

Covid Catch-up Premium Strategy Statement

This strategy statement is to be read in conjunction with the school's ***Pupil Premium Strategy Statement***. Together the two statements describe the school's ***Disadvantaged Strategy***. The tiered model defines how the school plans to use the Pupil Premium Grant and the Coronavirus Catch-up Premium to close the gap for disadvantaged pupils and respond to the negative impact on learning and wellbeing caused by the disruption of school closure during the COVID-19 Pandemic. Many strategies will overlap categories and cross the two strategy statements.

School's Coronavirus Catch-up Premium allocation - £10,080

School context and the challenges of whole school return - impact on learning and wellbeing caused by the disruption of school closure during the COVID-19 Pandemic.

School Context

The school serves a mixed catchment area. Almost all pupils are White British (95%) and live in the immediate area including the neighbouring town of Normanton. Information based on IDACI scores of our pupils on roll in 2020, demonstrates that while 22% of our children come from areas in the three least deprived deciles, 27% come from areas in the three most deprived deciles, with 15% of our children falling into the 20% most-deprived areas Nationally – This shows the wide range of backgrounds reflected within school.

School level trends show an increase in the number of children considered from deprived backgrounds over the last three years. The school location deprivation indicator is in quintile 1 (least deprived) of all schools, whereas the pupil information indicates household income deprivation is in line with figures Nationally. The current Year 1 and Year 2 cohorts, have a higher proportion of children living in households where income deprivation affects the child.

Although still below national, the demographic of the school is changing and there are now more EAL pupils, mainly Polish and Latvian, entering the school than in previous years. The percentage of children who have EAL and those from minority ethnic groups have steadily increased over the last three years.

The percentage of SEND support pupils 5% is below National (14.2%). Increasingly pupils are on the SEND register for speech and language, as well as social communication and interaction needs.

Staffing has remained relatively stable over the last three years, however changes made within leadership roles, has resulted in two new teachers joining Key Stage 1 from September 2020.

The proportion of pupils known to be eligible for support from the pupil premium grant, (14%), has also increased steadily over the last three years. Cohort variations are commonplace year on year, with 27% in Nursery, 14% in Reception, 11% in Year 1 and 17% in Year 2 from September 2020.

Challenges of Whole School Return

During the school closure period (20.3.20 to 1.6.20), the school remained open for the children of key workers and those considered vulnerable. This was a relatively small group of children who attended on different times / days. 94% of our children did not attend. For some of this period the school staff and children relocated to a central hub situated at an alternative school site. Work was provided for the rest of the school via the school website and work packs which were available for collection.

From June 1st 2020 school reopened for Nursery, Reception and Year 1 pupils, this should have resulted in 83% of our children being eligible to attend. However only 42% chose to do so, alongside further key worker and vulnerable children in year 2. Of those that did return, children were put into bubbles of 15 (as per the guidance) with an adult that was not necessarily their own class teacher. Routines and structures were re-established and the curriculum resumed to begin the process of 'catching up' on lost learning.

Within the group of those who returned to school only 29% of nursery aged children returned and 27% of year 1 children. (Now in reception and Year 2 respectively).

On the reopening of school in September 2020, all eligible year groups and children returned. To date (January 2021), no complete 'bubble/classes' have had to isolate, however there has been an impact of individual children isolating for periods of up to two weeks at a time. A further challenge has been the absence of staff due to testing and isolating, which has resulted in other staff members being responsible for the delivery of the curriculum as well as back filling support roles where possible.

Assessment of the short term impact of the school closure on children was quickly established in the first half of the autumn term. The outcomes of these were discussed and shared as a whole class team weekly, so that actions to address cohort and individual needs could be put into place. For the majority of children reading and writing were identified as areas where children lacked stamina and practise. In addition to this, many others, particularly in the early years had missed out on vital pre phonics preparation and had limited social interactions with their peers. Physically, the majority of our children returned in good physical health, however their lack of dexterity had impacted on their handwriting and pencil control.

During the second school closure period (5.1.21 to 8.3.21), the school again remained open for the children of key workers and those considered vulnerable. 63% of our children did not attend. Within this group only 40% of nursery aged children, 63% of reception, 70% of Year 1 and 55% of Year 2 children did not attend school. Our remote learning offer, (*See also School Remote Learning Plan*), enabled children to continue the school curriculum at home. 95% of children consistently engaged with this.

As a school we were also mindful that two of our newly qualified teachers had missed a significant part of both their training during their first year of teaching, as well as time during their second year.

With these challenges in mind, along with the continued current situation that is impacting school, we are working closely with Waterton Academy Trust to ensure that the catch-up premium allocation provides our children and school community with the enhancements required to ensure high quality teaching and learning for all.

Teaching and whole school strategies			
<ul style="list-style-type: none"> • <i>High quality teaching for all</i> • <i>Effective diagnostic assessment</i> • <i>Supporting remote learning</i> • <i>Supporting Early Career teachers</i> • <i>Focussing on professional development</i> 			
Barriers		Person/Team Responsible	Cost
A	<p>QFT is not always supported by evidence informed professional learning. Not all teachers and leaders have engaged in evidence informed professional learning to develop the knowledge, skill and confidence to use assessment to enhance teaching and learning (face to face and remote). Inconsistencies in understanding and practice exist from school to school.</p>	Waterton Academy Trust SG to lead within school.	ALP £1000 AE £50 per teachers (=£400).
B	<p>Across Waterton Academy Trust there is little evidence of the gap between disadvantaged pupils and non-disadvantaged pupils diminishing. Disadvantaged pupils across Wakefield significantly underperform compared to their peers and nationally especially in literacy. Pupils' learning has been impacted by school closure and the effects of the COVID-19 Pandemic. Current research indicates this has been significantly so for pupils who are disadvantaged.</p>	Waterton Academy Trust LBK to lead within school.	One Wakefield £500 programme contribution
C	<p>Across Waterton Academy Trust there are inconsistencies in the delivery of an online curriculum / blended learning approach which will impact on pupils' learning during periods of staff / pupil isolation. Current outcomes from an OFTSED review into the impact of school closures has highlighted discrepancies Nationally between the curriculum provided in school and that provided for children when learning from home.</p>	Blended Learning Lead Teacher SG/LBK to lead within school	£3000
D	<p>Early Career Teachers, particularly those new to school or who started their NQT year in 2019-20 have had less professional development than in previous years, which may lead to inconsistencies in teaching and learning across school.</p>	SG/LBK	£1000

Targeted Academic Support			
<ul style="list-style-type: none"> • <i>High quality, one to one and small group tuition</i> • <i>Teaching Assistants and targeted support</i> • <i>Academic tutoring</i> • <i>Planning for pupils with special educational needs and disabilities</i> 			
		Person/Team Responsible	Cost
E	Children returning to school after both the school closure period and periods of isolation are demonstrating lack of stamina in reading and writing, including the physical element of handwriting. Without bespoke intervention and additional support in these areas, the concern is that the gap will become wider between them and some of their peers. Therefore targeted support is required through one to one and small group tuition. This includes supporting children with additional SEN / ACEs.	LBK	£3000
F	Children in EYFS (particularly those who are in reception and did not attend a nursery setting due to school closures), have missed vital opportunities to support social and language development through high quality interactions from well-trained practitioners. The concern is that vital pre phonics skills have not been developed and there may be a longer term impact on language development.	SG/JW	£1500
Wider Strategies			
<ul style="list-style-type: none"> • <i>Supporting pupils' social, emotional and behavioural needs</i> • <i>Planning carefully for adopting a SEL curriculum</i> • <i>Communicating with and supporting parents</i> • <i>Supporting parents of with pupils of different ages</i> • <i>Successful implementation in challenging times</i> 			
		Person/Team Responsible	Cost
G	Children with additional behaviour needs (some relating to SEN), have found difficulty settling back into routines and structures. Others are displaying behaviours linked to high level emotional needs. Further training and support is required for staff, including those new to school and external services have been sought to support with this.	SG/LBK/LT/EDC	£TBC

A. Planned Expenditure – CPD through EBE’s Assessment Essentials Course				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>QFT is not always supported by evidence informed CPD.</p> <p>Inconsistencies in understanding and practice exist from school to school.</p> <p>Not all teachers and leaders have engaged in evidence informed professional learning to develop the knowledge, skill and confidence to use assessment to enhance teaching and learning (face to face and remote).</p> <p>Feedback does not always provide pupils with precise strategies so that they can improve their work in lessons (face to face and remote).</p> <p>Feedback does not always identify specific knowledge and skills that pupils should learn and use next (face to face and remote learning).</p> <p>Pupils do not always have enough opportunities to respond to feedback or collaborate with peers</p>	<p>Active Ingredient 1: Each school will have two middle or senior leaders that engage in substantial assessment based professional learning and complete EBE’s Assessment Lead Programme from January to December 2021.</p> <p>Active Ingredient 2: All teachers will engage in assessment focused professional learning and complete EBE Assessment Essentials programme April to December 2021.</p> <p>Active Ingredient 3: Assessment practice will be informed by the best available evidence</p> <p>Active Ingredient 4: A framework of universally understood assessment fundamentals and expectations will be created.</p> <p>Active Ingredient 5: A core group of evidence informed assessment leads will drive improvements in each school and across the trust</p> <p>Active ingredient 6: High quality teaching will be underpinned by clearly defined assessment practices including</p>	<p>Equity – access for all to core evidence informed professional learning through EBE’s ALP and Assessment Essentials course.</p> <p>Opportunities to observe and share practice (video facility), engage in further reading and support collaborative conversations.</p> <p>Planned and regular pause points for review and collaboration conversations.</p> <p>Opportunity for assessment leads to co-design and co-deliver professional learning to teachers and support staff.</p> <p>Collaborative approach to designing and delivering an excellence guidance document.</p> <p>Assessment leads lead workshop, networks and act as advocates – positively influencing change in assessment practices.</p>	<p>Fidelity</p> <p>Short term: Assessment leads articulate why, when and how to assess. There is a shared understanding and agreement of key concepts in assessment pedagogy. Colleagues are supported in designing formative and summative assessments that are demonstrably reliable in supporting curriculum planning and tracking progress.</p> <p>Medium term Assessment Leads improve the reliability of judgement in both formative and summative approaches. Leaders work together to build powerful formative questioning for diagnostic use when planning schemes of work.</p> <p>Short term: All teachers Teachers are guided to question existing practices. More dependable methods are deployed so that pupils are supported to make progress in remote and face to face lesson sequences. Teachers better understand the impact of their teaching on children’s learning so they can</p>	<p>Short term: Pupils will have higher expectations in relation to the quality of the work they produce because feedback is focused and specific.</p> <p>Pupils will receive clear explanations of new content, receive feedback on how they are progressing, have opportunities for interactivity through questioning and are supported through targeted scaffolding regardless of whether they are learning remotely or face to face.</p> <p>Teacher workload will reduce because feedback at the point of learning becomes integral to everyday lesson structure.</p> <p>Pupils’ motivation to improve will increase because they are experiencing success and celebrating the acquisition of knowledge.</p>

<p>(face to face and remote). Feedback from frequent low stakes testing is not always used to ensure all pupils, and in particular disadvantaged pupils, experience success and celebrate the acquisition of knowledge (face to face and remote).</p>	<p>retrieval practices, feedback, editing and reviewing. Active ingredient 7: Remote and face to face teaching will support learners by ensuring they receive clear explanations of new content, enabling them to receive feedback on how they are progressing, creating opportunities for interactivity through questioning and using targeted scaffolding. Active Ingredient 8 Regular, low stakes assessments quickly identify which core aspects of learning require revisiting and rebuilding for individuals and groups.</p>	<p>Follow up support – assessment leads coach and mentor staff at all levels to build capacity.</p> <p>Teachers assess effectively the extent to which core aspects of learning require revisiting and rebuilding for individuals and groups.</p> <p>A responsive curriculum offer is built taking account of assessment information.</p>	<p>make better decisions about what happens next. Medium term All teachers The professional learning helps to reduce unnecessary workload and increase the effectiveness of classroom practice by honing the skill of evidence informed decision making (formative and summative).</p>	
<p>Review Progress at the end of the spring term</p>		<p>Review Progress at the end of the summer term</p>	<p>Review Progress at the end of the autumn term</p>	

B. Planned Expenditure – EEF Professional Learning CPD				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Across Waterton Academy Trust there is little evidence of the gap between disadvantaged pupils and non-disadvantaged pupils diminishing.</p> <p>Disadvantaged pupils across Wakefield significantly underperform compared to their peers and nationally, especially in literacy.</p> <p>Pupils' learning has been impacted by school closure and the effects of the COVID-19 Pandemic. Current research indicates this has been significantly so for pupils who are disadvantaged.</p> <p>QFT is not always supported by evidenced informed professional learning.</p>	<p>Active Ingredient 1: All Waterton Schools will be encouraged to participate because engagement will be central to the trust's disadvantaged strategy and our commitment to working collaboratively.</p> <p>Active Ingredient 2: Local priorities, relationships and motivations will shape shared objectives.</p> <p>Active Ingredient 3: School based system leaders will communicate and engage other school in participation.</p> <p>Active Ingredient 4: The programme will be co-designed a delivered through DRS.</p> <p>Active Ingredient 5: System leaders including ELEs will be recruited, trained and commissioned to signpost evidence, co facilitate training and offer wrap around support.</p> <p>Active Ingredient 6: Senior leaders will benefit from engagement in the programme and will lead on the implementation at school level.</p> <p>Active Ingredient 7:</p>	<p>Equity – access for all to core evidence informed EEF professional learning at both phases of the 7 term programme.</p> <p>Professional learning opportunities Phase 1 (core) – <i>Maximising the impact of pupil premium to improve outcomes in literacy.</i> Phase 2 (specialist) – <i>Working with parents to support children's learning, or Preparing for literacy in the early years, or Metacognition and self-regulated learning.</i></p> <p>Intersessional tasks support leaders' work to embed evidenced informed practice at school level.</p> <p>Review and Collaborate – planned communities of practice facilitate locality networking.</p> <p>Bespoke support - ELE and system leader delivery of wrap around</p>	<p>Fidelity Short Term: High levels of engagement with the programme and a commitment to collaborative working. A leadership shift towards making evidence informed decisions.</p> <p>School leader knowledge and understanding of effective implementation is evident with each school.</p> <p>Increased capacity of Wakefield System Leaders.</p> <p>A shift towards application of evidence informed teaching at classroom level.</p> <p>Medium term: Teaching strategies focus on feedback, metacognition and reading, writing and oracy meet the needs of every child including those who are disadvantaged.</p> <p>Focused assessment and rapid intervention delivered by all teachers and teaching assistants.</p>	<p>Short term QFT identifies learning gaps and builds on prior knowledge to address these as a matter of urgency. Curriculum offer ensures disadvantaged pupils are able to remember and recall knowledge</p> <p>Disadvantaged pupils are accessing interventions to enable them to progress through the curriculum.</p> <p>Long term Significantly reduced gaps in attainment, progress and attendance between pupils from disadvantaged and non-disadvantaged backgrounds.</p> <p>Improved attendance at every key stage.</p> <p>Curriculum offer ensures disadvantaged pupils are able to remember and recall knowledge</p>

	<p>Both phases of the programme will involve a blend of face to face training, a bespoke training offer, facilitated communities of practice and wrap around support.</p> <p>Active Ingredient 8: The programme will be externally evaluated to gain insights into process and impact.</p>	<p>support is in place for identified and DFE priority schools.</p> <p>Bespoke in school review for identified DFE priority schools</p>	<p>Review of parental engagement strategy undertaken and is impacting on the quality of support at home.</p> <p>Long term – Purpose of the Partnership</p> <ul style="list-style-type: none"> • Diminish differences and improve social mobility. • Engage with and apply evidence informed practice. • Improve outcomes for all pupils, especially those facing disadvantage. • Extend school leader knowledge leading to a culture of evidence informed school improvement. • Build capacity and ensure sustainability through a system led partnership approach. 	
Review Progress at the end of the spring term	Review Progress at the end of the summer term	Review Progress at the end of the autumn term		

C. Planned Expenditure – WAT Blended Learning CPD and Support				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Across Waterton Academy Trust there are inconsistencies in the delivery of an online curriculum / blended learning approach which will impact on pupils' learning during periods of staff / pupil isolation.</p> <p>Current outcomes from an OFTSED review into the impact of school closures has highlighted discrepancies Nationally between the curriculum provided in school and that provided for children when learning from home.</p>	<p>Active Ingredient 1: A blended learning lead teacher will oversee the quality and consistency across school and age ranges</p> <p>Active Ingredient 2: A comprehensive training and support package will be in place for schools</p> <p>Active Ingredient 3: All teaching staff will engage in the offer</p> <p>Active Ingredient 4: Parents and carers will be informed and updated as to the schools blended learning policy and procedures</p> <p>Active Ingredient 5: Remote and face to face teaching will support learners by ensuring they receive clear explanations of new content, enabling them to receive feedback on how they are progressing, creating opportunities for interactivity through questioning and using targeted scaffolding.</p>	<p>Training on use of Microsoft TEAMS for all teaching staff.</p> <p>Support, guidance from blended learning lead teacher to share good practice.</p> <p>Information sent to parents (trial to access accounts) in advance of any school closure or partial closure</p> <p>Blended learning policy reviewed and expectations shared with staff</p> <p>Lead identified within school to sustain and embed links with blended learning advisory teacher</p>	<p>Short Term Teachers and leaders feel confident to implement the school's blended learning policy.</p> <p>In times of school closure / partial closures expectations in regards to learning at home are known and implemented</p> <p>Learning opportunities provided for children closely march the curriculum content taught face to face in school</p> <p>Immediate feedback is given to pupils / parents on their work – increasing motivation to engage</p> <p>Medium Term Regular support / developments are made and cascaded to school staff and parents which continue to enhance the schools blended learning offer.</p>	<p>Short term: Pupils will have higher expectations in relation to the quality of the work they produce because feedback is focused and specific.</p> <p>Pupils will receive clear explanations of new content, receive feedback on how they are progressing, have opportunities for interactivity through questioning and are supported through targeted scaffolding regardless of whether they are learning remotely or face to face.</p> <p>Content for pupils will be closely aligned to that received face to face in school</p> <p>Pupils' motivation to improve will increase because they are experiencing success and celebrating the acquisition of knowledge.</p>
Review Progress at the end of the spring term		Review Progress at the end of the summer term		Review Progress at the end of the autumn term

D. Planned Expenditure – Support for Early Career Teachers				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
Early Career Teachers, particularly those new to school or who started their NQT year in 2019-20 have had less professional development than in previous years, which <i>may</i> lead to inconsistencies in teaching and learning across school.	<p>Active Ingredient 1: An ECT strategy/offer will be formulated to meet the needs of the teachers in school. This will be shared with the relevant staff.</p> <p>Active Ingredient 2: Dedicated and regular weekly sessions will be planned for coaching (in addition to weekly PPA).</p> <p>Active Ingredient 3: Following shared discussions, further CPD will be planned, bespoke to individual staff – including modelling/coaching/team teaching</p>	<p>ECT strategy shared with staff</p> <p>Dedicated weekly coaching sessions planned (classes covered without additional workload)</p> <p>Ongoing audit of needs established to plan further CPD (inc observations of others / team teaching)</p> <p>External CPD in place, where appropriate</p>	<p>Short Term All staff aware of ECT and their responsibilities to support others / be active in their own CPD</p> <p>Weekly coaching sessions have taken place and resulted in improved teacher confidence</p> <p>Staff have identified further areas for their own CPD / the CPD of others</p> <p>Medium Term Informal monitoring / coaching evidences consistency in approach / HQFT across school</p>	<p>Short Term Pupils are engaged and motivated during lessons</p> <p>Pupils' gaps in learning and next steps are identified in a timely manner and appropriately planned for</p> <p>Lessons are appropriately pitched and pertinent to the age group</p> <p>Pertinent feedback is given to pupils to inform their next steps</p> <p>Medium Term The curriculum that children experience is carefully structured and taught to build upon prior knowledge and prepare them for the next stage of their education</p> <p>Consistent approaches are well developed in order to reduce cognitive load and ensure that children learn and remember more.</p>
Review Progress at the end of the spring term		Review Progress at the end of the summer term		Review Progress at the end of the autumn term

E. Planned Expenditure – Bespoke Interventions				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Children returning to school after both the school closure period and periods of isolation are demonstrating lack of stamina in reading and writing, including the physical element of handwriting.</p> <p>Without bespoke intervention and additional support in these areas, the concern is that the gap will become wider between them and some of their peers.</p> <p>Targeted support is required through one to one and small group tuition.</p>	<p>Active Ingredient 1 Teachers and SLT quickly identify those children who require additional intervention in phonics, reading, writing or physical skills. Interventions groups are set and planned with HoS.</p> <p>Active Ingredient 2–Daily interventions / setting of groups which will focus on children’s specific needs. Delivery of interventions by class teachers, support staff and SLT ensure all needs are met, including those working above ARE.</p> <p>Active Ingredient 3 – Coaching sessions planned for support staff to increase the delivery and effectiveness of phonics teaching across school</p> <p>Active Ingredient 4 - Intervention monitoring, reviews and evaluations are conducted by ExHt and Hos to inform planning. Feedback given to support staff and class teachers.</p>	<p>Plan of interventions produced for whole school – to target cohorts, small groups and individuals</p> <p>Overview in place – who is teaching? What? Why? When? How often as well as outcomes expected</p> <p>Additional support staff time, releases teachers to support with some interventions</p> <p>Coaching / additional training identified and in place for support staff (particularly in the delivery of whole class phonics, so that teachers can work with lowest 20% of children)</p> <p>Class teachers / SLT review impact of interventions each half term -</p>	<p>Short Term Teaching and support staff are confident in how to support pupils in these areas through effective questioning and structured interventions.</p> <p>Pupils phonics lessons and/or interventions will be planned and delivered following a consistent whole school model.</p> <p>Children’s next steps are correctly identified and carefully planned for</p> <p>Regular and consistent interventions are delivered</p> <p>Medium Term Modelling, sharing of best practice across school and team teaching approaches may be employed when necessary.</p>	<p>Short Term Monitoring shows improvements / progress made by pupils</p> <p>Stamina for reading and writing improves</p> <p>Improvements are evident in handwriting / physical control</p> <p>Medium Term Outcomes of assessments show progress has been made</p> <p>Those at risk of falling behind, due to the school closure are now ‘catching up’ with their peers</p>
Review Progress at the end of the spring term		Review Progress at the end of the summer term		Review Progress at the end of the autumn term

F. Planned Expenditure – Language Development - EYFS				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Children in EYFS (particularly those who are in reception and did not attend a nursery setting due to school closures), have missed vital opportunities to support social and language development through high quality interactions from well-trained practitioners.</p> <p>The concern is that vital pre phonics skills have not been developed and there may be a longer term impact on language development.</p>	<p>Active Ingredient 1 – -In EYFS an additional, highly trained member of staff allows quality interactions to continue, in order to promote language development, alongside teacher interventions using LfL</p> <p>Active Ingredient 2 - Release time of phase leaders / class teachers to ensure a consistent approach to teaching and learning including implementation of LfL, phonics, teaching of reading</p> <p>Active Ingredient 3 - Phase leaders to monitor the quality of the provision and ensure that it matches the needs of the individuals, including challenging those HA children.</p> <p>Active Ingredient 4 - Modelling, sharing of best practice across school and team teaching approaches.</p> <p>Active Ingredient 5 - EYFS leader to model, coach and then monitor interactions, which effectively promote language and challenge. (Assess any staff training needs from this).</p>	<p>Additional support in EYFS from skilled practitioner (nursery)</p> <p>EYFS leader released to direct, plan for LFL interventions and develop interactions that promote language</p> <p>Release time for EYFS practitioners to observe, coach one another and access CPD</p> <p>Smaller group and one to one language sessions e.g. time to talk – planned daily</p>	<p>Short Term Practitioners confident in their role how to support children through LfL and language interventions</p> <p>A daily/weekly overview in place targeting individuals / groups</p> <p>Planning pertinent and bespoke to the needs of the group / individuals</p> <p>Medium Term Phase leader coach / models interventions and interactions – identifying further CPD or children's needs</p>	<p>Short Term Children engage and are motivated by well planned activities / sessions</p> <p>Children are confident to participate – including talking in front of others</p> <p>Medium Term Improvements are evidenced in children's understanding (Wellcom), blending and segmenting (LfL) and conversational skills – including expression of thoughts / feelings (Time to Talk)</p> <p>Development of pre phonics skills, alongside teaching of synthetic phonics, ensures children are prepared for phonics learning expectations in Y1</p>
Review Progress at the end of the spring term		Review Progress at the end of the summer term		Review Progress at the end of the autumn term

G. Planned Expenditure – Support for children with additional needs				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Children with additional behaviour needs (some relating to SEN), have found difficulty settling back into routines and structures.</p> <p>Others are displaying behaviours linked to high level emotional needs.</p> <p>Further training and support is required for staff, including those new to school and external services have been sought to support with this.</p>	<p>Active Ingredient 1 - Identify those children in need of additional support – related to behaviour, SEN or ACEs.</p> <p>Active Ingredient 2 - Seek external support / advice and additional training for staff</p> <p>Active Ingredient 3 – Review curriculum and opportunities for those children unable to access – including unstructured times of the day</p> <p>Active Ingredient 4 – Support one to one (or for parts of the day one to one) those children for whom their SEN or ACEs are impacting their ability to learn, as well as the learning of others</p> <p>Active Ingredient 5- In light of the impact of the pandemic / school closure – review school wellbeing strategy for staff, parents and children – identify key members of staff to lead on this</p>	<p>Identify appropriate / relevant CPD for staff and ensure delivery of this</p> <p>Identify the needs of those children – with external support if necessary – who are finding difficulties in settling back into routines, structures and learning – due to SEN or other needs</p> <p>Identify key staff to support / work with these children</p> <p>Identify varied curriculum and learning opportunities where appropriate / variation of timetable including unstructured times</p> <p>Review school wellbeing strategy – share with staff and parents (and ASC)</p>	<p>Short Term Staff and parents have an awareness of the school well-being strategy</p> <p>Children with additional needs have been identified – work has started to seek further support or training in order to meet their needs</p> <p>Curriculum and timetable adaptations are in place where necessary</p> <p>Medium Term Staff and parents can share key principles and practices of the school well-being strategy</p> <p>Staff are more confident to support children with additional needs. Some training has taken place</p>	<p>Short Term Children identified have short periods of settled engagement in their learning</p> <p>Children identified are able to manage their emotions and feelings for parts of the school day</p> <p>Children identified have a set structure to their day and are aware of the routines in place</p> <p>Medium Term Children identified have longer periods of engagement in their learning – within the classroom environment</p> <p>Children identified complete some whole school routines</p> <p>Children identified manage their feelings and emotions for longer during the school day</p> <p>Children identified are making steps of progress within particular areas identified as their personal targets or next steps</p>
Review Progress at the end of the spring term		Review Progress at the end of the summer term		Review Progress at the end of the autumn term

