

**Closing the Disadvantage Gap September 2020 – September 2021  
Use of Covid Catch Up Funding**



Success arises out of a steady accumulation of advantages: when and where you are born, what your parents did for a living, and what the circumstances of your upbringing were, all make a significant difference in how well you do in the world.

M. Gladwell, 'Outliers: the story of success' 2008

Viewed in these terms, the moral purpose of a school may be construed as providing, through education and care for children's well-being, advantage where it is lacking, mentoring and support for parenting where it is needed, and complimentary provision in a school community of high ideals and aspirations. Without the effort of the school, too many children are destined for a steady accumulation of disadvantage, with little compensation.

Based on OFSTED 'Twenty Outstanding Primary Schools – Excelling Against the Odds'

As a researched informed school we have used the Education Endowment Foundation's evidenced based approaches to develop strategies to close the disadvantaged gap. The approach is tiered and reflects the needs of our pupils. *The EEF guide to supporting school planning: A tiered approach to 2020-21* is weaved throughout this document.

**Strategies for the academic year 2022 - 2021**

Teaching	Strategy	Target Group	Actioned By	Responsible	Covid Catch Up funding
High-quality teaching for all – school will continue to build on great teaching as it is the most important lever schools have to improve outcomes for their pupils.	<ol style="list-style-type: none"> <li>1. Create a strong climate for learning in and out of the classroom</li> <li>2. Create an environment in which all pupils feel they belong and feel safe</li> <li>3. Establish high expectations where all pupils know the routines and boundaries</li> <li>4. Deliver a knowledge rich curriculum</li> <li>5. Deliver curriculum through strong pedagogical approaches e.g. explaining and modelling, questioning and feedback, practice and retrieval, collaborative learning and oracy skills</li> </ol>	All pupils	HoS, DHT, AHT, PL, APL,	HoS	£0
		All pupils	AHT	EHT	£3000



	<p>6. High quality curriculum resources – books which match and enable knowledge rich curriculum to be accessed by all pupils</p> <p>7. High quality teaching and learning for pupils with SEND needs with strong pedagogical approaches and resourcing</p>	Pupils with SEND	DHT	DHT	£500
Effective diagnostic assessment – High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned.	8. PM Benchmark – reading for fluency assessment to identify gaps for targeted intervention	All pupils	HoS	EHT	£2275
	9. PASS - nationally benchmarked psychometric assessment specifically designed to identify attitudinal or emotional issues in children so support can be built in for pupils through whole class and targeted intervention	All pupils	DHT	EHT	£648
	10. Pira Assessments – reading comprehension assessment to identify gaps for whole class and targeted intervention	All pupils	HoS	EHT	£1179
	11. Puma Assessments – mathematics assessment to identify gaps for whole class and targeted intervention	All pupils	HoS	EHT	£1179
	12. Welcom/ Nufield Early Language Intervention/RWI synthetic phonics assessments	EYFS/KS1	DHT	HoS	See Below
Supporting remote learning - without a realistic remote learning strategy gaps will continue to widen	13. RWI – additional resources for home reading/blended learning	All pupils	RWI Lead	DHT	£2237
	14. Reading Passports additional resources for home learning/blended learning	All pupils	AHT	EHT	£3000
		All pupils	EHT, JG, PL	EHT	£0
	15. Training all KS2 pupils and staff to access and be confident in using BGFL 365 – Teams, J2E & Emails	All pupils	HoS	HoS	£2194
	16. CGP English & Mathematics textbooks	All pupils	PL	EHT	£339
	17. Mathletics/MyMaths				
Focusing on professional development -high quality teaching and learning requires focused and continued professional development	18. Training all staff to provide high quality lesson remotely via a range of modes so all pupils are able to access learning – combination of learning platform, printed learning packs, CGP workbooks, telephone tutoring, website, email, Parentmail, Microsoft Teams and You-tube.	All staff	EHT, JG	EHT	£800



Targeted Academic Support	Strategy	Target Group	Actioned By	Accountabl e	Covid Catch Up funding
High quality 1:1 and small group tuition -evidence consists of shows the positive impact targeted small group or 1:1 tuition can provide	19. 1:1 reading – strategies to build fluency so that all children are fluent readers – 8.30 – 10.00 am everyday 20. 1:1 reading – strategies to build fluency so that all children are fluent readers – 12.30 – 2.00 p.m. everyday	KS2 targeted KS1 targeted	HoS, DHT, AHT, PL	HoS	£5700 based on 3 hrs day @ £20 ph = £300 per week 7 weeks Autumn 2 12 weeks Spring  £ PSA – autumn 2 and spring only
PSA and targeted support - linking structured targeted academic support to classroom teaching is key to the success of the role of support staff	21. Flash Academy – Language development 22. Pre-tutoring – essential curriculum 23. Welcom – language development 24. Nuffield Early Language Intervention 25. Oracy – speech and language development 26. RWI 1:1 tutoring	KS1 targeted KS1 targeted EYFS targeted EYFS targeted EYFS targeted KS1 targeted	HoS, DHT, AHT, PL	HoS	£1600  £  £  £  £50 per day  £
Academic tutoring - pre-tutoring and focus on essential curriculum is	27. Tutoring – essential curriculum	KS2 targeted	AHT	HoS	£16,196



by a qualified teacher is paramount in closing the attainment gap					
Planning for pupils with SEND - there is strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components of high quality teaching and learning for pupils with send	28. Continue to build high quality provision for pupils with high SEND need in the Hub.	SEND targeted	DHT	HoS	£0
	29. Continue to build Quality First Teaching in the classroom	All pupils			£0
Wider Strategies	Strategy	Target Group	Actioned By	Accountable	Covid Catch Up funding
Supporting pupils' social, emotional and behavioural needs – a focus on attendance, behaviour, and social and emotional well-being is key to unlocking the barriers to success in school	30. PASS intervention	All pupils Targeted EYFS- KS2	DHT	HoS	£
	31. Implementation of the PSHE curriculum – high quality resources	All pupils			£500
Adopting a Social Emotional Learning curriculum - a curriculum which addresses the social and emotional learning needs of pupils will enable all pupils to be ready to learn and achieve academically and more widely	32. Recovery Curriculum (strong focus on emotional wellbeing and social skills) to be implemented and impact reviewed.	All pupils	AHT	HoS	£0
Communicating with and supporting parents -building relationships and supporting parents with anxieties, understanding, and access to accurate information will be key in ensuring the children are in school which is the best place for them to learn	33. Marvellous Me – parent communication app to enable building relationships and supporting parents with anxieties, accurate information. Also to promote schools positively.	All pupils	DHT	EHT	£
	34. Inclusion Team to promote support available e.g. remote learning, parenting and safeguarding.	All pupils			£0
	35. Training parents/carers to access remote learning.	All pupils			£0



Promoting and supporting pupils with their physical health	36. Promote physical health of children – develop stamina and levels of physical activity through new PE curriculum and Recovery Curriculum	All pupils	AHT, DHT, HoS	HoS	£0
	37. Conway Green Mile	All pupils			£0