

## SUPPORTING SCHOOL PLANNING (2020-22) – 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 Middle School COVID-19 Catch-up Premium

### COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	184	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£14,720	Date for next internal review of this strategy	December 2021
Date agreed by Headteacher/Governing Body:	November 2020 Updated February 2021 Updated May 2021 Updated September 2021		

“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 14% or 26 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 95%

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 / From March 8 <sup>th</sup> onwards. 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. Assessments made in March 2021 upon pupils return to school following the second school closure. Ongoing assessment schedule to monitor progress and quickly identify key gaps to be addressed.
	Gaps in knowledge from variances in the home learning that took place in Summer 2020 / Spring 2021	Extended Mathematics and Literacy lessons to provide additional time to address and close key gaps in knowledge. From Autumn 2021, dedicated intervention slots with class teacher daily.
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. Follow up assessments made in March 2021 to identify areas for priority. Ongoing assessment schedule followed from Autumn 2021.	Pupils make accelerated progress in key areas from their starting points at the beginning of the Autumn term 2020 and this to continue through the latter Spring and Summer terms 2021 follow return to school. Dedicated 'catch up' qualified teacher to work with individuals and small groups to support identified pupils to 'catch up'. From Autumn 2021, qualified Maths specialist to support Maths lessons daily in addition to class teachers, to provide intervention and targeted support. Higher level teaching assistants 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 'York' 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. Bug Club in place to support reading at home.

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. Pastoral and welfare support assistant provides a bridge to support pupils anxious about a return to school. Mental Health First Aider supports key individuals ongoing.
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## 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	Review	
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.  Pupil's close identified gaps in their writing and mathematics.	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 Colette Rider/Duane Brooks - Writing	Summer Term 2021 -Review completed	The Write Stuff - £1300  Maths Mastery – Nil (internal)	The Write Stuff training started on INSET day 12.4.21. Further training planned for 5 sessions across Summer term, and again during Autumn term from 3 <sup>rd</sup> Sept 21 onwards. Write Stuff having positive outcomes already on pupil writing  Maths Mastery training sessions took place in Autumn 20, regular CPD network for support for teachers in teaching Maths Mastery with Maths co-ordinator ongoing.	

<p>All staff to receive ongoing CPD to develop strategies and approaches to support mental health and wellbeing</p>	<p>All staff are equipped for early recognition of children's mental health needs.</p> <p>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.</p> <p>Mental Health First Aider trained member of staff who can support staff, pupils and families first hand with strategies to support mental health and wellbeing.</p> <p>Pupil mental health and wellbeing needs are met and supported at the earliest possible stage</p>	<p>EEF findings on the importance and impact of staff having 'deep subject knowledge'.</p>	<p>Pupil wellbeing survey January 2021</p> <p>Leads to present findings to Governors November 2020</p> <p>Mental Health and Wellbeing CPD ongoing, monitoring support in place</p>	<p>Victoria Carrington / Duane Brooks / Karen Monaghan</p> <p>SLT and pastoral team</p>	<p>After the wellbeing survey in January 2021</p> <p>Summer 2021</p>	<p>Bluesky CPD package £400</p> <p>Mental Health First Aider training £100</p> <p>Mindfit CPD £300</p>	<p>Governor presentations taken place Nov 21.</p> <p>Wellbeing audit and review Feb 21.</p> <p>Staff meetings for return to school and resources shared</p> <p>Bluesky effectively rolled out to all staff</p> <p>Pupil questionnaire undertaken</p> <p>Wellbeing webinars with Jessica Young - Wellbeing Access Worker &amp; Peer Support Facilitator at MIND</p> <p>Bi-weekly mental health and wellbeing CPD for all staff</p>
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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  Pupil learning is not impacted by times when it is needed to be remotely delivered	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 2021	Nil	Effective delivery and use of SWAY throughout remote learning Jan-March 21
Total budgeted cost:						£2100	



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	Review
Dedicated teacher to provide interventions for identified individuals – content of interventions informed by Baseline assessments to support 'catch up'.	Identified gaps to be closed. Children back on track based on assessments and tracking	Evidence from EEF and Sutton trust for qualified teachers to lead interventions groups.	<p>Book looks for transfer of knowledge/skill independently.</p> <p>Monitoring of content covered</p> <p>Change in timetable to enable all class teachers to provide dedicated interventions for their pupils</p> <p>Maths specialist teacher to support maths lessons in addition to class teacher to provide targeted support and intervention</p>	<p>Megan Evans (January 2021 – June 2021)</p> <p>Rachel Dean / Emma Harrison White (June 2021 onwards)</p> <p>Monitored by SLT</p> <p>Pete Griffiths</p>	June 2021	<p>1.5 days a week</p> <p>£5545</p> <p>£3850</p> <p>10 hours a week for academic year 2021/22</p> <p>-cost covered through staffing budget</p>	<p>Megan given the opportunity to work with many pupils during school closure from Jan 21. Detailed intervention timetable compiled from March June.</p> <p>Maths indicated as an area for support to enable pupils to catch up.</p>

<p>Reading, Writing and Mathematics assessments made in Autumn term 2020 will identify children in need of further targeted support.</p>	<p>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.</p>	<p>Initial Autumn baseline assessments in key identified areas.</p> <p>Ongoing teacher assessments during each term.</p> <p>End of year assessments in July 2021 to be used to give impact evidence over 2020/2021.</p>	<p>Rigorous monitoring of data</p> <p>Pupil tracking</p> <p>Pupil progress meetings with all teachers</p>	<p>Phil Adams- Mathematics Andy Bick – English</p> <p>Key Stage Leaders</p> <p>SLT</p>	<p>Summer 2021</p>	<p>£450</p> <p>New reading assessment introduced</p>	<p>Assessments took place in Autumn 20.</p> <p>Further assessments to take place in March 21, through which targeted support was identified and put in place</p> <p>Reading assessment took place March 21</p>
<p>Cover supervisors to provide additional targeted support during lessons</p>	<p>Additional opportunities for 1:1 and small group work</p> <p>Gaps to be closed. Children back on track</p>	<p>Evidence from EEF and Sutton trust for qualified teachers to lead interventions groups.</p>	<p>Book looks for transfer of knowledge/skill independently.</p> <p>Monitoring of content covered</p>	<p>Charlotte Coppenhall</p> <p>Monitored by Key Stage Leaders</p>	<p>July 2021</p>	<p>Nil</p>	<p>All pupils have been taught by familiar adults and provided additional targeted support during lessons or completed additional hours to avoid use of unfamiliar adults</p>

Introduction of 'Bug Club' to further support reading at home	Pupils to access a wide range of books at home with comprehension style questions to support their understanding of the text and develop their comprehension skills.	Reading at home during school closures identified as an area for improvement.	Staff training, parent information letters. Analysis of use over time. Encouragement from all teachers for pupils to engage	Jessie Fordham Colette Rider Duane Brooks Phil Adams	September 2021	£1537.89	Bug Club effectively rolled out. Ongoing monitoring of use.
MindFit sessions to raise confidence, self-esteem and belief through targeted interventions	Pupils access support from trained MindFit professionals weekly to build self-confidence and belief. Pupil self-confidence increase is seen across the curriculum.	Tailored program to meet the needs of individuals, levels of self-confidence and self-esteem identified as a factor inhibiting identified individuals	Monitored by pastoral and welfare team. Pupil confidence measured at beginning of 6 week programme and end	Duane Brooks Karen Monaghan	Summer 2021	£1000	From Autumn 2021, targeted sessions for small groups of individuals, monitored ongoing
Social skills group to build relationships and support development of social communication skills	Identified pupils build their social communication skills through taking part in small social skills group with SENDCo,	Evidence from EEF and Sutton trust for qualified teachers to lead interventions groups.	SENDCo to report to Assistant Head of Pastoral	Christine Dunne Duane Brooks	Spring 2021	n/a – covered internally	From Autumn 2021, small group of identified Year 5 pupils in the first instance to work as part of a small group to develop their social communication skills and interactions.
Total budgeted cost:						£12382.89	

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?	Cost	Review
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	Victoria Carrington / Natalie Crawford-Smith – subject leads	July 2021	Nil	Ongoing. Weekly PSHE lessons have been highly effective. Pupil questionnaire took place March 2021
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/	February 2021	Nil	Regular contact with families throughout school closures in Jan 21. Effective pastoral support taking place in school.
Total budgeted cost:						Nil	

Total spend to date: £14482.89

This report will be updated and reviewed regularly.

