

EEF Statement

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. The tiered approach is a helpful heuristic that can supplement school leader decisions regarding the allocation of funding, energy, training and time.

1. Summary information					
School	Mowmacre Hill Primary School				
Total number of pupils	385	Number of PP Pupils	159	Total Funding budget	£29,150

2. Barriers to future attainment based on rigorous assessment	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Speech and phonics development EYFS/Year 1
B.	Maths and Writing gaps
C.	Wellbeing concerns due to extended time out of school
D.	Teacher IT subject knowledge (closing the gap/home learning)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
E.	Access to devices for online learning – partial closures
F.	Parental support with online learning – partial closures
G.	Attendance – below average

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1.	Use assessment to identify gaps or missed learning due to extended closures during lockdown, to enable teachers to plan subsequent lessons and targeted interventions to close the gaps. Information gleaned from ½ termly Pupil Progress meetings and data analysis by Senior and Middle Leaders	Pupils complete assessments in R, W,M, Phonics, spelling, SALT screens and baselines – according to key stage Baselines completed by October ½ term -trends identified to map trajectories for Dec data collection and Trust Target setting.
2.	Phonics scores in both Yr. 1 and 2 will show an increase on previous year's results – moving closer and above National figures. Phonics intervention and guidance from the Phonics lead will ensure targeted support is given where and when necessary.	All pupils in years 1 and 2 will achieve the expected phonics score, EYFS will be in line with expectations and all pupils in EYFS and year 1 will have been screened in SALT, referrals and intervention will have taken place – and appropriate agencies are involved.

	EYFS to screen all pupils by October 2020 and actions allocated to guide classroom practice – intervention to close gaps SALT screenings will identify pupil needs and support targeted intervention	
3.	Bespoke blended learning package of teaching and interventions to ensure that Gaps in RWM will be identified and closed.	All pupils to work towards closing gaps from missed and forgotten learning due to COVID-19.
4.	CPD will be used to ensure that teachers are confident when using IT packages, to support blended learning and interventions. Schedule of training sessions led by J Stone EdTech Lead.	Staff will complete Microsoft (MEC) and Century training to inform teaching and learning in class, with interventions and with home learning.
5.	To ensure that remote learning can be accessed at point of need, ensure that all pupils have access to digital technology.	Pupils will be able to access remote learning at point of need during self-isolation or further local/national lockdowns. This includes provision for internet access
6.	To use a bespoke curriculum to ensure that transition between remote and school-based learning supports pupil wellbeing.	Pupils will access Bounce Back materials during transition back to school and to ensure that wellbeing is a key focus on Pupil Teams Channels. PSHE sessions to be introduced weekly (Covid focussed) after 6 week BB programme has finished
7.	Pupils to access Tutoring Programmes to close identified gaps in the most at need pupils, including PP, SEND and other vulnerable pupils.	School will have accessed tutoring support for pupils in Year 6 & 2 to close gaps

#### 4. Planned expenditure

The three headings below enable schools to demonstrate how they are using the catch up funding to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Teaching

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Use assessment to identify gaps or missed learning due to extended closures during lockdown	Effective Diagnostic Assessments for all pupils to identify gaps and impact of COVID-19	To identify what learning has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly – EEF Guide to supporting school planning	Staff to compile assessment data to share with SLT WB:21/09/20 Pupil progress meetings	MP / TG Teachers	WB: 21 <sup>st</sup> September Then half termly
CPD will be used to ensure that teachers are confident when using IT packages, to	Targeted CPD for staff in Microsoft MEC and Century Maths and Science. Teachers to become experts in TEAMS	Up front training and follow on support should be used to develop teacher confidence in using TEAMS and Century	Staff meeting time dedicated to Century Maths, Microsoft Teams, MEC and shared between the teaching team. Successes and	MP/TG 7 JS Teachers and Support Staff	Autumn term, Half termly reviews

support blended learning and interventions	apps to use with blended learning	maths packages for use in blended learning – EEF Guide to supporting school planning.	development points shared with staff. Jo Stone to lead staff on key areas of MEC – Support Staff and Teachers		
All pupils are digitally enabled and have access to a tablet or laptop device. Tech team to have sourced Tech based on value for money and life span	Provider sourced and orders placed – time scale of delivery	To ensure that all pupils are digitally enabled if schools were to close due to National Lockdown.	Data gathered by the Wellbeing Team to ascertain need across all families in the school. Vulnerable pupils identified. Internet access also identified	MP/ VN/DP Jo Stone Nathan Thirlby	Continuous  £29,150 - Tech £5000 – storage for Tech

Teaching Checklist	Check
Is there a logical and well-sequenced plan to support and sustain high quality teaching?	
Are our school staff sufficiently skilled in approaches such as assessment or remote teaching? If not, does our planning contain the right blend of professional development activities to develop these skills?	
Will changes to rooming or timetables as a result of social distancing measures have direct or indirect impact on teaching and whole school approaches (e.g. limiting classroom activities and flexible groupings)?	
Is there legacy training from the previous academic year on teaching and learning that needs to be revisited, sustained, or adapted?	

**ii. Targeted Academic Support**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Bespoke blended learning package of teaching and interventions to ensure that Gaps in RWM will be identified / closed	Targeted curriculum based on missed and forgotten learning. Century Maths/ Science Online support for pupils – through in school training on TEAMS, MEC Century Maths/Science	The best evidence indicates that that great teaching is the most important lever schools have to improve outcomes for pupils – EEF tiered approach	Assessment based focus to set interventions and planning moving forward to close the gaps	RP Teachers LSAs	Half termly reviews following initial assessments and pupil progress WB:21.09.20
Phonics scores will be in line or above National Levels for pupils in years 1 and 2, EYFS will have closed the gaps in phonics, SALT screenings will identify pupil needs and support.	Literacy interventions to be delivered by fully trained staff including teachers and LSAs. AR resources to support Use of teams to close gaps from in class learning SALT screening leading to referrals to NHS and EPIC and to identify targeted sessions	The use of TAs to deliver high quality interventions which complement the work of the teacher is a best bet and a powerful way of mitigating any impacts of the time away from school and see the positive gains for pupils	Continuous monitoring of interventions by regular meetings with teachers Pupil Progress meetings Ongoing assessment through low stakes quizzing and	DS / RP / SLT Teachers LSAs	Half termly reviews following initial assessments and pupil progress WB:21.09.20  £4700 – AR  £15000 – SALT EPIC
Pupils to access the Tutoring Programme - Marvel Yr 2&6 to close identified gaps in the most at need pupils, including PP, SEND and other vulnerable.	Access and extend provision from Marvel Education	Children have experienced unprecedented disruption to their education as a result of coronavirus. Those from the most vulnerable and disadvantaged backgrounds will be among those hit hardest.	Continuous monitoring of tutoring and Early Years programme – use of early assessment to identify the areas that are to be targeted	SLT	From 2 <sup>nd</sup> Autumn term  £7000 - Marvel

Targeted Academic Support Checklist	Check
Are we using relevant and rigorous data to ensure targeted interventions are appropriate?	
Are our school staff sufficiently skilled in delivering targeted academic interventions? If not, what additional support is required?	
Will changes to rooming or facilities, as a result of social distancing measures, have a direct or indirect impact on targeted academic interventions (e.g. are there sufficient spaces in school for small scale interventions)?	
Are any interventions being stopped to ensure both staff and pupils have the capacity to undertake new interventions as part of their daily work?	
<b>Questions to consider when planning to support pupils with SEND:</b>	
How do staff know their pupils, including those pupils with SEND? How is this communicated widely?	
How will your school plan for effective teaching assistant deployment to offer both targeted interventions and supplementary classroom provision?	
How are supportive relationships with an adult in school developed for pupils with SEND?	

iii. Wider Strategies					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To use a bespoke curriculum to ensure that transition between remote and school-based learning supports pupil wellbeing.	Bounce Back curriculum ELSA Support for all PP, SEND and vulnerable pupils Well being focussed pupils supported by Wellbeing Team and FSW	A common misconception can be that wellbeing and social emotional learning is separate from academic, curriculum-based learning. It is essential that this is focus to ensure that transition to school is smooth through potential continuing school closures	Bounce Back planning ELSA support notes Use of CPOMS to record initial concerns and ongoing work Case studies and Wellbeing minutes relating to most vulnerable.	Teachers SLT JE/CB	Weekly – well being meeting reviews Daily checks on CPOMS Half termly checks
To ensure that remote learning can be accessed at point of need, ensure that all pupils have access to digital technology.	Parental tech support – packages created to ensure that parents are able to access online learning materials – targeted support with devices	Close engagement with parents and caregivers is crucial for pupils to be supported in learning. Parents need to be supported without the expectation of being the full-time teacher. EEF tiered approach	Parent survey to identify training needs, device requirements and ensure that they are acquired. Sessions for parents delivered by staff in a range of methods. Monitoring by SLT	Teachers SLT DSAT Team TECH team	Parent surveys Targeted support
To ensure that remote learning can be accessed at point of need, ensure that all pupils have access to digital technology.	Devices provided to support those pupils who do not have access to devices at home	They need of required devices to be able to access learning. The EEF reports that 79% of students require a digital device for over half of the work provided by schools.	Parent survey to identify training needs, device requirements and ensure that they are acquired	Teachers SLT DSAT Team	Parent surveys completed each half term
<b>Total budgeted cost</b>					<b>£60,850</b>

Wider Strategies Checklist	Check
Are there barriers for parents that need to be recognised and supported, e.g. limited time due to work commitments, or low literacy levels?	
Are existing approaches to supporting attendance adequate given a new context where many parents may have a heightened sensitivity to the health and wellbeing of their child?	

Are our school staff sufficiently skilled in engaging in sustained parental communications? If not, does our planning contain the right blend of professional development activities?	
Can new or existing technologies sustain a manageable and meaningful plan to communicate with and support parents?	

Review of expenditure				
i. Teaching				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted Academic Support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Wider Approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost