>X5 online training sessions for 3 members of staff (KS1, LKS2,UKS2) £594+VAT</p> <p>Staff INSET £920+VAT</p> <p>Numicon: £882 YPO: £581 TTS: 417</p>	<p>Accelerated progress for targeted groups and an improved attainment rate in WTAR and ARE data.</p>
<p><b>Wider Strategies</b></p>					
<p>Core skill development - spelling</p>	<p>Baseline assessment data indicates that pupils' spelling and handwriting have been negatively impacted during the National pandemic.</p>	<p>Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. Some learning platforms have the potential to enable changes in teaching and learning interactions. For example, they can support teachers to provide more effective feedback</p>	<p>The purchase and implementation of the online learning platform 'SumDog'.  CPD sessions to ensure consistency of implementation during Autumn and Summer terms.</p>	<p>1-year subscription Total - £1,525</p>	<p>Pupil will have access to a user-friendly digital platform to improve their spellings.  It would be expected the % of ARE outcomes in writing and GPS would be in line with school targets.</p>




		or use more helpful representations, or they can motivate students to practise more.			
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<p>Phonics - supporting parents and carers</p>	<p>Parents have played a key role in supporting children to learn at home. It is essential that schools and families continue to work together post pandemic to ensure pupils improve their phonetic ability and catch up of any lost learning.</p>	<p>              Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners as they begin to read.         </p>	<p>Ongoing communication, from the summer term, regarding the support schools will provide to ensure the children are developing their phonetic ability at home to match the work being undertaken at school.</p>	<p>           £280-1xpack of 100 sound blending book bag books (Rec.)            £112-My sets 2,3 x4            £112-My sets 1x4            £63-Red word cards x1            £165-A4 speed sound set 1 x1            £165-A4 speed sound 2,3 x1            £24-Fred the Frog x4            £38-set 1 speed sound x4            £74-green word cards x1            New updated storybooks         </p>	<p>Children will be able to access a wide range of phonetically matched reading books both at home and at school. This will have a measurable impact on phonics data and progress for the weakest readers.</p>
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				released early spring Total: £1070  R,W,I phonics kits: £466	
SNAP Rising Stars SEND diagnostic	To support the SEND pupils academically and from a well-being perspective, ensuring that pupils who are vulnerable continue to catch up and make progress		Implementation to be agreed across PAT	£746	Diagnostic assessment will profile specific learning difficulties and behavioural difficulties which without identification may limit a pupil's potential to learn. Initial questionnaires completed by pupils, teachers and parents/carers capture a complete overview of a pupil's strengths and weaknesses as well as recording the voice of individual pupils.
Invest in developing 'outdoor education'	Based on current research, forest school learning is known to build children's confidence, language and communication skills, social skills, increase motivation and engagement.		All pupils, with targeted groups (bottom 20%, vulnerable, PP) pupils to access more regularly	£800 Forest School Leader accredited training  £1000 to develop Pomfret Garden and Allotment	Pupils language and communication skills, as well as their physical skills will improve alongside their knowledge and understanding of the world in addition to continuing to foster their love of learning.
Accelerated Reader	This will support and continue to foster children's love of reading and ensure they have a wide range of books that continue to engage and challenge them,		A range of books for Year 2-6	£1000	



	based on their individual comprehension age				
Collaborative Learning to develop writing	<p>Pupils need to be able to build up their writing stamina as well as write for pleasure, purpose and productivity</p> <p>Targeted pupils need to develop core strength to improve handwriting and presentation</p>	 <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task.</p>	All pupils, particularly targeted groups	<p>£1000 for visits, visitors, experiences to stimulate writing</p> <p>£200 for 10 gym balls for core strength</p>	<p>Pupils will understand and appreciate the writing process and will be engaged by authentic opportunities to write for real purposes, resulting in improved outcomes</p> <p>Lack of fluency with handwriting will not be a barrier for pupils writing for extended periods</p>
Wellbeing - supporting pupils with behavioural, social, and emotional barriers.	<p>Pupils who have struggled individually because of the consequences of COVID/school closure will have access to a personalised curriculum (iheart, ELSA, pastoral support etc).</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p>	<p>Staff to identify pupils from weekly phone calls/initial reintegration back into school that require additional support. Learning Mentors to be timetabled to support this discrete cohort.</p>	<p>£1000 for additional Inclusion Support</p>	<p>For this cohort -</p> <p>Improved attendance</p> <p>Decrease PA</p> <p>Safeguarding effectively monitored.</p>
<b>TOTAL PROJECTED COST</b>				<b>£27,450</b>	
<b>TOTAL BUDGET</b>				<b>£32,880</b>	
<b>DEFECIT/SURPLUS</b>				<b>+£5,430</b>	