



Our whole school approach to helping children recover and shine!



	EEF Sub-categories	Planned strategies implemented/ to be implemented in school
Teaching	High Quality Teaching for all	'Shine Time' - Multi-layered feedback to children to Recover, Re-visit and Move on. Planned and timetabled using data and gaps analysis.
	Effectiveness Diagnostic Assessment	'Time to Reflect' - Meta-cognition and self-regulation strategies built into Planning, Teaching, Learning and the Learning Environment and Display.
	Supporting Remote Learning	'Our Remote Learning Offer' - Following feedback from all stakeholders, high quality teaching and learning provision will be delivered upon bubble closure. This includes support time for parents, full teaching models and personalised learning journeys for vulnerable and SEND children.
	Focussing on Professional Development	'Our bespoke Professional Learning and monitoring' overview- As part of this, professional learning is multi-layered (curriculum, recovery, Pupil and Staff wellbeing) targeted at all members of staff (TA and Teacher Professional Learning!). High quality monitoring at all levels (SLT, Core Subject Leaders, Wider Curriculum Subject Leaders, Peer Reflection) which informs next steps which are re-visited on a cycle. Teacher Profile Meetings half-termly- An opportunity for all teachers to celebrate their successes with SLT as a teacher and as a leader. A further opportunity to reflect on next steps. These next steps are re-visited at the end of each half-term. Performance Management meetings- A yearly review of strengths and future targets Half-termly Progress Pitstops- 'Book Look' with a focus on target children Termly Pupil Progress Meetings- Termly data analysis- whole school strengths and next steps Half-termly Core Subject Surgeries- Maths and English subject leaders leading with a focus on curriculum gaps, progress, planning and provision. English and Maths Leaders half-termly meetings with SLT to assess standards and set ambitious targets Our Approach to Embedding Knowledge- Knowledge acquired during the lesson, recently acquired knowledge, knowledge acquired over a longer period of time- knowledge pitstops, knowledge books, topic maps, knowledge organisers, Learning walls, As a I can, I know slips, learning journey displays R.E. surgery led by Reverend Andy March- focused on key knowledge Differentiation and Scaffolding- Helping me Shine approach to support children with understanding what they can use to scaffold learning- SLT-led Professional Learning Our approach to Reading- Phonics, Whole class reading, 1:1 reading with a focus on fluency, reading across the curriculum
Targeted Academic Support	High Quality 1:1 and small group tuition	Potential 1:1 tutoring led by teachers- For children who have significant gaps across either English or Maths and who need to make substantial and sustained progress.
	Teaching Assistants and Targeted Support	2x Additional Afternoons by a teaching assistant- To support with Year 6 gaps. Differentiation and Scaffolding- Helping me Shine approach to support SEND children with understanding what they can use to scaffold learning- SLT-led Professional Learning
	Academic Tutoring	TA Professional Learning- To support 1:1 tuition
	Planning for pupils with SEND	'Shine Time' - Multi-layered feedback to children to Recover, Re-visit and Move on. Planned and timetabled using data and gaps analysis.

Wider Strategies	Supporting pupils social, emotional and behavioural needs	<p>Counselling support for targeted children- Identified children with social and emotional needs to attend Counselling sessions for at least the Autumn and Spring Term.</p> <p>Supervision for Staff- 3hrs group supervision for teachers facilitated by the Educational Psychologist. SH to lead an overview session for both Teachers and Teaching Assistants. In the Spring term, Teaching Assistants to begin supervision if required.</p> <p>RHE curriculum- New curriculum for Relationships and Health Education. Governor and parent views sought through a working party. Parent consultation to take place.</p> <p>Our approach to supporting parents- Wellbeing drop-ins, SEND drop-ins, Knowledge Organisers and Topic maps, Parent Wellbeing and Information sessions, RE Newsletters, Whole school Newsletters,</p> <p>Approach to staggered drop-off and pick-ups- Siblings brought to school at the same time</p> <p>Wellbeing links across the curriculum- Topics focused around mental health and wellbeing- e.g. Year 5- On your marks, get set, go and Year 4 White Water Adventure</p>
	Planning carefully for adopting a Social and Emotional Learning curriculum (RHE)	
	Communicating with and supporting parents	
	Supporting parents with pupils of different ages	
	Successful implementation in challenging times	

Identified issue	Action	EEF reference	Cost	Intended/desired outcomes	Monitoring
Spelling structures in Years 3 and 4 have slipped for children working just below expectations before lockdown	Extra sessions for each group delivered by a teacher/TA	A Tiered Approach to 20-21: High quality one to one and small group tuition	£600	3 -6 months increase on spelling skills	GAPS data Writing outcomes in books will show consistent application of spellings
Through teacher assessment and gaps analysis, aspects of key skills and associated strands have been identified for children within each year group, in particular the lower and middle attainers	End of Autumn 1 Maths Surgery with each teacher- led by Maths Leader across a day	<i>A Tiered Approach to 20-21: Professional Development- Improving the quality the teaching- both the planning and implementation- supported by high quality professional development (pg14)</i>	£400	Vast majority of middle and lower attainers to make progress in identified gaps from the Spring/Summer for the term	-Weekly monitoring by Maths Leader during Release Time -End of unit recovery assessments compared with baseline assessments -End of Autumn term whole school data
Through gaps analysis, aspects of grammar have been identified for children within each year group, in particular the lower and middle attainers	End of Autumn 1 English Surgery with each teacher- led by English Leader across a day	<i>A Tiered Approach to 20-21: Professional Development- Improving the quality the teaching- both the planning and implementation- supported by high quality professional development (pg14)</i>	£400	Vast majority of middle and lower attainers to make progress in identified gaps from the Spring/Summer for the term	-Weekly monitoring by English Leader during Release Time -End of unit recovery assessments compared with baseline assessments -End of Autumn term whole school data
Reading fluency across key stage 1 and lower key stage 2 needs further intervention with lower attaining and prior middle attaining children	1x TA working additional hours to focus on 1:1 reading with target	<i>A Tiered Approach to 20-21: Teaching Assistants and targeted support (Pg16)</i>		Overwhelming majority of children in Years 1-4 show improvement in their reading fluency and therefore comprehension	-Fluency in Reading Assessment- compared with baseline -End of Autumn Term Reading Data
Through data and gaps analysis, Year 6 children have been identified in having gaps across a range of strands, particularly written methods for calculations and sentence structure and punctuation in English.	1x TA working 2 additional afternoons weekly for Autumn 2	<i>A Tiered Approach to 20-21: High quality one to one and small group tuition. The evidence indicates that small group and 1:1 interventions can be a powerful tool for supporting pupils (pg15)</i>	£300	Overwhelming majority of gaps identified addressed at the end of the Autumn term	-End of Term STAT data analysis -End of unit Recovery Assessments compared with baseline assessments
Through data and gaps analysis, Year 6 children have been identified in having gaps across a range of strands, particularly written methods for	1x additional teacher supporting Year 6 1 day a week (Gavin Irvine?)	<i>A Tiered Approach to 20-21: High quality one to one and small group tuition.</i>	£2000	The overwhelming majority of Year 6 children to make rapid and sustained progress.	-End of Term STAT data analysis -End of unit Recovery Assessments compared with baseline assessments

calculations and sentence structure and punctuation in English.		<i>The evidence indicates that small group and 1:1 interventions can be a powerful tool for supporting pupils (pg15)</i>			
Through gaps analysis, aspects of grammar have been identified for children within each year group.	3 and ½ days English Leadership time for English Leader with a focus on weekly catch-up monitoring and support	<i>A Tiered Approach to 20-21: Effective Diagnostic Assessment. It will be important to differentiate between learning that has been forgotten and material that hasn't been learnt properly (Pg10)</i>	£800	Vast majority of middle and lower attainers to make progress in identified gaps for the term	-Twice weekly mini impact discussions between SLT and Maths Leader -End of unit recovery assessments compared with baseline assessments -End of termly whole school data
Through teacher assessment and gaps analysis, aspects of key skills and associated strands have been identified for children within each year group.	3 and ½ days Maths Leadership time for Maths Leader with a focus on weekly catch-up monitoring and support	<i>A Tiered Approach to 20-21: Effective Diagnostic Assessment. It will be important to differentiate between learning that has been forgotten and material that hasn't been learnt properly (Pg10)</i>	£800	Vast majority of middle and lower attainers to make progress in identified gaps for the term	-Twice weekly mini impact discussions between SLT and Maths Leader -End of unit recovery assessments compared with baseline assessments -End of termly whole school data
Wellbeing questionnaires and general behaviours demonstrate teachers are still experiencing stress and anxiety following recent events	3x hours of Focused Supervision group sessions for teachers- facilitated by the Educational Psychologist	<i>Press Release: £8 plan to boost teacher wellbeing Support staff working in schools who may still experience stress, trauma or anxiety.</i>	£500	Staff morale and wellbeing to be improved across the Autumn term.	-Wellbeing Questionnaire at the end of Autumn 2 -Productivity and Quality of learning within books
Identified children are still experiencing stress and anxiety	Autumn 2 and Spring Term: Focused weekly 'Counselling' with CSCS.	<i>A Tiered Approach to 20-21: Supporting children's emotional, social and behavioural needs.</i>	£600	Improved social and emotional behaviours	-Behaviour analysis and CPOMs review -Data review of academic progress for each of these children
Poor retention of knowledge from Curriculum Topics taught throughout lockdown.	2x days End of Autumn 2 Curriculum Surgery- Teachers planning provision with DHT for Spring Term	<i>A Tiered Approach to 20-21: Professional Development- Improving the quality the teaching- both the planning and implementation- supported by high quality professional development (pg14)</i>	£400	Improved knowledge through improved teaching and learning approaches and mini-topics taught	-Knowledge book responses -Quality of learning within knowledge pitstops, content, glossary etc
Clarity over teacher judgements with a wider range of entry points (gaps) from the previous year group	1 day Assessment surgery for teachers with DHT 1 day	<i>A Tiered Approach to 20-21: Effective Diagnostic Assessment. Assessment can support teachers to recognise the importance of each small piece of information which contributes to a bigger picture of the child. (Pg10)</i>	£400	Improved assessment information- data reports analysis	Moderation of judgements with SLT Pupil Progress outcomes
Through teacher assessment and gaps analysis, aspects of key skills and associated strands have been identified for children within each year group.	At the end of Autumn 2- Spring 1 Maths Surgery with each teacher- led by Maths Leader across a day	<i>A Tiered Approach to 20-21: Professional Development- Improving the quality the teaching- both the planning and implementation- supported by high quality professional development (pg14)</i>	£600	Overwhelming majority of middle and lower attainers to make progress in identified gaps from the Spring/Summer with the vast majority of children back on track with their learning path, when compared to prior attainment	-Weekly monitoring by Maths Leader during Release Time -End of unit recovery assessments (Spring 1) compared with baseline assessments
Through gaps analysis, aspects of grammar have been identified for children within each year group	At the end of Autumn 2- Spring 1 English Surgery with each teacher- led by English Leader across a day	<i>A Tiered Approach to 20-21: Professional Development- Improving the quality the teaching-</i>	£600	Overwhelming majority of middle and lower attainers to make progress in identified	-Weekly monitoring by English Leader during Release Time

		<i>both the planning and implementation- supported by high quality professional development (pg14)</i>		gaps from the Spring/Summer with the vast majority of children back on track with their learning path, when compared to prior attainment	-End of unit recovery assessments (Spring 1) compared with baseline assessments
Prior middle children and lower attaining children within each year group who continue to have significant gaps within their writing/Maths	Tutoring in the Spring Term (Led by Teachers!)	<i>A Tiered Approach to 20-21: Academic Tutoring. When implementing, pupils support with sessions over a sustained period (pg17)</i>	£5000	Substantial and sustained progress within the targeted subject.	Spring Term data- progress and attainment
Through teacher assessment and gaps analysis, aspects of key skills and associated strands have been identified for children within each year group.	At the end of Spring 1- Spring 2 English Surgery with each teacher- led by Maths Leader across a day	<i>A Tiered Approach to 20-21: Professional Development- Improving the quality the teaching- both the planning and implementation- supported by high quality professional development (pg14)</i>	£600	Overwhelming majority of children identified back on track with their learning path, when compared to prior attainment Vast majority of children making at least expected progress within their year group	-Weekly monitoring by Maths Leader during Release Time -End of unit recovery assessments (Spring 2) compared with baseline assessments -End of Spring Term data analysis- progress and attainment
Through teacher assessment and gaps analysis, aspects of key skills and associated strands have been identified for children within each year group.	At the end of Spring 1- Spring 2 English Surgery with each teacher- led by English Leader across a day	<i>A Tiered Approach to 20-21: Professional Development- Improving the quality the teaching- both the planning and implementation- supported by high quality professional development (pg14)</i>	£600	Overwhelming majority of children identified back on track with their learning path, when compared to prior attainment Vast majority of children making at least expected progress within their year group	-Weekly monitoring by English Leader during Release Time -End of unit recovery assessments (Spring 2) compared with baseline assessments -End of Spring Term data analysis- progress and attainment
Potential gaps within current year group Maths curriculum.	At the end of Spring 2- Summer 1 Maths Surgery with each teacher- led by Maths Leader across a day	<i>A Tiered Approach to 20-21: Professional Development- Improving the quality the teaching- both the planning and implementation- supported by high quality professional development (pg14)</i>	£600	Overwhelming majority of children making at least expected progress within their year group.	End of Summer Data
Potential gaps within current year group English curriculum.	At the end of Spring 2- Summer 1 English Surgery with each teacher- led by English Leader across a day	<i>A Tiered Approach to 20-21: Professional Development- Improving the quality the teaching- both the planning and implementation- supported by high quality professional development (pg14)</i>	£600	Overwhelming majority of children making at least expected progress within their year group.	End of Summer Data