

## Tiered Model: Taken from the EEF Guide: Supporting Planning Hethersett Woodside Primary & Nursery: 2020 - 22

### 1 Teaching

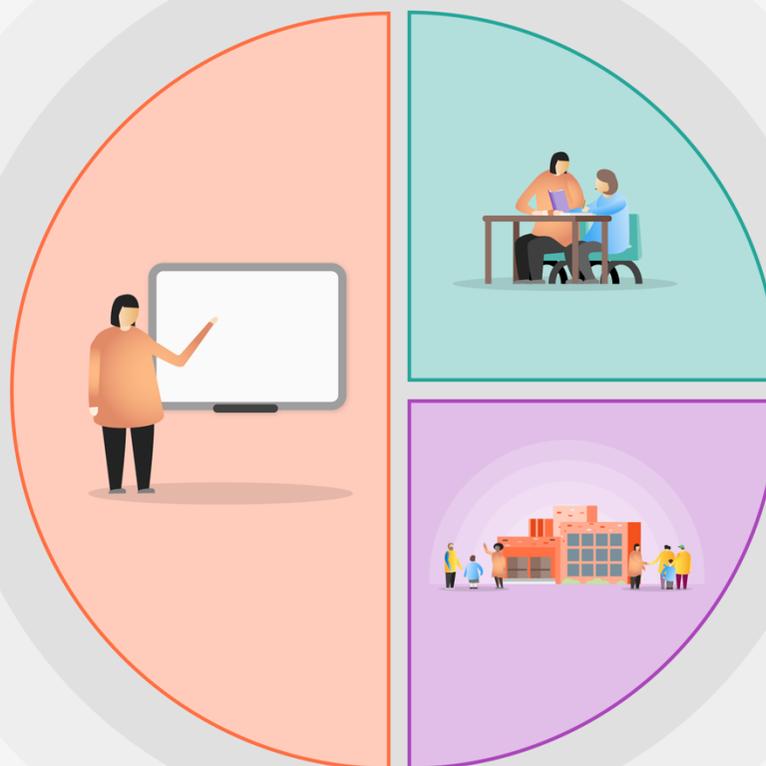
**Remote Learning:** Google Classroom to support home learning as well as programs such as Times Table Rock Stars; This was taught in class following the first lock down to ensure all children have access when remote learning was needed.

**Tapestry:** This used across the Early Years to support communication with parents at all times.

**Face to face teaching:** Supporting learners with key ideas to give access to continuous learning. All teachers aware of starting points for learning for future support.

**Focus on Basic Skills:** teaching focusing on phonics, early reading and number skills.

**Mental Health Champion:** a member of staff trained to support mental health difficulties in adults and children



### 2 Targeted academic support

Where circumstances permit, **vulnerable learners** offered full time place in school.

**Vulnerable Learners:** not in school offered technology or paper copies of resources to support learning.

**Mental Health:** support staff in place to ensure children remain in school who are struggling with SEMH

**Intervention:** targeted intervention to support early reading and phonics

### 3 Wider strategies

**School staff** given more hours to support staff keeping within Bubbles.

**Devices:** Extra Chrome Books and licenses purchased to support home learning for vulnerable learners.

**Areas and staff** in school available to support learners with SEMH.

Summary Information				
School	Hethersett Woodside Primary & Nursery School			
Academic Year	2020 - 2021	Total Catch-up Premium	£20096	Number of Pupils

Guidance	
<p>Children and young people across the country have experienced disruption to their education due to the coronavirus, COVID-19. The children from the most vulnerable and disadvantaged backgrounds have been the hardest hit and the response from our school needs to match the challenge of supporting these most vulnerable learners to recover from this loss of learning time.</p> <p>Schools' allocations will be calculated on a per pupil basis providing each maintained school with £80 for each pupil from Reception through to Year eleven in two instalments, one in the financial year 2020 – 21 and a second in 2021 - 22</p>	
Use of Funds	Education Endowment Fund (EEF)
<p>Hethersett Woodside Primary &amp; Nursery School will use these funds for specific activities to support our pupils to recover from loss of learning over this last academic year.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all pupils. Hethersett Woodside has used this document to aid the direction of our additional funding in the most effective way.</p>	<p>EEF advises:</p> <ul style="list-style-type: none"> <li>• Investment in high quality teaching</li> <li>• Targeted academic support</li> <li>• Whole school approach to social, emotional and behavioural needs</li> <li>• Support with technology</li> </ul>

Identified impact of lockdown	
Wellbeing	Many children have likely experienced loneliness during lockdown and in particular, been affected by lack of physical contact with their friends, families and peers, and the boredom and frustration associated with a loss of all the activities they have been used to taking part in.
Maths	Gaps in learning have developed due to specific content missed, leading to stalled sequencing of the learning journey. Children still have an enjoyment of maths and lockdown has not affected their attitudes towards learning. Recall of basic skills has suffered: children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
Writing	Children have not continued to practise writing skills. Grammar and punctuation specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected but have not made the progress they would have done if in school. Those who did not write as much during lockdown and the subsequent summer break have had to work additionally hard on writing stamina, accurate grammar techniques and improving their motivation due to the lack of fluency in their ability to write.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the comprehension of texts. The gap between those children that read widely and those children who do not has increased.
Foundation Subjects	Children have missed a number of Experiences (whole units of work) meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p><b>Whole School Approach to supporting wellbeing</b></p> <p>The pandemic has put a huge strain on many children who were already struggling with their mental health, because of traumatic experiences, social isolation, a loss of routine and a breakdown in formal and informal support.</p>	<p>PSHE to focus on wellbeing</p> <p>Children supported through the THRIVE approach and Nurture</p>	<p>All children had access to support and staff were able to identify children needing more targeted support.</p>	<p>JB/SENCo</p>	
<p><b>Supporting great teaching:</b> Subject leaders are aware of the impact of missed learning in their subject areas.</p> <p>This is disseminated to staff through online staff meetings. Planning over time is adjusted to backfill knowledge gaps.</p> <p>Reduced workload for teachers. Staff given time to support remote learning offer.</p> <p>CPD for staff: time given to develop home learning offer.</p>	<p>Teams established to support subject leads</p> <p>All staff meetings to be conducted online and focus initially on developing remote learning offer.</p> <p>Development of formal assessment to reduce the time taken to record these tasks.</p> <p>A close look at tasks previously completed by class teachers to reduce the workload where possible.</p> <p>Subscription to Read, Write Inc. Subscription to White Rose Maths Subscription to Espresso</p>	<p>Adjustments were made to the curriculum to accelerate learning.</p> <p>Staff supported with their own subject knowledge and children's levels.</p> <p>Subscriptions to specific online learning meant staff were able to plan for excellent remote learning.</p>	<p>AJ/JB/NI/ all staff</p>	

Specially produced remote learning resources support high quality home learning.				
<p><b>Whole School Approach to Maths</b> Hethersett Woodside uses the Power Maths to support the teaching of Maths throughout the school.</p> <p>Individual pupil books purchased to ensure consistency across school.</p>	<p>Maths Lead to look at essential units to be taught to ensure children have access to next stages of learning.</p> <p>Work books purchased throughout the school to support consistency and whole school approach.</p>		SE/all staff	
<p><b>Teaching assessment and feedback</b></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree of confidence and accuracy of assessments.</p>	<p>Time devoted to supporting this during staff meeting time.</p> <p>Reduction of formal assessments</p> <p>Investment in standardised assessment: NFER</p>	<p>Learning gaps established</p> <p>All staff have a good understanding of children's learning needs and are able to support progress</p> <p>Standardised scores established understanding of gaps in learning</p>	AJ/ all staff	
<p><b>Transition support</b></p> <p>Children who are joining school from different settings or who are beginning their schooling at Hethersett Woodside have an opportunity to become familiar and</p>	<p>Investment in Tapestry over the summer period to support transition for new starters into Reception.</p> <p>Online meetings with staff to support transition</p>	<p>Smooth transition into Reception and back into school following lock down.</p>	NI/ Reception teachers	

confident with the setting before they arrive				
<b>Total cost</b>	CPD for PSHE; Tapestry addition costs; work book purchases maths; NFER purchase			

<b>Targeted Approaches</b>				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<b>Targeted to supporting wellbeing</b> Staff employed to support individuals and groups of children to enable access to class learning	Individual children identified as needing extra support for small group Nurture support.  Individual behaviour support of children	Children have remained in school who may otherwise have been excluded	JB/SENCo	
<b>Small Group Work</b>	Groups of children identified as needing pre teach or post teach to allow children to maintain whole class learning	Year four children targeted at the beginning of the school developed better access to learning following. Year one and two children closing the gap for phonics and writing	SC  SL	
<b>Individual Readers</b>  Time given to children who had not accessed reading during remote learning	Individual children		SL	
<b>Total Cost</b>	Employment of SL; additional hours for SC and JE			

<b>Wider strategies</b>				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p><b>Supporting parents and carers:</b> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain homelearning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p>Purchase of additional licences to support devices for home learning</p> <p>Additional Chrome Books for support staff to support home learning.</p> <p>Stationary and paper copies of home learning offered for children with no access to devices/ technical support or home learning</p>	<p>Chrome Books were loaded out to families in need giving access to home learning</p> <p>Support staff were able to deliver home learning and support as well as teaching staff.</p> <p>All children were able to access home learning</p>	HW/ technical support.	
<p><b>Access to technology:</b> All staff had access to technology to enable support for families and to access CPD</p>				
<b>Total cost</b>	Additional licenses; Chrome Book/ tablets for staff use; photocopying;			

<b>Total cost of whole school strategies, targeted approaches and wider strategies</b>	
<b>Covid Catch-up Funding Grant</b>	£20 096
<b>Charitable donations</b>	
<b>School budget</b>	
<b>Total spend due to Covid</b>	