

Educational Risk Assessment and Catch Up Funding Plan 2020-2021 Estimated Funding £35,920 (449 pupils x £80)

Risk	Tier 1 actions - High Quality Teaching (e.g. Assessment, QFT, Curriculum, Intervention)	Tier 2 actions – Targeted Academic Support (Timescales/Responsibility)	Tier 3 actions – Wider strategies	Anticipated Outcomes by Year End	Approximate Cost
<p>Children return to school and consequently end the school year 20-21 with different levels of academic attainment than they achieved prior to lockdown due to different home schooling experiences.</p>	<p>CPD to focus on high quality teaching as per PPfIL, e.g effective planning, scaffolding and assessment, to ensure all pupils receive the best quality teaching that will enable them to catch up quickly. Curriculum map takes into account lost teaching from last year and replots it within the new curriculum map. White Rose Maths to be used to ensure children complete recap steps alongside new learning. Gap analysis from end of Summer used to inform planning for Aut 1 and assessment at end of Aut 1 is analysed to plan for next half term and beyond and is used to identify pupils who would benefit from additional support.</p>	<p>Laptops and targeted online interventions purchased (Century Tech) in Autumn 1 for years 4, 5 and 6 to support closing the gap during teaching time. All children will complete an 'intervention' session twice a week when all pupils will be working on their specific areas of required catch up based on the diagnostic tool.</p>	<p>Clear guidance and support for parents in terms of parent guides to support learning at home using online apps such as century tech or TT Rockstars for home learning or in the case of bubbles self-isolating. Communication with parents is clear in terms of gaps in learning and catch up needed from prior attainment. Communication around attendance is clear from prior to September so that all families understand the need for pupils to be in school as regularly as possible.</p>	<p>Nearly all pupils end the academic year at the same level of achievement as their previous prior attainment. Pupils quickly catch up on missed learning which enables them to access this year's learning successfully due to the scaffolded and sequential approach. Families feel confident with helping their children with learning at home and can use a range of tools and strategies to support and promote learning.</p>	<p>£3978 Century Tech £13,125 for 75 laptops to run intervention programmes (part funded by Trust) which are due to arrive in October</p>
<p>Staff teach at the beginning of the year in the same way as they would have previously, not taking into account children's SEMH needs which ensure they are ready for learning, potential gaps in knowledge or the wider impact of an extended period of not being in school.</p>	<p>Class teachers and support staff use a range of formative assessment tools including retrieval practice to recap prior learning interleaved with new learning using the previous teacher's gap analysis to inform assessment activities. Retrieval practice and formative assessment CPD is delivered in the first week.</p>	<p>Year 4, 5 and Year 6 use diagnostic tools on Century Tech to identify gaps and generate activities that will allow children to practice skills not yet mastered. Staff use diagnostic tools from Century Tech to ensure that classroom teaching also allows specific opportunities to teach gaps identified in diagnostic activities.</p>	<p>Recovery curriculum model is used to support transition back to school with children completing two weeks of the relationship curriculum before returning to full academic learning. Learning Mentors work in classrooms during the morning to support more vulnerable</p>	<p>Children are quickly re-familiarised with the routines and expectations of school allowing them to engage and participate in learning with confidence. Any gaps in children's learning are identified and teaching specifically targets these gaps in order to ensure that children have the correct sequential</p>	<p>Up to £2500 on published interventions</p>

	Recap on learning behaviours and core values and embed their understanding of Zones of Regulation. Calming corners are evident in all classrooms to help children build resilience and remain in class when they feel overwhelmed.	Once assessments have been completed and clear subject needs identified, research and identify other evidence based strategies and intervention schemes that could be suitable for different year groups or subjects.	pupils but whilst keeping them in class and learning.	learning ready to tackle next steps.	
Some children have unidentified gaps that continue after the Autumn 1 review of prior learning which leaves gaps in understanding and impedes their ability to access this year's curriculum successfully. This impacts their end of year achievement compared to their starting points.	At the end of Aut 1 children complete assessments from the previous year, e.g Year 2 complete Year 1 NFER test to identify any patterns to gaps in learning as a cohort as well as individualised gaps for certain pupils. Staff plan using this gap analysis for Aut 2 to ensure any lingering gaps are quickly closed.	One to one and small group tuition for KS2 pupils (starting with a PPG/Vulnerable focus) to begin in Autumn 2 to close identified gaps in learning for those with the most significant gaps. CT's who volunteer may offer up to one hour of catch up tuition with pupils outside of school hours per week.	Communication with families around children's gaps in understanding take place as part of parent consultation evenings prior to half term. Staff speak to the families of children identified for tuition and, as well as offering ideas for support, communicate the importance of attendance to any tutoring sessions either during school hours or outside of school hours.	Nearly all pupils end the academic year at the same level of achievement as their previous prior attainment. Pupils quickly catch up on missed learning which enables them to access this year's learning successfully due to additional tuition provided that builds the foundations for in class learning through plugging gaps.	Estimated £42 x 9 per week for 24 weeks = £9072
Staff can't develop depth of mathematical understanding in pupils due to insufficient mathematical manipulatives being available for all individual year group bubbles to follow the Concrete Pictorial Abstract approach.	CPD for Maths recaps on the Concrete Pictorial Abstract approach as a core strategy for development of mathematical understanding. Planning for maths identifies use of manipulatives in order to help cement understanding of key concepts, e.g. place value counters for understanding of exchanging when adding.	Essential Manipulatives lists for KS1 and KS2 classes is created by Maths lead and staff audit themselves against this by the end of September in order to identify requirements for additional purchases. By end of Aut 1 all classes have sufficient manipulatives for use so that staff can model effectively and support staff are able to support using the CPA strategies when providing either interventions, split starters or pre-teaching.	Introduce parents to understanding CPA model through a virtual open evening that allows demonstration of methods and strategies which may be different to how parents learnt in the past. This will support in case of absences or periods of self-isolating bubble. Ensure parents have guides for using TT Rockstars so that they also encourage fluency as part of home learning.	Children have a deep understanding of mathematical concepts because they have been taught through concrete manipulatives and models before moving on to the abstract. Nearly all children make sufficient progress in their mathematical learning that they end the year at the same level of achievement as their previous prior attainment.	Estimated £3000
Children's stamina and ideas/vocabulary for writing and quality of writing is poor due to lack of quality reading	Dialogic Teaching to be introduced in particular the opportunity to 'model thinking	HLTAs and LSAs to be trained in supporting children during reading and writing sessions using a range of scaffolded	Virtual Open Evening for reading for parents to be held in the Autumn term in addition	Nearly all pupils end the academic year at the same level of achievement as their previous prior attainment.	A Dialogic Teaching Companion by

<p>and modelled writing available during lockdown.</p>	<p>out loud' when modelling writing. Jonathan Bond ideas around 'closing the gap' shared following the recent English updates. Slow writing, overwriting and writing frames to be used as scaffolds where needed to support writing. Regular reading opportunities in the week through activities such as daily readers, lucky listener, DEAR time, high quality texts for models, reading across the curriculum.</p>	<p>approaches that encourages vocabulary acquisition.</p>	<p>to phonics information evening.</p>	<p>Pupils quickly close the vocabulary gap because of high quality teaching of reading and writing. Pupils are able to write for sustained periods, at the expected standard for their age, using a variety of vocabulary and language features.</p>	<p>Robin Alexander £20 HLTA and LSA overtime for CPD around scaffolding £250</p>
<p>The self-evaluated Quality of Education is currently RI/Good due to inconsistencies in staff experiences and training needs. This leads to lower attainment for pupils overall because of the mixed teaching and learning experience.</p> <p>LSAs and HLTAs do not have the same level of understanding of classroom pedagogy as the class teachers.</p>	<p>CPD for ALL classroom based staff on key pedagogical strategies for maths and English alongside key SEMH and Behaviour messages such as Trauma Perceptive Practice sessions. WRM online training sessions on bar modelling and variation booked following on from the success of last term's training on CPA strategy. Bespoke Reading Strategy training delivered by SLE to encourage understanding of reading across the curriculum, development of fluency and vocabulary acquisition. English and Maths leads to attend local updates which are fed back to all staff.</p>	<p>LSAs and HLTAs are able to effectively deliver any interventions and scaffolding strategies for pupils who have remaining gaps due to receiving the correct CPD. LSAs and HLTAs are effective in class and offer support for split starters or guided groups through class teachers applying MITA principles.</p>	<p>Precision Pedagogy is a virtual CPD tool for staff to self-research. A culture of self-improvement is embedded through frequent references to this as a learning tool during PDMs and briefings. Learning triads for teachers support the culture of innovation and improvement by allowing teachers to self-assess against teacher standards and Ofsted framework and coach each other when tackling areas for improvement.</p>	<p>Quality of education is securely good which means that children get a consistent teaching and learning experience across the school and therefore make good progress due to the high quality teaching they receive.</p> <p>Nearly all pupils end the academic year at the same level of achievement as their previous prior attainment.</p>	<p>Juniper Maths, English & Science Updates £85 per term x2 = £765 SLE Reading training £300 per day x 3 = £900 Overtime for LSAs and HLTAs to attend key pedagogical strategy CPD 6x 1 hour £1500 approximately WRM training on bar modelling and</p>

					variation £300 (£149 for 40 attendees)
<p>Children's metacognitive skills are still not sufficiently embedded due to lockdown halting the implementation process.</p> <p>Children are unable to accurately self-assess and identify next steps in learning.</p> <p>Children are unable to self-regulate when learning is difficult and present challenging behaviours to detract from learning gaps.</p>	<p>CPD to recap on metacognition and use of reflection time (colours) following learning using principles learnt from ReflectEd project at NG.</p> <p>Learning behaviours are taught explicitly once per half term and are interleaved into other lessons to remind children of how these behaviours support learning.</p> <p>Metacognition lessons are explicitly taught to help children understand the learning process.</p>	<p>Class teachers may identify certain individuals who need targeted support from Learning Mentors, LSAs or HLTAs with self-regulation and metacognition. Additional intervention is delivered based around developing resilience and overcoming fears so that they are able to tackle new learning and overcome gaps in learning.</p>	<p>Learning behaviours display in the classroom and in the hall which is regularly referred to. Children who display these behaviours are celebrated through certificate assembly.</p> <p>Whole school assemblies promote and encourage metacognition, learning behaviours such as self-awareness and resilience and having a growth mindset, so that these behaviours become part of school culture.</p> <p>Children learn to give and receive feedback through Cooperative Feedback model (CPD in Autumn 2) that allows them to upgrade learning there and then based on a given success criteria.</p>	<p>Children have the requisite learning attitudes and self-regulation to be able to tackle learning challenges with confidence.</p> <p>Children are resilient and know that mistakes and feedback allow them to improve. They become confident in assessing themselves and others against a given criteria as part of the learning process.</p>	<p>Rising Stars Metacognition Lessons £27 x 7 = £189 one per year group to allow staff to introduce some explicit metacognition lessons.</p>