

## A Tiered Approach at New Horizons Primary School 2020-21

Considering a tiered planning model for the academic year ahead can help us balance approaches to improve teaching, targeted academic support and wider strategies. We have used this approach (recommended by the EEF) to plan the expenditure of our Covid catch up fund.

### 1. Quality First Teaching for all

Great teaching is the most important lever we have to improve outcomes for our pupils. There is strong evidence that the key components of high quality teaching and learning are:

- Explicit instruction (7P-Explanations)
- Scaffolding
- Flexible groupings
- Cognition (7P-Metacognition) and Metacognition (7P-Meta-memory) strategies

Alongside:

- The further 2 principles of 'Questioning and Responding' and 'Modelling'
- Deep subject knowledge (7P) and a flexible understanding of the content being taught
- High quality assessment – Planning effective assessment and feedback to feedforward (7P) is integral to supporting high quality teaching - having an understanding of what the children have and have not learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress.

Expert teachers develop a broad array of teaching strategies that combined with subject knowledge and knowledge of their pupils positively impact on learning.

### 2. Targeted Academic Support

High quality teaching is supported by targeted academic support. Evidence consistently shows the positive impact that targeted academic support can have.

### 3. Wider Strategies

Wider strategies relate to the most significant non-academic barriers to success for e.g. attendance, behaviour and social and emotional support.

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Action	Questions to consider/approaches:	How will we achieve it?	Cost	Lead	Impact/Outcomes for Pupils
Quality First Teaching for all	- How are we ensuring QFT includes the 7 Principles particularly for our NQTs and NQT+1?	- Monitor flip chart planning (medium term completed by EP and SP) - Monitor Literacy and Numeracy planning - Create knowledge organisers - Monitor books - Monitor teaching and learning - Plan CPD on 7 Principles including sharing of best practice led by Professional Growth plans - Monitor pupils' understanding of flip chart icons - SLT and SEN Leads to support with planning and adapting provision	CPD resources: <b>£250</b>	SLT with TSAT resources	All teachers to have a deeper understanding of how the 7 principles support QFT
Attention on effective diagnostic assessment	- How can we make our AFL even more effective? - How will we sequence assessments throughout the year? - How will we assess pupil engagement & wellbeing?	- CPD above - Use previous year's PiXL and SATs test - Hold pupil progress meetings to address needs and gaps - Follow up on Impact Ed survey & respond with ELSA support - Continue meta-memory journey (SIP)	£0 additional	SP/LC	Adapted provision to meet the needs of pupils and respond to assessments
Support for Remote Learning	- What are the components of effective remote teaching?	- Share and consult with staff on RL policy - Introduce and implement Seesaw - Survey parents to assess accessibility in terms of devices and internet access - Introduce Teams when laptops arrive - Monitor Teams and Seesaw	Laptops from Pot 4 <b>£16,272</b> need to add spare laptops Seesaw - <b>£2164</b>	LC with LG	Remote Learning Policy implemented

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CPD	<ul style="list-style-type: none"> <li>- Is there a logical and well-sequenced plan to support and sustain high quality teaching?</li> <li>- Are staff sufficiently trained in assessment and remote learning?</li> <li>- Is there any legacy training that needs to be revisited/sustained or adapted?</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce 'Sounds Write' phonics scheme</li> <li>- Deliver on Professional Growth Plans</li> <li>- Deliver remote learning CPD</li> <li>- Give subject leaders time for planning</li> <li>- Continue meta memory development</li> <li>- Provide CPD for EYs LSAs for NELI</li> <li>- Provide CPD for EYs –Y3 LSAs for new phonics scheme (TOIL from remaining 2 INSET days +a possible additional INSET day from TSAT)</li> </ul>	<p><b>£1800</b> Sounds Write training  <b>£8000</b> (Pot 4) + £10K already spent on Ipads to support 'Sounds Write' (<b>£100</b>)  'Spelling Shed' (<b>£390</b>) &amp; TimeTable Rockstars (<b>£150</b>)  <b>£300</b> For EYs LSAs NELI CPD  <b>£2000</b> o/t for CTs or LSAs to complete 'Sounds Write' CPD &amp; TOIL for LSAs</p>	JG	QFT and pupil progress
<p align="center"><b>2. Targeted Academic Support</b></p>					
<p align="center">High quality teaching is supported by targeted academic support. Evidence consistently shows the positive impact that targeted academic support can have.</p>					
High quality one to one and small group tuition	<ul style="list-style-type: none"> <li>-How do we create a 3 way relationship between the tutor, teacher and pupils linked to the curriculum and focused on the areas where pupils would benefit from additional practice or feedback?</li> </ul>	<p><b>Y2</b>  -LC to support targeted EXP pupils</p> <p><b>Y4</b>  - Kumon maths for in maths for 10 pupils x 5 months  - JG to take an inference group</p> <p><b>Y5</b>  -Third Space Learning tutoring for maths (x5)  - GD club from Summer 2</p> <p><b>Y6</b>  - Third Space Learning tutoring for maths (x10)  - GD club in R, W &amp; M from Spring 1  - Writing conferencing (2x pms each from HT &amp; LSAs)</p>	<p><b>£3000</b> Kumon Tutor</p> <p>Third Space:  £55x10 (<b>1,650</b>) + 1 hour LSA time (<b>£400</b>)</p> <p>GD clubs:  £25 per hour x3 x 2 terms  <b>£2340</b></p>	Year Leads	Pupil progress
Use of Teaching Assistants and targeted support	<ul style="list-style-type: none"> <li>-How do we link structured one to one or small group intervention to classroom teaching is a key component of effective planning</li> </ul>	<p><b>EYS</b>  - Additional LSA to support small group provision  - NELI  - Bucket Therapy (attention &amp; listening skills)  - 'Identi' play (supporting play)</p> <p><b>Y1</b>  - Additional BRP &amp; FFT  -Talk Boost</p> <p><b>Y3</b>  - Additional BRP &amp; FFT</p> <p><b>Y4</b>  - Support for GR  - Narrative group for EAL pupils</p>	<p>EYs:  Additional for AW (<b>£2464</b>)  Appointment of BH (<b>£10965</b>)  Appointment of Apprentice for 30 hours (<b>£5000</b>)  Y1:  Additional day for VO (<b>£1000</b>)  Y3:  CR fulltime (<b>£3220</b>)  Y4:  30 hour contract for KT  <b>£1107</b>, SW <b>£590</b>/MF <b>£615</b>/LB  <b>£1016</b></p>	Year Leads	Pupil progress

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		<p><b>Y5</b></p> <ul style="list-style-type: none"> <li>- Admin support 1x 1 hour Wed, Th &amp; F</li> <li>- 1x pm each for writing conferencing</li> </ul> <p><b>Y6</b></p> <ul style="list-style-type: none"> <li>-Inference for children (2x groups with BS &amp; SA)</li> </ul>	<p>Y5: 3 hours overtime x3 (<b>£3000</b>)</p> <p>Y6: 3x 1 hour for SA (<b>£1100</b>)</p>		
Planning for pupils with SEND	<ul style="list-style-type: none"> <li>- How do we respond to the additional pupils who EHCP requests were not written due to Covid?</li> <li>- How well do staff know their pupils including those pupils with SEND?</li> </ul>	<p><b>EYs</b></p> <ul style="list-style-type: none"> <li>- Time for CST for support C &amp; I provision and EHCP applications</li> <li>- Additional MSA/LSA for lunchtime support</li> </ul> <p><b>Y6</b></p> <ul style="list-style-type: none"> <li>-Beach Hut and SA every morning</li> </ul> <p><b>Y5, 4, 3, 2 and 1</b></p> <ul style="list-style-type: none"> <li>- LSA small group support</li> <li>- Implementation of new wave plans and area of need leads</li> <li>- LC and CST to complete ND CPD &amp; research project</li> </ul>	<p><b>£2000</b> additional day for HP to cover SP</p> <p><b>£2000</b> for lunchtime</p> <p>Already in budget</p>		
<p><b>3. Wider Strategies</b></p> <p>Wider strategies relate to the most significant non-academic barriers to success for e.g. attendance, behaviour and social and emotional support.</p>					
Supporting pupils' SEMH needs	<ul style="list-style-type: none"> <li>- How can we best use our ELSAs whilst maintaining bubbles?</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure ELSAs are given time to liaise with colleagues on other bubbles and share planning and resources</li> <li>- PACE CPD for SLT and ELSAs</li> </ul>	Already in budget although issues with staff absence	SEMH Leads	Safe, happy and Inclusive environment
Planning and adopting and PSHE curriculum	<p>(see p19)</p> <ul style="list-style-type: none"> <li>- What approaches to social and emotional learning will best support pupils to reconnect with their peers and to re-establish positive learning behaviours?</li> <li>- How will we best sequence SEL support throughout the academic year?</li> </ul>	<ul style="list-style-type: none"> <li>- Trauma recovery CPF for ELSAs and disseminated to all</li> <li>- Ensure a robust 'Establishment Phase'</li> <li>- ZM to adapt planning</li> </ul>	<b>£500</b>	ZM with Year & SEMH Leads	
Communicating with and supporting parents	<p>(p20)</p> <ul style="list-style-type: none"> <li>- How can we sustain communications and partnerships with parents and care givers during school closures.</li> <li>- How will we monitor engagement?</li> </ul>	<ul style="list-style-type: none"> <li>- Develop a clear plan for your communications with families across the academic year</li> <li>- Audit your current communications (especially with less involved families) to assess what has worked well and what has not during the period of school closures and the planned return</li> </ul>	£0	HP with Admin Team	Effective communication systems in place and be accessed by all

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		<ul style="list-style-type: none"> <li>-Try to personalise messages as much as possible, being aware of parents' varying literacy levels and the need for any translation</li> <li>- Reinforce simple, encouraging messages around sustainable home learning, routines and study tips</li> <li>- Remember to celebrate successes with parents - Avoid, where possible, complex communication about curriculum content, but focus support on self-regulation, such as establishing a quiet place to work, organisation of equipment, and work routines and habits</li> <li>- Address absence issues.</li> </ul>			
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### COVID-19 Grant Funding

Actions that can continue or partially continue during the 2<sup>nd</sup> school closure

**Catch up funding:** £43,350

### **Planned Expenditure:**

Already currently within Budget: £42,555

Additional Spend Recommended: £29,126

Total Expenditure for catch up interventions: £73,393