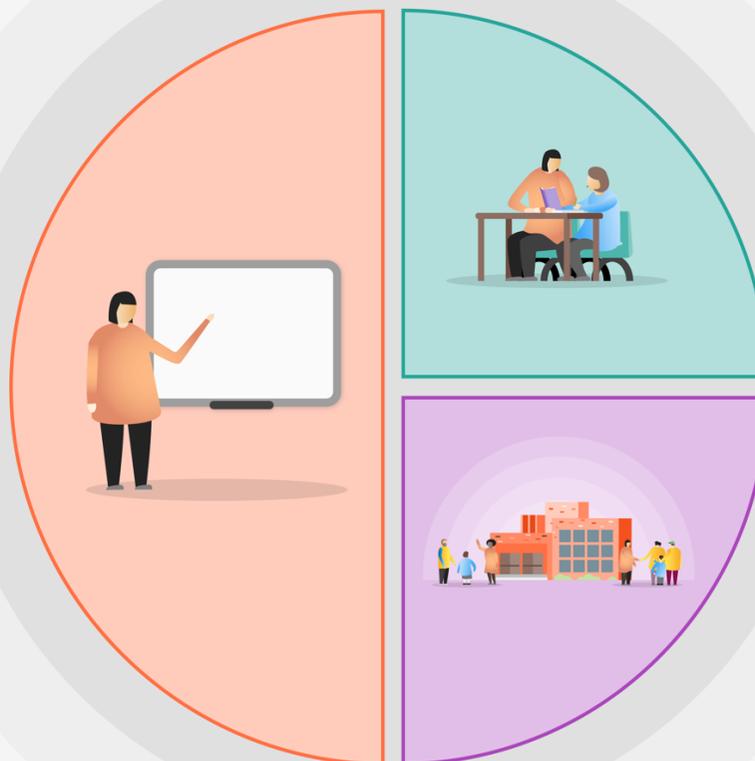


1 Teaching

- Quality First Teaching supported by cross year planning and monitoring.
- Rigorous use of assessment data including PiXL gap analysis to identify key learning objectives ‘missed’.
- Heavily Weighted objectives clearly planned into coverage as a result of data analysis.
- Weekly plans to identify discrete ‘recovery’ time for core subjects.
- Reading, oracy and vocabulary identified as key skills for 2020/21 curriculum. Key objective of School improvement Plan 2020.
- Broad and adventurous curriculum maintained whilst balancing ‘catch up’.
- Use of WOW days imperative.
- Deliberate reduction of workload (reduced meetings, whole school management of key priorities) including subject leadership to focus on recovery curriculum. This supports teachers well-being, workload balance and focusses school on responsive and targeted teaching.
- Whole class reading and reading for pleasure culture developed – key priority for SIP.



2 Targeted academic support

- Targeted interventions for most vulnerable children – most affected by school closure.
- Heavily Weighted Objectives from preceding year and assessments identified (recovery curriculum).
- Trained “Afternoon Readers” to support targeted non-engaged children in danger of not reaching EoY standard.
- Vulnerable pupils targeted when not in school – accessibility,

3 Wider strategies

- Relationships Education established from September 2020. Autumn focus on SEMH
- Strategic use of increased WOW days to promote creative curriculum outcomes.
- Full engagement with food programmes for FSM during holidays.
- Clear communication built on strong relationships between school and home.

Targeted Academic Support

Intent	What's the evidence and rationale for this choice?	Detailed Actions	Who Lead	Cost	When will you review this?
<p>1:1 and group interventions focusing on Key Basic Skills, particularly: vocabulary, oral language, reading and arithmetic.</p> <p>Regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery and impact</p>	<p>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. (EEF)</p> <p>Key focus on vocabulary and language</p> <p>Sustained regularity of intervention over course of whole year</p>	<p>Language and vocabulary, Rich Reading group sessions</p> <p>5 x support staff every PM = 44 hours per week</p>	AHT inclusion	£18,000	Termly
		<p>Early Years Wellcom vocabulary support</p> <p>1x support staff every PM = 10 hours</p>	AHT inclusion	£4,500	Termly
		<p>Core Curriculum Recovery Support (Y4&Y6)</p> <p>2 x Support Staff = 21 hours per week</p>	Phase Leaders	£9,000	Termly
<p>High Quality 1:1 reading with vulnerable children as a result of school closure</p>	<p>Creating a three-way relationship between reading support worker, teacher and pupils is essential, ensuring that targeted reading is guided by the school, linked to the curriculum and focused.</p>	<p>Targeted individual reading support with children.</p> <p>1xEYFS support – 8 hours</p> <p>1xKS1 support – 10 hours</p> <p>1xLKS2 support – 6 hours</p>	AHT inclusion	£11,000	Half Termly
<p>Where appropriate – Catch UP support and Pupil Premium strategy are aligned and financially jointly accounted for</p>					
<p>Total budgeted cost:</p>					<p>£42,000</p>

Wider Strategies

Intent	What's the evidence and rationale for this choice?	Detailed Actions	Who Lead	Cost	When will you review this?
<p>Great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>Supporting curriculum delivery and curriculum breadth.</p>	<p>Ensuring a breadth of vocabulary and high quality curriculum coverage in conjunction with targeted support.</p> <p>Curriculum enhanced through carefully planned WOW days that highlight key curriculum concepts and adventurous outcomes for all pupils</p> <p>Supporting children's SEMH with high quality, low stakes coverage of the curriculum</p>	<p>Five Curriculum WOW days in every year groups across the school year.</p> <p>Extra resources to support high quality outcomes.</p>	<p>Year partners</p> <p>Year partners</p>	<p>5x7 WOW days = 30 days</p> <p>£250 allocated for extra resources outside of delegated budget</p> <p>£7,500</p>	<p>Termly</p>
<p>To support accessibility for children in event of self-isolation or bubble closure</p>	<p>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. (EEF)</p>	<p>5 x laptops purchased for use by pupils</p> <p>3 x chrome books allocated from DfE</p> <p>Survey of parents to ascertain who has barrier to technology</p>	<p>DHT will liaise with families</p>	<p>5x£250 = £1,250</p>	<p>As needed</p>
Total budgeted cost:					£8,750

