

1 Teaching

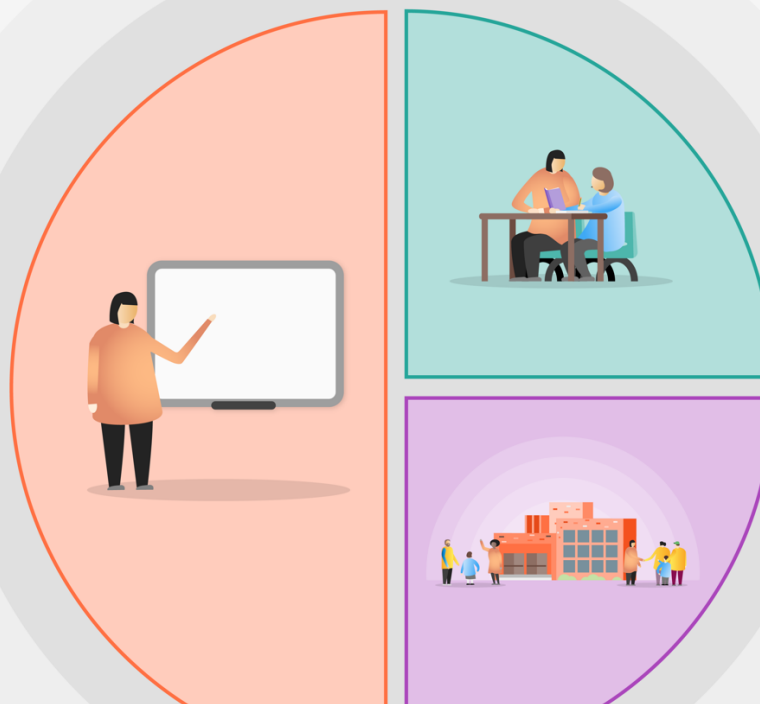
Continued professional development

Teachers will benefit from increased professional development opportunities to ensure they are well equipped to ensure that children continue to access the full curriculum. CPD topics include:

- A high-quality blended approach
- Development of Remote Education T&L
- Expert subject leadership
- Reading – meeting the needs of the bottom 20%
- REAL PE – developing the whole child

Ongoing investment in SLT supported PPA

Development of leadership across the academy



Aims:

*To support all children to achieve.

To reduce the attainment gap between our disadvantaged pupils and their peers.

*To raise the attainment of all pupils to close the gap created by the pandemic and meet or exceed national averages and expectations by age.

2 Targeted academic support

Centrally organised recruitment of teaching assistant/teachers and tutors through the National Tutoring Program

Academic mentor – working with small groups and 1 to 1 to support children in EYFS and KS1.

Specialist 1:1 LSA for SEMH needs pupils.

3 Wider strategies

Centrally supported IT loans and guidance for families

Identifying families without access to a meaningful device and or access to the internet and ensuring they receive the technology they require.

Investment in a Family Support Worker to focus on attendance and engagement.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	150	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	Number on roll 150 x £80 = £12,000	Subsidied by academy trust to a total of:	£28,000
		Total spend:	£40,000

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low levels of engagement in distance learning (during lockdown 1.0) impacting on outcomes at end of 2020-21 T1 and (potentially) T4 assessment points.
B	Low emotional resilience for some children when re-entering formal school routines.
ADDITIONAL BARRIERS	
External barriers:	
C	Attendance in school – the academy has remained open throughout the pandemic but only to vulnerable and critical worker groups.
D	Lack of IT devices for some children has prevented them from accessing ALL learning.

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	Evaluation

<p>Continued professional development to support a high-quality blended approach during the pandemic.</p>	<p>Teachers are well supported to effectively enact the full curriculum both on site and at distance.</p>	<p>EEF PP report June 2010 recommends schools take a tiered approach with teaching being the top priority, including professional development, training and support for early career teachers.</p>	<p>Regular support and challenge from central academy trust team. This is monitored through a variety of trust wide mechanisms- including but not limited to: ARMS (academy review meetings), ARVS (academy review visits) and Academy council and scrutiny panels.</p>	<p>Principal/SLT</p>	<p>Engagement throughout pandemic period in live learning has been higher in KS2 due to tracking and check-ins before 10am for all pupils who were not present during periods of live learning.</p> <p>The full breadth of curriculum was taught at distance.</p> <p>See charts below for example of data collected and group analysis of this:</p> <p>3. How well did you do with your Learning at Home? 5 = Did lots of Classdojo and zoom learning 1 = Didn't do a lot of Classdojo and zoom learning More Details</p> <p>22 Responses ★★★★☆ 4.55 Average Rating</p> <p>1. How would you rate our Learning at Home process (zoom lessons, Classdojo learning, phone calls etc.)? 5 = very good 1 = not very good More Details</p> <p>12 Responses ★★★★☆ 4.17 Average Rating</p> <p>KS2 teachers have been ready to begin live learning the day after a bubble closure. KS1 teachers have been ready to do live phonics learning the day after a bubble closure.</p>
<p>Professional development for our subject leaders to become experts within the CLF 3-19 curriculum.</p>	<p>Subject leaders understand our states of being and act as experts in the understanding of progression and pedagogy within their subject within Primary phase and beyond.</p>			<p>Principal/SLT</p>	<p>Subject leaders are developing their awareness of implementation of the CLF curriculum at Evergreen. They have written action plans, triple I statements and many have engaged in enactment walks through the academy to support their understanding of where pedagogy is leading to knowledge being retained long-term.</p>

PPA/Curriculum leaderships time cover teacher	Teachers will have consistent time carry out thorough PPA work to ensure thorough understanding of gaps and gap filling for all children. Also provides time to ensure wider curriculum is broad and balanced and that teachers are supported by an expert to enable them to plan adapted coverage in light of lockdown learning interruptions.		PPA teacher will take part in all teacher PD sessions and SLT will monitor of quality of teaching. All curriculum leaders will meet with SLT to discuss subject action plans to ensure appropriate actions being taken to close curriculum gaps and plan for any future changes required due to lockdowns.	Principal/SLT	Curriculum leaders have kept a close track on missed wider curriculum learning and have created an up to date 39-week map to ensure objectives unable to be covered during lockdowns are accounted for in future planning. All curriculum leaders have action plans in place to continue to support curriculum recovery post-pandemic. These will be enacted in 2021-22 year.
Total budgeted cost:					HLTA cover salary £18,000.

Targeted support

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	Evaluation
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<p>To ensure children return to learning quickly after periods of absence/learning at home.</p>	<p>Children's emotional, social and academic needs are met swiftly on return to school meaning they receive the right support to return to learning in school.</p>	<p>The investment of the trust into expertise to support the recovery of education for all has included work with Barry Carpenter, Professor in Mental Health at Oxford Brookes University.</p> <p>A thorough approach to support pupils on return to school has also been advocated by the EEF, who state that 'All pupils will need support to transition back to school'.</p>	<p>Regular support and challenge from central academy trust team. This is monitored through a variety of trust wide mechanisms- including but not limited to: ARMS (academy review meetings), ARVS (academy review visits) and Academy council and scrutiny panels.</p>	<p>SLT</p>	<p>Children at Evergreen have returned well. Emotional and social aspects of catch-up have been addressed through whole class support and also targeted intervention where necessary. Attendance on return was high (96% by the end of the first week back) which enabled swift assessment of need and intervention as required.</p>
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<p>Central recruitment of qualified teachers and tutors through the NTP to support pupils to catch-up on missed learning.</p> <p>Applicants have been recruited through a centrally organised process which has included academy leaders and also interviews with leaders experienced in our central curriculum and raising attainment strategies.</p>	<p>To reduce the attainment gap between our disadvantaged pupils and their peers. To raise the attainment of all pupils to close the gap created by the pandemic.</p>	<p>EEF supports the NTP.</p> <p>EEF state that ‘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.’</p> <p>EEF small group tuition +4 months.</p>		<p>Principal</p>	<p>Weekly core team meetings ensure that progress is discussed formally with key stakeholders (teacher/SENDCo/SLT) and areas for improvement are identified and acted upon swiftly.</p> <p>Academic Mentor recruited to run NELI program for YR and Y1.</p> <p>Attendance Lead supported families to return post-lockdown throughout T4. T4 W3 YTD 94.1% T4 W6 YTD 95.0%</p>
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<p>Attendance Lead/PSA to support families remove barriers to attending school in line with national standards.</p>	<p>Reduction in the number of children on the PA list. Attendance contracts to be in place with relevant families. Families signposted to supporting agencies to relieve potential stressors in the home. Supportive information provided to families regarding the importance of education and 97%+ attendance at school.</p>	<p>DfE paper 'The link between absence and attainment at KS2 and KS4' identifies that 'the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS2'.</p>	<p>Weekly 1:1's between Attendance Lead and Principal to examine improvements in specific pupil attendance. Support from consultant Education Welfare Officer to support with top 10% attendance concern cases.</p>	<p>Principal/Attendance Lead/PSA</p>	
<p>Additional LSA to support with high needs pupils.</p>	<p>Support for pupils with SEMH and SEN requirements. To enable pupils to develop strategies to improve learning behaviours and relationships with others.</p>		<p>LSA to work with class teachers and SENDCo to support pupils. LSA to attend PD sessions. LSA to attend supervision sessions to support strategy planning for pupils' provision.</p>	<p>SENDCo</p>	<p>Pupils supported to maintain attendance in school and reduce risk of exclusion. One FTE in total across all phases for the academic year 2020-21.</p>
<p>Total budgeted cost:</p>					<p>LSA salary £16,000 Academic Mentor salary £7,500</p>
<p>Other approaches</p>					

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	Evaluation
<p>Central procurement and management of IT resources.</p>	<p>To ensure that no child is without the technology they need to access the high-quality curriculum on offer from the academy.</p>	<p>The EEF guide: Best evidence on supporting students to learn remotely states that: <i>'Ensuring access to technology is key, especially for disadvantaged pupils'</i></p>	<p>There is a dedicated IT team that works across the trust to support effective use and distribution of technology to where it is most needed.</p> <p>This has included central procurement of laptops, iPads and resources to support WIFI during lockdown and also during periods of isolation for individuals, bubbles and cohorts.</p>	<p>CLF lead: AL Academy lead: HR</p>	<p>Regular home visits to provide and support with IT. Daily telephone calls from SLT and teachers/LSAs has supported pupils to engage in online and live learning throughout the lockdown.</p>
<p>Total budgeted cost:</p>					