

1 Teaching

- Quality First Teaching supported by evidence informed CPD for teachers.

Engagement with the English Hub to roll out the RWI programme Rec to Yr2.

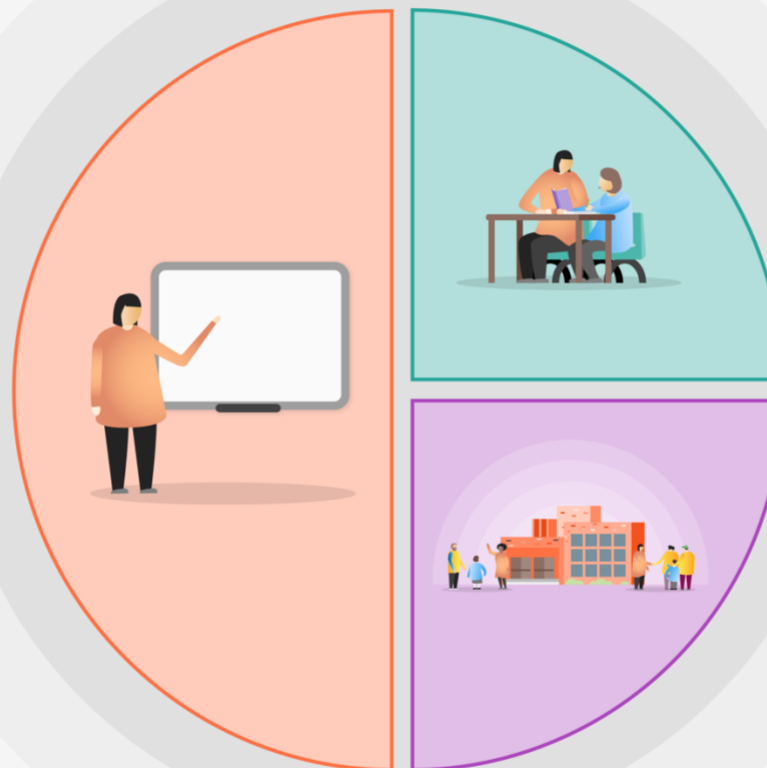
Engagement with English SLE to support the teaching and assessment of writing,

Engagement with the Maths Hub and the development of a mastery approach.

- High quality training to disseminate the NCETM Ready to Progress units.

Provide the Reading, Writing and Mathematics Leaders with release time to mentor, support and coach practitioners across the school and exemplify high quality teaching.

- Invest in the EYFS team and the new Early Adopter materials.



2 Targeted academic support

- Teacher-led targeted group teaching for Year 5 and Year 6 pupils.
- Teacher led 1 to 1 and small group tuition both the in the school day and after school.
- Same-day in class or after school intervention led by a teaching assistant.

3 Wider strategies

- Provide parents/carers with additional support materials to support the implementation of Read, Write Inc... Parents only receive the resource once they have attended the training with the Reading Leader.
- Build on the parent/carer engagement during lockdown to provide support and resources on the school website.

EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL

Alsager Highfields Community Primary School

1. Teaching

Barrier	Intervention/ Action/Rationale	Intended Outcome	Funding
The majority of children in Reception, Year 1 and Year 2 have missed the daily phonics session since March 2020.	Engagement with the English Hub to roll out the RWI programme Rec to Yr2. GW to be the point of contact for all RWI queries and support PH as RWI assessor PH to assess all children by 14.09. Daily phonic sessions to start WB 21.09 All practitioners to video themselves during a RWI session and submit to Kerry Hall (External Consultant) GW to support LK as new to RWI When restrictions ease Reading Leader (GW) to mentor, support and coach all practitioners	Confident practitioners leading effective RWI sessions evidence by the half-termly data points and children moving through stages and the PC data in Yr 2 (Dec 2020) and Yr1 (May 2021)	£1125 funded by school budget
The majority of children have not written for a defined purpose nor with an audience in mind for a sustained period.	<i>Engagement with English SLE to support the teaching and assessment of writing.</i> Writing Leader (JW) to mentor, support and coach practitioners as required.	Confident practitioners leading to effective writers. 90% of pupils who were ‘not on track’ teacher assessment Oct 2020 are back ‘on track’ by July 2021.	Funded from school’s budget
A significant proportion of children have not had the regular mathematics teaching with an emphasis on reasoning, and variation and there has been a loss of fluency.	Engagement with the Maths Hub and the development of a mastery approach. Maths Leader (MD) to mentor, support and coach practitioners as required.	Confident practitioners leading effective maths lessons following the lesson sequence from the MNP scheme. Practitioners will be able to target areas that the children have missed or are not secure in.	Funded from the DFE school improvement fund MD 0.1 MgT
Children will have missed some of the key concepts in mathematics taught in the previous year.	High quality in-house training to disseminate the NCETM ‘Ready to Progress units’.	90% of pupils who were ‘not on track’ teacher assessment Oct 2020 are back ‘on track’ by July 2021.	Funded from school’s budget
All Reception children will have missed a minimum of a term of their foundation 1 year.	The EYFS team will receive training from the CE Local Authority Early Years team on the changes to the EYFS and the new Development Matters	Confident practitioners who fully understand the new Development Matters and assessment procedures for EYFS.	Funded from school’s budget

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2. Targeted Academic Support

Barrier	Intervention/ Action/Rationale	Intended Outcome	Funding
<p>The Year 6 children have missed a significant part of their learning and are quickly approaching their Year 6 assessments. There is limited time to consolidate the all elements of the KS2 and without targeted intervention. The clear vulnerability is that some children will not be secondary ready.</p>	<p>WB 21.09 Year 6 assessed in reading, maths and EPGS WB 28.09 Parent/Carer SAT meeting WB 05.10 Parent/Carer consultations. WB 12.10 A qualified and experienced teacher (Alex Maxfield) will join the Year 5/Year 6 team each morning to support teaching and learning.</p> <p><i>Across Mrs Dyde's and Mrs Walker's class there will be four qualified teachers meaning that work can be differentiated accordingly. (Mrs Godley is a qualified teacher employed as a teaching assistant at the school)</i></p> <p><i>Classes will often start together and groups and/or individuals will be taken out of both classes to support their learning as required. This bespoke targeted support with be directed by the class teachers and Initially will be from separate classes but as restrictions ease we would hope that for example it will be Yr6 children from both classes. The flexibility is also for the staff to remain in the room with children and offer support within class. All children will benefit from the high adult to pupil ratio.</i></p> <p>WB 04.01.21 <i>We anticipate that in the spring term that Mrs Maxfield will also remain on site in the afternoon to support children. Again this small group tutoring will help children build confidence as they head towards their SATs assessments.</i></p> <p><i>1 to 1 / small group after school intervention.</i></p>	<p>All identified children will have academic support to reduce the gap with their peers and catch up on lost learning.</p> <p>Children's current attainment will be back in in line with their target set from the previous statutory assessment point.</p> <p>Year 6 attainment for reading, writing, maths and EPAG will be inline with national average and progress with be within the average band and close to 0.</p>	<p>Catch up Prem. X 24 weeks x £30ph 13hpw</p> <p>£9,360</p> <p>x18 weeks x4 £2000 (funded by school budget)</p> <p>£25pph x 24 weeks £600</p>
<p>Year 2 children have missed a significant part of their learning and are quickly approaching their Year 2 assessments. There is limited time to consolidate the all elements of the KS1 and without targeted intervention.</p>	<p>Additional in class TA support (AB) to target children under the direction of the teacher. This support ensures continuity of learning across a three day period each week.</p> <p>Additional after school phonic sessions lead by the phonics assessor for targeted Year 2 children.</p>	<p>Year 2 attainment for reading, writing, maths and EPAG with be inline with national average</p>	<p>TA support 6 hpw x 38 weeks £3,420</p> <p>X4 30min sessions x24 weeks £25pph x 24 wks £1,200</p>

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<p>A minority of children in each class have not benefitted from the remote learning set during the summer of 2020.</p>	<p>Following in-class teacher assessments, individuals and small groups of children will be identified for 1 to 1 or small group support. Different groups of children requiring different levels of support in different areas will be identified and provision will be set on a half-termly basis.</p>	<p>All identified children will have academic support to reduce the gap with their peers and catch up on lost learning.</p> <p>Children’s current attainment will be back in line with their target set from the previous statutory assessment point. i.e 90% of pupils who were ‘not on track’ teacher assessment Oct 2020 are back ‘on track’ by July 2021.</p>	<p>£25 x 24 weeks per class £600 X6 classes</p> <p>£3,600</p>
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3. Wider Strategies

Barrier	Intervention/ action/Rationale	Intended Outcome	Funding
<p>Parent engagement can be a barrier and lack of access to quality resources</p>	<p>Provide parents/carers with additional support materials to support the implementation of Read, Write Inc... Parents only receive the resource once they have attended the training with Reading Leader.</p>	<p>Ensure parents/carers use pure sounds when consolidating learning at home.</p>	<p>£4.50 per set x 70 families.</p> <p>£315</p>
<p>Spelling is an area of weakness following the lockdown period. Intervention needed to boost engagement and learning.</p>	<p>Further expand the online offer to include the resource Spelling Shed.</p>		<p>£1.80 per child Annual subscription.</p> <p>£180</p>
<p>Parents/Carers need support in accessing quality online materials to support learning at home.</p>	<p>Subject leaders to populate areas of the school website direct parents/carers to quality resources e.g White Rose Maths</p>	<p>Full engaged parents/carers supporting the teaching and learning allowing children to flourish both in school and at home.</p>	<p>Annual subscription</p> <p>£100</p>

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Total Spend £18,775