

# 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

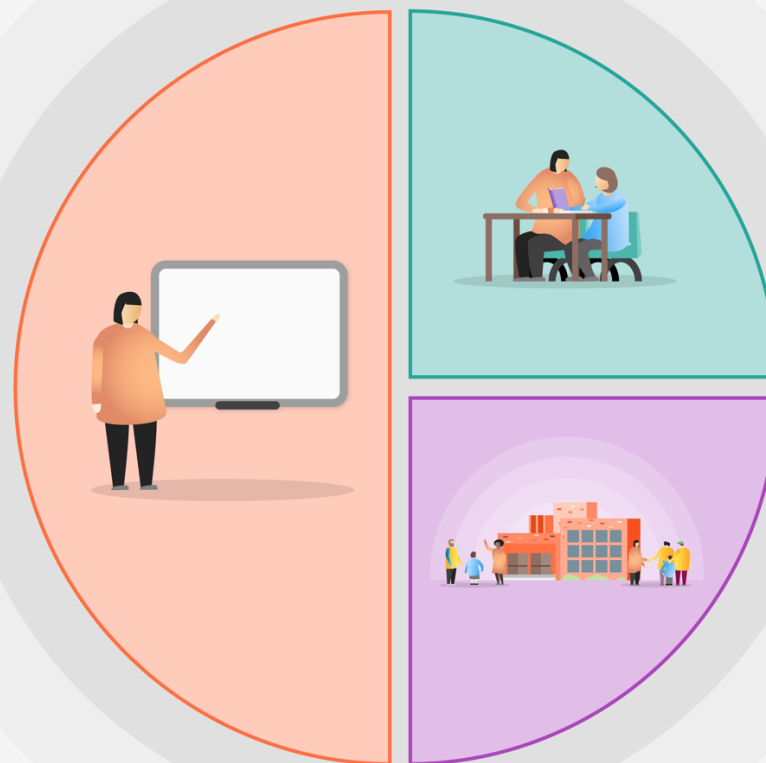
## Assessment

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:	175	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	Number on roll (175) x £80 = £14,000	Subsidied by academy trust to a total of:	<b>£40,000</b>
		Total spend:	<b>£40,000</b>

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	There is a language gap in reading which limits the understanding of a wide range text. 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 during lockdown
B	Gaps in phonic knowledge (specifically in year 2 and year 3) which impact on fluency in reading, which can impact on the learning of our curriculum. Those without daily opportunities to read appropriate texts at home will have been disadvantaged.
C	Lack of understanding amongst some pupils about being an 'Active Learner' and children being ready to learn.
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 in some year groups

## 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: JS	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: JS	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>Primary Academy Collaboration (PAC) / Continuing Professional Development and Learning (CPDL) – staff meetings</p> <p>'In the Learning' approach to SLT being in class</p> <p>Pupil progress meetings</p> <p>Bespoke CPD plan for all teachers/teaching support</p> <p>SKE course for KS1 teaching staff</p>	<p>JS</p>	<p>Termly</p>
<p>Phonics CPDL and close work with Mangotsfield English Hub to ensure effective development of readers. Additional 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 plan to follow in R- 2</p> <p>Clear rationale for catch up groups</p>	<p>MC</p>	<p>Termly</p>
<p>Team planning</p>	<p>Children who are not yet at ARE, at threshold for reading benchmarking or phonics threshold</p>	<p>EEF Reading Interventions +6 months EEF phonics 4+ months</p>	<p>Ensure Teams have opportunities to plan for how to implement interventions effectively.</p>		

Phonics audit  
FREE

Training costs

Total budgeted cost:

£2000

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?
<p><b>1:1 /small group tutoring</b> Utilising recruited teacher and academic mentors to target 'Yet to be' pupils and monitor progress. This is implemented in all year groups throughout the school.</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>EEF Feedback 8+ months</p>	<p>Clear rationale for the group/ 1:1 work (see rational documents)</p> <p>'In the learning' walks to check quality of teaching and learning</p>	<p>JS/MC</p>	<p>In the learning cycles</p> <p>DOYA data drops termly</p>
<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>

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: Phonics catch up Talk boost 1:1 reading Ready to progress	Teaching assistants to support delivery of English and Maths in morning	EEF Teaching assistants +1	Effective line management,  Reviews of pupil progress.	JS/MC Teaching staff	Termly
Total budgeted cost:					£34,000
<b>Other approaches</b>					
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
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>	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.  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.	CLF lead: AL  Academy lead: JS	Allocation of devices is reviewed at least weekly by the central team.  Engagement with learning is reviewed daily by the academy.

<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>Ensure there are interactive whiteboards in all catch up teaching areas</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.</p> <p>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>JS</p>	<p>Ongoing 'In the Learning' cycle</p>
Total budgeted cost:					W/B £4000



