

Brookburn Pupil COVID strategy / self-evaluation 2020 2021

1. Summary information			
Academic Year	2020 21	Total COVID budget	£32,080
Total number of pupils	446	First review of this strategy:	Jan 21
		Final review:	July 2021.

2. Barriers to future attainment to be addressed through COVID grant.	
Academic barriers (<i>issues to be addressed in schools</i>)	
A.	Not knowing the children's strengths and gaps in learning following Summer term lockdown, therefore impacting on current knowledge for each individual and knowing the next steps required for each child.
B.	Volume of writing and opportunities to write and volume of reading during lockdown.
C.	If pupils attainment has been adversely impacted, ensuring any decline / gaps / lost learning are quickly addressed.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
C	<p>A full staff understanding of children's emotional needs linked to COVID and school partial closure and the possible impact on fast progress for some children.</p> <p>Impact of lockdown on children's independence and resilience on their return to the classroom.</p>

3. Intended outcomes		Desired outcome
<p>Teaching Priorities</p> <p>Developing great teaching as it is the most important lever schools have to improve outcomes for children. High quality assessment is essential to great teaching</p>	<p>Priority 1: Effective diagnostic assessment</p> <p>Develop high quality:</p> <ul style="list-style-type: none"> ➤ Targeted diagnostic assessments based in the classroom ➤ Assess pupils engagement with school and their well-being ➤ Evaluate subject coverage to prioritise areas that need to be covered from previous year in order for pupils to progress. <p>Priority 2: Focusing on professional development</p> <p>Develop:</p> <ul style="list-style-type: none"> ➤ Deep subject knowledge, up front training and follow up support planned. ➤ Flexible understanding of the content being taught ➤ IT provision for remote learning / homework at home. 	<p>Completion of teacher assessment of pupil's SEMH and engagement with school.</p> <p>Completion of "supporting transition and change" training for all staff by deputy heads.</p> <p>Interventions demonstrate better progress than chronological age. (baseline and end of intervention scores)</p>
<p>Targeted Academic support</p> <p>Linking structured one to one and small group intervention to classroom teaching ensuring sessions are explicitly linked to the content of daily lessons</p>	<p>Priority 1: high-quality one to one and small group tuition</p> <p>Develop:</p> <ul style="list-style-type: none"> ➤ Carefully targeted intervention as outlined in 'Step up September' plan. ➤ Brief but regular sessions over a sustained period of time. ➤ Clear objectives and supportive resources. 	<p>Children make additional gains from their starting points.</p> <p>Tracking of progress demonstrates faster progress for intervention groups.</p> <p>By July 2021, 2019 at least national averages in GLD, combined scores at KS1 and KS2 are made.</p>

<p>Wider strategies</p> <p>These are non-academic barriers to success in school and approaches to support will be revised in light of C-19.</p>	<p>Priority 1: Plan, support and monitor carefully for adopting a reviewed Social and Emotional curriculum (SEL)</p> <p>Develop:</p> <ul style="list-style-type: none"> ➤ Carefully planned recovery using 'Step up September' programme. ➤ Review PSHCE curriculum ensuring it's connected with all other priorities. ➤ Skills are explicitly taught ➤ Integrate and model skills through everyday teaching ➤ Refresher training in retrieval practice, cognitive load and metacognition. 	<p>Incrementally, better concentration, focus and independence during lesson time.</p> <p>Boxhall profile completed for identified children with improved scores.</p> <p>Independent tracking for target children completed and showing improvements. (using Independent behaviour teacher assessment – EEF)</p>
	<ul style="list-style-type: none"> ➤ Play Therapy: increase in motivation and development with target children requiring specific support in engagement in learning, to develop resilience, confident, independent and creative learners by engaging in therapeutic activities and outdoor environment opportunities 	<p>Play Therapy experiences have positive impacts on self-confidence, self-efficacy and motivation. Non-cognitive skills such as perseverance and resilience are developed through adventure learning and that these skills have a knock-on impact on academic outcomes.</p>

4. Planned expenditure

Academic year	2020 21
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The three headings enable you to demonstrate how you are using the COVID premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of COVID support

Play Therapy: £8215.00 – 3 days maths interventions: £14077.00
 1 day per week staff training and implementation of English recovery programme £6656.00 – Plus 1 additional English teacher to implement And run Interventions: £4331.00

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Academic outcomes:</p> <p>Priority 1: Effective diagnostic assessment</p> <p>Develop high quality:</p> <ul style="list-style-type: none"> ➤ Targeted diagnostic assessments based in the classroom ➤ Assess pupils engagement with school and their well-being 	<p>Accelerated progress for identified children with low starting points .</p> <p>Increase the number of children on track to achieve ARE at end of KS1 & KS2.</p> <p>Improved ASQ / Welcome scores (EYs)</p>	<p>Use of EEF: ‘Preparing for Literacy, Improving communication, language and literacy in the early years.’</p> <p>‘Improving Literacy in KS1 & KS2’ EEF</p> <p>‘Improving mathematics in KS2 and 3.’ EEF</p> <p>‘Rapid evidence assessment’ EEF</p>	<p>Use of EEF guidance: ‘Putting Evidence to work: A school’s Guide to Implementation.’</p> <ol style="list-style-type: none"> 1. Plan in stages 2. Create leadership and school climate 3. Explore practices and programmes 4. Prepare an implementation plan 5. Deliver, support staff, monitor and adapt 6. Sustain and scale up. 	<p>JK</p> <p>Plus SLT leading each phase.</p>	<p>December 2020</p> <p>March 2021</p> <p>July 2021</p> <p>Termly pupil progress meetings.</p>

<p>2. Priority 2: Focusing on professional development</p> <p>Develop:</p> <ul style="list-style-type: none"> ➤ Deep subject knowledge, up front training and follow up support planned. ➤ Flexible understanding of the content being taught ➤ IT provision for remote learning at home. <p>Training in tuition and interventions from experienced trainers</p>	<p>Staff trained to accurately assess and diagnose strengths and gaps in learning. (maths, reading and writing)</p> <p>Completed one page profile for each child outlining strengths and next steps, reviewed at least half termly.</p>	<p>‘COVID 19 support Guide for schools.’ EEF</p> <p>Use of: <i>EEF</i></p> <p><i>‘Metacognition and self-regulated learning.’</i></p> <p><i>EEF: ‘Improving Behaviour in schools.’</i></p>	<p>Use of EEF guidance: ‘Putting Evidence to work: A school’s Guide to Implementation.’ (as above)</p>		<p>Half Termly review of classroom application through updated one page profiles.</p>
<p>Total Cost</p>					<p>£10987.00</p> <p>Additional 2 days per week Teacher Leader for Reading Recovery supporting diagnostic assessments and staff training & interventions.</p>

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
<p>Priority 1: high-quality one to one and small group tuition</p> <p>Develop:</p> <ul style="list-style-type: none"> ➤ Carefully targeted intervention ➤ Brief but regular sessions over a sustained period of time. <p>Clear objectives and supportive resources.</p>	<p>Accurate baselines. Target groups of children identified. Timetable of support Quality implementation of teaching. Accelerated and faster gains for children (half termly assessment)</p>	<p>EEF states: 'Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues.'</p> <p>The EEF guide to supporting school planning: A tiered approach to 2020 - 21</p>	<p>Use of EEF guidance: 'Putting Evidence to work: A school's Guide to Implementation.' (as above)</p>		<p>Termly pupil progress meetings measuring impact against SDQ screening, attendance data and attainment data.</p>

<p>3. Catch up maths, an intensive intervention for learners in Years 1 to 6 who have the greatest difficulties with mathematics.</p>	<p>Improve confidence and interest in learning mathematics. Close the gap for children ensuring children achieve national averages in maths.</p>	<p>Following the CPA maths learning model. It helps pupils who have fallen well behind at mathematics to make greater progress towards expected standards so that they can catch up with their peers. Proven track record of impact.</p>	<p>Previous aspects of Singapore maths and support and training from NCETM and NW Maths hub. On-going CPD every year Resources and support Online guidance and downloadable resources</p>		<p>Through maths evidence trails. Intervention post measures. Tracking of ex-number count children to ensure they reach expected levels in maths.</p>
Total budgeted cost					<p>£14077..00 supporting maths intervention.</p>
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

<p>Play Therapy intervention: involves collaborative learning experiences with practical problem-solving, explicit reflection, outdoor activities (within Den and allotment and treasure wood) and discussion of thinking and emotion may also be involved.</p>	<p>Play therapy experiences have positive impacts on self-confidence, self-efficacy and motivation. Non-cognitive skills such as perseverance and resilience are developed through adventure learning and that these skills have a knock-on impact on academic outcomes.</p>	<p>EEF evidence suggests that the impact is greater for more vulnerable students longer courses (more than a week), and those in a 'wilderness' setting.</p>	<p>Well-trained and well-qualified staff as adventure experiences can pose very different physical and emotional risks to those experienced in schools.</p>	<p>SN</p>	<p>After each intervention</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£8215.00</p> <p>Total costings:</p> <p>£33279.00</p>