

Yealmpton 'Catch-Up' Implementation Plan

Problem (Why?) <i>What needs to change e.g. teacher behaviour, student behaviour, and attainment?</i>	Intervention Description (What? – linked to EEF research programme) <i>What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working?</i>	Implementation Activities (How?) <i>How will it be done? What blend of activities are required?</i>	Intended implementation Outcomes (How well?) <i>How will you know that it is working? Do staff feel the approach is feasible and useful?</i>	Actual final Outcomes (and so?) <i>How will pupils, teachers and the school benefit?</i>
Tier 1 Quality First Teaching From Pupil Premium Strategy Student Attainment	<ul style="list-style-type: none"> • EEF Research Mastery Curriculum + 5 months • To close identified gaps in learning for groups of pupils using prima / puma assessments in September, December , March and July 	<ul style="list-style-type: none"> • All teaching staff plan 'Quality First Teaching' which ensures that provision is made in each lesson to meet the diverse needs of all learners including the effective deployment of Teaching Assistants. 	<ul style="list-style-type: none"> • Planning and work book monitors to evaluate pupil progress 	<ul style="list-style-type: none"> • Progress in securing year groups objectives evidenced in prima / puma assessments
Tier 1 Quality First Teaching From Pupil Premium Strategy Student Behaviour	<ul style="list-style-type: none"> • EEF Research Meta cognition and self-regulation + 8 months • Actively monitoring one's own learning and, based on this monitoring, making changes to one's own learning behaviours and strategies. ... 	<ul style="list-style-type: none"> • Set clear learning objectives. • Learning Heroes – Guy Claxton Learning Dispositions 	<ul style="list-style-type: none"> • Re –introduce the Learning Heroes and Learning dispositions • Resilient Racoons, Resourceful Rabbit, Reliant Rhino and Reflective Reindeer 	Children can: <ul style="list-style-type: none"> • talk about the learning dispositions they are using • show us they are metacognitive, self-regulated learners
Tier 1 Quality First Teaching From Pupil Premium Strategy Student Response to Feedback	<ul style="list-style-type: none"> • EEF Research + 8 months Feedback 	<ul style="list-style-type: none"> • Updated Marking Policy September 2020 • Focus marking English and Maths 	<ul style="list-style-type: none"> • Marking is precise to embed progress • Students secure knowledge by practising key skills or knowledge 	Children are : <ul style="list-style-type: none"> • Applying year group writing skills independently
Tier 1 Quality of Teaching From Pupil Premium Strategy Student Reading Attainment	<ul style="list-style-type: none"> • EEF Research Mastery Learning +5 months • KS2 Improving word reading and comprehension. • KS1 and EYFS improve phonics for reading 	<ul style="list-style-type: none"> • Sequenced reading planning that is sequentially building skills and knowledge • Building vocabulary and increasing knowledge of language • Investment in phonically decodable texts linked to the sequence of phonic teaching in for both guided/ independent reading 	Developing reading comprehension: <ul style="list-style-type: none"> •Cracking Comprehension •Reading Planet online books •Targeted teaching and support • Resources purchased Term 1 2020 	<ul style="list-style-type: none"> • Improvement in Accelerated reader ZPD progress scores • EYFS and KS1 phonic phases secured at the appropriate time • Year 3 phonics gaps secured early
Tier 1 Quality of teaching From Pupil Premium Strategy Student Oracy Attainment	<ul style="list-style-type: none"> • EEF Research Mastery Learning +5 months 	<ul style="list-style-type: none"> • Foundation Building Blocks for Oracy Development • Developing an Effective Model to Implement Oracy and Implement Starter Activities • Assessment and Progression within Oracy • The Importance of Vocabulary Development in Students and How to Improve the Teaching of Vocabulary. 	<ul style="list-style-type: none"> •Tracking Oracy specifically, increase in number of pupils attaining ARE in the four strands of Oracy. •Dialogic Teaching of Oracy •Developing Oracy Pastorally and Through the News 	<ul style="list-style-type: none"> • Improved attainment and outcomes for EYFS key areas of learning, and for all other age groups in English and Maths • Reduction in disadvantaged gaps due to accelerated progress made from this group of pupils in EYFS, English Maths
Tier 1 Quality First Teaching From Pupil Premium Strategy Student Writing Attainment	<ul style="list-style-type: none"> • EEF Research Mastery Learning +5 months 	<ul style="list-style-type: none"> • Writing Consultant to support teachers in Y1, Y3, Y5 and Y6 with strategic decisions for planning English recovery/catch up curriculum based on the needs of classes and individual children. • Oracy Training with Plymouth Teaching Alliance 	<ul style="list-style-type: none"> • Recommendations implemented in short term English sequences 	<ul style="list-style-type: none"> • Targeted teaching to secure gaps in knowledge
Tier 1 Quality First Teaching Catch up funding Student Maths Reading or Writing Attainment	<ul style="list-style-type: none"> • Small group intervention (HLTA or a teacher) to narrow gaps or pre-teach • EEF Research : Small Group interventions = +4 months, Feedback = +8 months) 	<ul style="list-style-type: none"> • Leading to increased engagement, confidence and progress. • Identification of students using summative assessments. • Total predicted spend 12, 000 	<ul style="list-style-type: none"> • <u>Short term</u> – re-teach or pre-teach key objectives, develop relationships • <u>Medium term</u> – retention and application of knowledge and skills. Progress evident in provision mapping 	<ul style="list-style-type: none"> • Rapid progress resulting in the closure of the COVID attainment gap (whole school data)