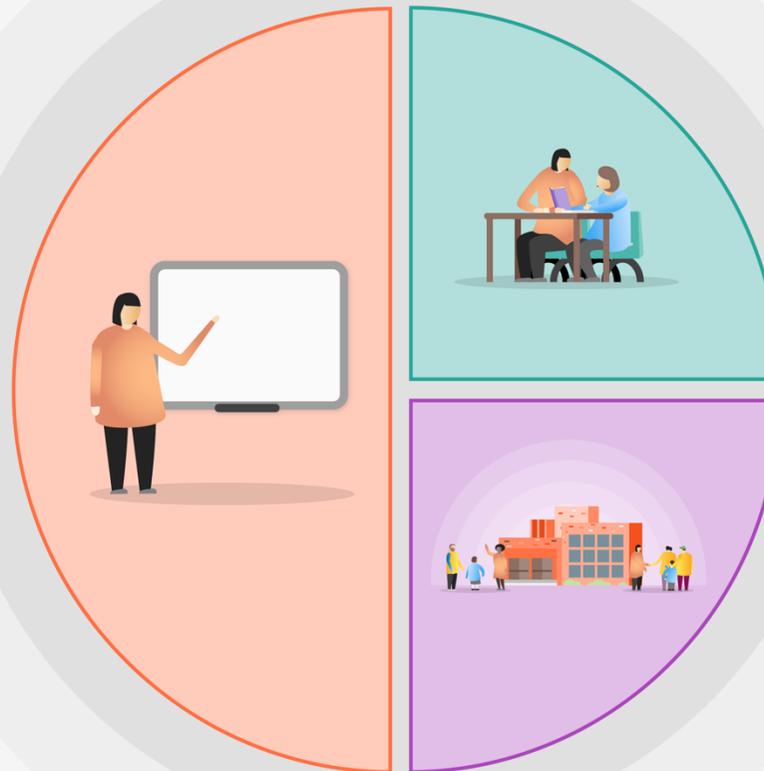


SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL

The impact of Covid-19 has meant school leaders and teachers have met an unpredictable array of challenges. The year ahead will be crucial as schools re-establish routines and reconnect with pupils, so that all pupils go on to thrive. Considering a tiered planning model for the academic year ahead can help schools balance approaches to improving teaching, targeted academic support and wider strategies. It is recommended in the EEF's Guide to the Pupil Premium as a way to help schools focus on a small number of strategies that are likely to make the biggest difference.

1 Teaching

- Quality First Teaching supported by evidence informed CPD for teachers and support staff.
- Regular staff CPD on mental health, wellbeing and SEL.
- A peer-support model to help embed and sustain research-based teaching strategies.
- A broad and engaging curriculum that focuses on vocabulary acquisition.
- Whole-class reading approach underpinned by clearly defined formative assessment practices.
- Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.
- Development of a Maths Mastery approach
- Regular Subject Planning and Development Meetings, sharing subject specialist knowledge across the Federation
- Extended Literacy and Numeracy lesson time



2 Targeted academic support

- Literacy and Numeracy interventions to take place during extended lesson time
- Deployment of cover supervisors to provide additional support within lessons
- Pupil progress meetings
- Pastoral support team provide small group and 1:1 support to assist children in transition into school in mornings.
- Lego therapy

3 Wider strategies

- School staff used to cover classes rather than supply staff.
- Pastoral support team, supporting families with attendance too
- Lessons on identifying emotions and self-regulation strategies embedded in weekly PSHE sessions
- Ensure pastoral support team contact home for disadvantaged students and also identify barriers to engagement

Potton Lower School COVID-19 Catch-up Premium

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	270	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£21,600	Date for next internal review of this strategy	January 2021
Date agreed by Headteacher/Governing Body:	November 2020		

STRATEGY RATIONALE

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

- Our proportion of disadvantaged pupils across the school is relatively low compared to both a local and national picture at 7.4% or 20 children in total.
- The vast majority of children engaged with the detailed online learning that the school provided
- Upon re-opening in September 2020 we had a good response to children coming back to school. Attendance was stable across all year groups upon return - Reception children were brought back on a staggered basis over 2 weeks to ease the transition process since visits were not possible during Summer 2020 due to COVID-19. Overall attendance is currently at 97%

Key areas of focus this academic year include:

- **Teaching**

Great teaching is the most important lever schools have to improve outcomes for their pupils.

- **Targeted Academic Support**

There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

- **Pupil Assessment and Feedback**

Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been effected differently by COVID-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

- **Wider Support**

Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support this academic year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.

Barriers for future attainment

	Barrier	Intended outcome
Teaching priorities	Staff to develop a greater understanding of children’s mental health needs in order to be able to help and support children who may have been affected adversely by closures and COVID-19	Staff are better informed and have greater clarity about how to support children with mental health needs. Daily morning focus across Autumn term 2020. Weekly dedicated PSHE hour throughout academic year.
	End of year assessments in Summer 2020 unable to take place due to school closures.	Assessments to take place for Reading, Writing and Mathematics as a priority in the Autumn term to identify key gaps in knowledge and adapt planning as necessary. Curriculum ‘essentials’ for Reading, Writing and Mathematics are identified and taught / revisited across wider curriculum subjects.
	Gaps in knowledge from variances in the home learning that took place in Summer 2020	Extended Mathematics and Literacy lessons to provide additional time to address and close key gaps in knowledge.
Targeted academic support	End of year assessments in Summer 2020 unable to take place due to school closures. To use Autumn term baseline assessments to ascertain exactly where all children are in relation to their age related learning in Reading, Writing and Mathematics.	Pupils make accelerated progress in key areas from their starting points at the beginning of the Autumn term 2020. Dedicated teacher to work with individuals and small groups to support identified pupils to ‘catch up’. Cover supervisors to be deployed to provide additional in class support to identified individuals.
	Some pupils may have had limited access to reading materials during the summer term and therefore, their reading ages may be lower than expected at the beginning of Autumn 2020.	Reading skills are much improved and accelerated progress in reading ages to be demonstrated on a term by term basis from Autumn 2020 to Summer 2021. New reading assessment to be utilised to best support targeted interventions and additional 1:1 reading. Whole class reading to support the reading development of all pupils.
Wider strategies	Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID-19 and lack of structured learning experiences since school closures in March 2020.	All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020/2021.

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?	Cost
All staff to receive ongoing CPD to develop the teaching of writing and mathematics The Write Stuff Maths Mastery	All staff, including support staff, are equipped with the skills to support pupils in the development of their writing and mathematics skills	DfE guidance on use of this funding for specific activities to support pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations EEF findings on the importance and impact of staff having 'deep subject knowledge'.	Pupil voice Assessment data Book looks and learning walks	Phil Adams – Mathematics Andy Bick - Writing	Spring Term 2020	The Write Stuff - £1300 Maths Mastery – Nil (internal)
All staff to receive ongoing CPD to develop strategies and approaches to support mental health and wellbeing	All staff are equipped for early recognition of children's mental health needs. The profile of PSHE is raised throughout school and lessons are taking place on a regular basis which support the mental health and emotional and social needs of all of our children.	EEF findings on the importance and impact of staff having 'deep subject knowledge'.	Pupil wellbeing survey January 2020 Leads to present findings to Governors November 2020	Thomas Hodgson – subject co-ordinator SLT and pastoral team	After the wellbeing survey in January 2020	Bluesky CPD package £200

CPD provided for staff on the effective use of SWAY for remote learning	All staff equipped to deliver further remote learning through adapting planning effectively	DfE webinar on effective remote learning	Monitoring of delivery Feedback from parents – parent survey to go out at time of any required bubble closures/school closure	Charlotte Coppenhall SLT	February 2020	Nil
Total budgeted cost:						£1500
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?	Cost
Dedicated teacher for disadvantaged to provide interventions for identified individuals – content of interventions informed by Baseline assessments.	Gaps to be closed. Children back on track	Evidence from EEF and Sutton trust for qualified teachers to lead interventions groups.	Book looks for transfer of knowledge/skill independently. Monitoring of content covered	Megan Evans (January 2020 – June 2020) Monitored by SLT	March 2020	1.5 days a week £5,545

Reading, Writing and Mathematics assessments made in Autumn term 2020 will identify children in need of further targeted support.	Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning. Majority of children to be at, or above age related expectations by end of Summer term 2021.	Initial Autumn baseline assessments in key identified areas. Ongoing teacher assessments during each term. End of year assessments in July 2021 to be used to give impact evidence over 2020/2021.	Rigorous monitoring of data Pupil tracking Pupil progress meetings with all teachers	Phil Adams- Mathematics Andy Bick – English Key Stage Leaders SLT	Spring 2020	£450 New reading assessment introduced
Cover supervisors to provide additional targeted support during lessons	Additional opportunities for 1:1 and small group work Gaps to be closed. Children back on track	Evidence from EEF and Sutton trust for qualified teachers to lead interventions groups.	Book looks for transfer of knowledge/skill independently. Monitoring of content covered	Charlotte Coppenhall Monitored by Key Stage Leaders	March 2020	Nil
					Total budgeted cost:	£5995
Wider strategies						
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?	

Weekly lessons on identifying emotions and self-regulation strategies embedded in weekly PSHE sessions	Children will have strategies to regulate their emotions and be in a better position to learn.	PSHE Association guidance	Pupil voice Pupil wellbeing questionnaire	Thomas Hodgson – subject lead	April 2020	Nil
Pastoral support team to continue to liaise with pupils, families and staff to provide support and direct to outside support	Children to feel that they have a supportive and approachable point of contact Informal therapeutic 1:1 sessions available upon request	Evidence from class teacher observations of their pupils, pupil disclosures and from parent communication.	Ongoing records logged on Safeguarding Monitor	Duane Brooks/ Karen Monaghan/ Alex Ballard	February 2020	Nil
					Total budgeted cost:	Nil

This report will be updated and reviewed regularly.