

1. Summary Information

School	Highworth Combined School				
Academic Year	2020-2021	Total Catch up funding	£32 000		
Total number of Pupils	444	% of pupils working at ARE in March 2020 for Reading, Writing and Maths	See appendix	% of pupils working at ARE in July 2021 for Reading Writing and Maths	See appendix

2. Planned expenditure

Academic Year - 2020-2022

The two headings below are our chosen approaches to help close the gap in attainment as a result of Covid-19. Our aim is to improve classroom pedagogy through curriculum planning time whereby teachers work alongside a coach. Evidence from the EEF report 'Guide to supporting school planning: a tiered approach to 2020-2021' states that "Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. *Providing opportunities for professional development—for example, to support curriculum planning* or focused training on the effective use of technology—is likely to be valuable."

Referrals to ELSA team have increased by 50%. Some children are demonstrating behaviours indicative of mental illness (not poor wellbeing). Referrals to CHAMS have a 2 year waiting list. The school has therefore decided to recruit a counsellor to work with 6 children once a week for the academic year 2021-2022. Those children with most need will have access to this professional. There will be a half termly review of children needing this support. Pressure upon the ELSA team will reduce meaning that all children being referred will have access to this support.

i. (Curriculum planning)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	When will we review implementation?
Children to make accelerated progress as a result of quality first teaching	Teachers are given time to carefully plan a curriculum that will implement successful teaching strategies from Rosenshine's Principles in Action. Their planning will reflect: <ul style="list-style-type: none"> - Sequencing concepts and opportunities for modelling - Questioning - Opportunity to review material - Ensure plans reflect the stages of practice 	Evidence from the EEF report shows that expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning. The teaching strategies outlined in the approach are evident in the EEF's report on components for high quality teaching.	Monitoring: <ul style="list-style-type: none"> - Learning Walks - Work scrutiny - ARMs - Performance Management - Coaching sessions 	SLT but BH to lead coaching planning sessions	Half termly check of data analysis to identify focus children and gauge impact of action.

Maximise learning opportunities throughout the school day	Teachers to have time to plan for transition points and additional short burst meetings to close gaps identified through summative assessment checkpoints.	Evidence from the EEFs Great Teaching Toolkit states that in dimension 3, “Great teachers manage the classroom to maximise opportunity to learn. Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); giving clear instructions so students understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth.”	Monitoring: <ul style="list-style-type: none"> - Learning Walks - Assessment Checkpoints - ARMs - Coaching sessions 	SLT	Half termly check of data analysis to identify focus children and gauge impact of action.
Teachers to have a secure understanding of the content that they are teaching, how it relates to the wider school and how they can scaffold new concepts, addressing misconceptions, and breaking learning into sequenced steps.	Teachers to have curriculum planning time to review whole school plans, objectives from prior year groups and the next year group on to understand the impact of their year group. Particular attention to be focused on planning talk for writing units and the use of toolkit progressions.	EEFs Great teaching toolkit dimension one focuses on understanding the content that is being taught. Evidence from EEFs recent review has strong evidence to suggest that explicit instruction and scaffolding are key components of high-quality teaching and learning for pupils.	Monitoring: <ul style="list-style-type: none"> - Coaching sessions - Learning walks 	SLT but BH to lead coaching planning sessions	Coaching session dates. Partially completed. To be continued April onwards Completed July 2021
A consistent approach to teaching talk for writing across the school	Talk for Writing training delivered and whole school overview and approach shared with staff, along with opportunity to plan alongside coach and English lead.	Current educational research demonstrating the importance of a knowledge-rich curriculum that has opportunities for retrieval practice and spaced learning throughout a child’s schooling to ensure learning is secured into their long-term memory.	Monitoring: <ul style="list-style-type: none"> - Coaching sessions - Learning walks - Planning scrutiny - Work scrutiny 	SLT but BH to lead coaching planning sessions and AM to support as English lead	Coaching sessions dates. English lead’s monitoring and evaluation cycle. Partially completed. To be continued April onwards Completed July 2021
Total budgeted cost from Catch up funding					£6400

ii: Support for mental health

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	When will we review implementation?
Indicative behaviours for children with counsellor are reduced	Weekly counselling session to meet needs identified	Mental Health First Aid practitioners have been able to identified behaviours giving cause for concern that need to be addressed by a trained and experienced counsellor	Half termly reviews to identify children whether indicative behaviours are reducing	CD	After 6 months: March 2022
Total budgeted cost from Catch up funding					£25 000