

Strategy	Resource	For who?	Evidence base	Rationale / Further information	Personnel
To implement small group tuition	Small group Tuition	Years 3,4,and 5 pupils with SEND.	EEF Feedback +8 mths EEF: One to One Tuition +5 mths	EEF: Tuition delivered by high quality teachers is likely to have the highest impact. Tuition, guided by the school and linked to the curriculum is most beneficial for pupils required to catch up using practice or feedback.	KS/RM
To employ additional teaching capacity for focused catch up in core subjects	Additional teacher £11851 Broken down over the two financial years as follows: 20/21 6464.23 (October to March) 21/22 5386.85 (March to August)	Pupils in Year 5 and 6 identified by baseline assessments as requiring catch up in reading, writing and/or maths.	EEF Feedback +8 mths EEF: One to One Tuition +5 mths	EEF: Great teaching is the most important lever schools have to improve outcomes for pupils. Providing pupils with high quality feedback, building on accurate assessment, is a promising approach for improving outcomes.	RD
Implement a revised home-learning policy with a focus on effective remote learning.	Microsoft Teams SeeSaw	All pupils with a focus on disadvantaged pupils.	EEF: Homework +2 mths EEF Rapid evidence assessment- Distance learning	EEF: To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present- clear expectations, scaffolding, practice and feedback.	JA/AH
To provide additional mentoring and support for early career teachers	NQT mentor	Early career teachers.	DfE: Reducing workload: supporting teachers in the early stages of their career. March 2019.	For the 2019 cohort, ITT providers were able to make judgements on trainees based on assessments already completed, and each trainee's current trajectory of progress towards meeting the teachers' standards, in order to recommend trainees for the award of Qualified Teacher Status (QTS). The 2019 trainee cohort have demonstrated flexibility and resilience in the unique circumstances caused by the outbreak. They have skills and experience that will be invaluable to schools as they become newly qualified teachers (NQTs) in the new academic year.	JA/AL
To continue to implement the Nuffield Early Language Intervention	Welcomm Screener and NELI programme	Pupils in Nursery and reception.	EEF Early Language Intervention +3 mths	EEF: Structured interventions have shown to be successful when providing catch up. Programmes are likely to have the greatest impact where they meet a specific need, are carefully timetabled and include regular sessions over a sustained period of time.	MC/RV
To implement Self-regulated strategy development in writing in Key Stage 2.	<i>Powerful Writing Strategies for all Students-</i> Harris and Graham. £40	Pupils in Year 5 and 6 identified by baseline assessments as requiring catch up in writing.	EEF Feedback +8 mths EEF metacognition +7 mths EEF: Improving Writing Quality- Torgeson and Torgeson 2014 What makes a good writer? Differences in good and poor writers' self-regulation of writing- Ferrari, Bouffard and Line Rainville (1998).	Poor writers fail to notice errors, confuse grammatical rules (often leading to editing creating more errors) and fail to consider the intended audience for their writing. They also tend to lack linguistic knowledge. Based on the IPEELL intervention, this writing process encourages pupils to plan, draft, edit, and revise their writing.	RD/KR
To deliver a handwriting intervention for pupils in Year 6.	<i>Speed UP</i> handwriting programme. £30	Targeted year 6 pupils.	Berninger et al; 2006: Language by Hand. Richards et al; 2011- handwriting is not merely a mechanical or motor skill. Christensen 2005- handwriting is not just about training the hand but it is about memory and orthographic processes. Medwell, Strand and Wray 2009- handwriting as a language act.	The ability to produce legible handwriting at speed has shown to make a significant contribution to achievement. Repeated practice will not address the underlying cause of the difficulty and any intervention used must tackle perceptual conceptualisation.	RD
To assign additional teachers to Read Write Inc. in Year 1.	<i>Teaching time: 10 hours per week – 8 weeks.</i> £3200	Year 1 pupils at risk of not passing the phonics screener.	EEF Phonics +4 mths	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial.	KR/JA
To implement 'fast track tutoring' for phonics in year .	<i>Teaching time: 2 hours per week – 6 weeks</i> £480	Year 1 pupils at risk of not passing the phonics screener.	EEF Phonics +4 mths		JA
To implement a phonics, catch up programme in Year 2.	<i>Teaching time: 90 minutes per week- 6 weeks</i> £360	Year 2 pupils at risk of not passing the phonics screener and falling behind their peers.	EEF Phonics +4 mths		JA
TOTAL EXPENDITURE TO DATE:	£15961				
REMAINING:	£2039				

