

1. Summary Information					
School	Highworth Combined School				
Academic Year	2020-2021	Total Catch up funding	£32 000		
Total number of Pupils	444	% of pupils working at ARE in March 2020 for Reading, Writing and Maths	51%	% of pupils working at ARE in December 2020 for Reading Writing and Maths	TBC
% of pupils who need to 'catch up' in Reading Writing and Maths	TBC				

2. Planned expenditure

Academic Year - 2020-2021

The two headings below are our chosen approaches to help close the gap in attainment as a result of Covid-19. Our aim is to improve classroom pedagogy through curriculum planning time whereby teachers work alongside a coach. In addition, we will provide identified pupils who have attainment gaps as a result of Covid-19 school closure with targeted support within one to one and small group sessions.

Evidence from the EEF report 'Guide to supporting school planning: a tiered approach to 2020-2021' states that "Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. *Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.*"

i. (Curriculum planning)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	When will we review implementation?
Children to make accelerated progress as a result of quality first teaching	Teachers are given time to carefully plan a curriculum that will implement successful teaching strategies from Rosenshine's Principles in Action. Their planning will reflect: <ul style="list-style-type: none"> - Sequencing concepts and opportunities for modelling - Questioning - Opportunity to review material - Ensure plans reflect the stages of practice 	Evidence from the EEF report shows that expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning. The teaching strategies outlined in the approach are evident in the EEF's report on components for high quality teaching.	Monitoring: <ul style="list-style-type: none"> - Learning Walks - Work scrutiny - ARMs - Performance Management - Coaching sessions 	SLT but BH to lead coaching planning sessions	Half termly check of data analysis to identify focus children and gauge impact of action.

Maximise learning opportunities throughout the school day	Teachers to have time to plan for transition points and additional short burst meetings to close gaps identified through summative assessment checkpoints.	Evidence from the EEFs Great Teaching Toolkit states that in dimension 3, “Great teachers manage the classroom to maximise opportunity to learn. Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); giving clear instructions so students understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth.”	Monitoring: <ul style="list-style-type: none"> - Learning Walks - Assessment Checkpoints - ARMs - Coaching sessions 	SLT	Half termly check of data analysis to identify focus children and gauge impact of action.
Teachers to have a secure understanding of the content that they are teaching, how it relates to the wider school and how they can scaffold new concepts, addressing misconceptions, and breaking learning into sequenced steps.	Teachers to have curriculum planning time to review whole school plans, objectives from prior year groups and the next year group on to understand the impact of their year group. Particular attention to be focused on planning talk for writing units and the use of toolkit progressions.	EEFs Great teaching toolkit dimension one focuses on understanding the content that is being taught. Evidence from EEFs recent review has strong evidence to suggest that explicit instruction and scaffolding are key components of high-quality teaching and learning for pupils.	Monitoring: <ul style="list-style-type: none"> - Coaching sessions - Learning walks 	SLT but BH to lead coaching planning sessions	Coaching sessions dates.
A consistent approach to teaching talk for writing across the school	Talk for Writing training delivered and whole school overview and approach shared with staff, along with opportunity to plan alongside coach and English lead.	Current educational research demonstrating the importance of a knowledge-rich curriculum that has opportunities for retrieval practice and spaced learning throughout a child’s schooling to ensure learning is secured into their long-term memory.	Monitoring: <ul style="list-style-type: none"> - Coaching sessions - Learning walks - Planning scrutiny - Work scrutiny 	SLT but BH to lead coaching planning sessions and AM to support as English lead	Coaching sessions dates. English lead’s monitoring and evaluation cycle.

Ensure there is high quality support from adults working within the setting	Small group intervention programmes to be delivered by well-trained and supported TAs working closely with the class teacher.	Evidence from Sutton Trust shows that there is evidence of greater impact when TAs are given a well-defined pedagogical role or responsibility for delivering specific interventions, particularly when training and support are provided.	Monitoring: <ul style="list-style-type: none"> - Learning Walks - Training for TAs to ensure they are highly skilled - Year Group Provision maps 	Inclusion DHT SENCO	Termly monitoring
Teachers to plan for and implement the strategies outlined in Rosenshine's Principles of Action and the Great Teaching Toolkit	Coaching system to be set up in place to support teacher's development of high-quality teaching strategies.	EEF report shows that great teaching is the most important lever for improving pupil outcomes. It also states that prioritising high-quality instruction in the classroom is one of these principles. Coaching sessions will allow for teachers to develop their own pedagogical practice.	Coaching session cycle Monitoring: <ul style="list-style-type: none"> - Learning Walks - ARMs - Teacher shared language being used - Performance Management 	CP & BH	Coaching session cycle.
Total budgeted cost from Catch up funding					£6400

ii. (one to one/group interventions)

Evidence from the EEF report 'Guide to supporting school planning: a tiered approach to 2020-2021' states that “

One to one and small group tuition There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch up approaches. 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. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.”

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	When will we review implementation?
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Focus on targeted children through Quality First Children	A three way triangulated approach used to target these children including the class teacher, intervention teacher and child. Gaps to be identified from summative assessments and the all participants work closely alongside these children to close the gaps through use of Verbal feedback, ARMs and analysis and PiXL meetings.	EEF report shows that whilst one to one or small group interventions have a place, schools need to ensure that sessions are explicitly linked to the content of the daily lessons and that effective feedback structures are in place.	Monitoring: <ul style="list-style-type: none"> - Weekly Intervention meetings to update TCCs/tracking grid with intervention teacher, teacher and member of SLT - ARMs - Assessments - PiXL meetings - Learning walks 		
For targeted children to close the gaps in the core subjects from school absence Summer 2019 and reach age related expectation	Children to be provided with small group and one to one support in English, Maths, Reading and Phonics (where applicable) to close their gaps in attainment. Provider to be given training on how to effectively set up, deliver and regularly monitor the impact of the intervention.	EEF report states, "High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored."	Monitoring: <ul style="list-style-type: none"> - Weekly Intervention meetings to update TCCs/tracking grid with intervention teacher, teacher and member of SLT - ARMs - Assessments - PiXL meetings - Learning walks 		
For children to know how to further their own learning	High quality feedback for all children – no more marking policy being used throughout the school	Evidence from the EEFs Great Teaching Toolkit shows that creating a supportive environment is paramount to their progress. Within this we need to, "promote learner motivation through feelings of competence, autonomy and relatedness" whilst creating a "climate of high expectation."	Monitoring: <ul style="list-style-type: none"> - Learning walks - Pupil Voice - Clear feedback policy - Feedback from parents 		

<p>To monitor pupil progress closely to ensure that pupil's gaps in learning are identified and filled.</p>	<p>Use PiXL, MM assessments and Talk for Writing hot task assessments to identify gaps in learning and plan to close these gaps.</p>	<p>EEF report states with high quality interventions, schools need ensure:</p> <ul style="list-style-type: none"> - Assessments are used to identify appropriate pupils, guides areas for focus and track pupil progress. <p>Following to:</p> <ul style="list-style-type: none"> - The intervention has structured supporting resources and lesson plans with clear objectives <p>Great Teaching Toolkit Dimension 4 shows that we need to activate hard thinking, provide scaffolds but then gradually remove these so that all students succeed at the required level.</p>	<p>Monitoring:</p> <ul style="list-style-type: none"> - Weekly Intervention meetings to update TCCs/tracking grid with intervention teacher, teacher and member of SLT - ARMs - Assessments - PiXL meetings 		
<p>Total budgeted cost from Catch up funding</p>					<p>£25 000</p>