

# EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL

Rode Heath Primary School

## 1 Teaching

- Quality First Teaching supported by evidence informed CPD for teachers.

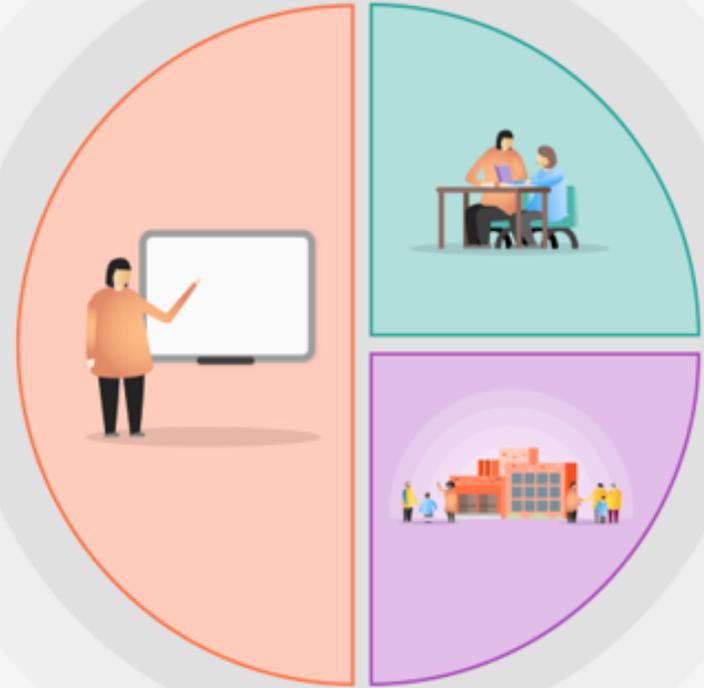
*Engagement with the Maths Hub and the development of a mastery approach. 20/21 development of early number.*

*High quality training to disseminate the NCETM Ready to Progress units.*

*Engagement with English SLE to support the teaching and assessment of writing.*

Provide the English and Mathematics Leaders with release time to mentor, support and coach practitioners across the school and exemplify high quality teaching.

- Invest in the EYFS team and the new Early Adopter materials.



## 2 Targeted academic support

- Teacher-led targeted group teaching for Year 2 and Year 6 pupils.
- Teacher led 1 to 1 and small group tuition both the in the school day and after school.
- Same-day in class or after school intervention led by a teaching assistant.

## 3 Wider strategies

- The school have utilised the DFE funding to set up an online platform to support remote learning. E.g. Microsoft Teams.
- In addition, the school is setting up a similar online platform for younger children E.g. Seesaw
- Provide a digital device for all Yr6 pupils
- Subscribe to an online spelling app spelling shed.

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### 1. Teaching

Barrier	Intervention/ action/Rationale	Intended Outcome	CP Allocation
<p>A significant proportion of children have not had the regular mathematics teaching with an emphasis on reasoning, and variation and there has been a loss of fluency.</p>	<p>Continued engagement with the Maths Hub and the development of a mastery approach led by our maths leader JF.</p> <p>High quality training to disseminate the NCETM Ready to Progress units and the MNP support to ensure key concepts from the previous year has been covered and learning is secure before moving on to key learning.</p> <p>Maths Leader JF to mentor, support and coach practitioners as required.</p>	<p>Confident practitioners leading effective maths lessons following the lesson sequence from the MNP scheme. <i>-Measured by maths teacher audit.</i></p> <p>Practitioners will be able to target areas that the children have missed or are not secure in.</p> <p>90% of pupils who were ‘not on track’ teacher assessment Oct 2020 are back ‘on track’ by July 2021.</p>	<p>Funded by school budget/ release time provided by Maths Hub funding.</p>
<p>All Reception children will have missed a minimum of a term of their foundation 1 year.</p> <p><i>(Research suggests the younger the child the more they have been affected by school closure)</i></p>	<p>The EYFS team will receive training from the CE Local Authority Early Years team on the changes to the EYFS and the new Development Matters</p> <p>The EYFS team to undertake training from the Maths Hub on early number acquisition.</p>	<p>Confident practitioners who fully understand the new Development Matters and assessment procedures for EYFS.</p> <p>NB: following baseline assessment 09.11 end of year pupil targets will be set.</p>	<p>Funded from school’s budget</p> <p>External training funded by the Maths Hub.</p>
<p>The majority of children have not written for a defined purpose nor with an audience in mind for a sustained period.</p>	<p>Engagement with English consultants / SLE to support the teaching and assessment of writing,</p> <p>English Leader RW to mentor, support and coach practitioners as required.</p>	<p>Confident practitioners leading to effective writers.</p> <p>90% of pupils who were ‘not on track’ teacher assessment Oct 2020 are back ‘on track’ by July 2021.</p>	<p>School CPD budget.</p> <p>Literacy First Consultants £1950</p>

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### 2. Targeted Academic Support

Barrier	Intervention/ action/Rationale	Intended Outcome	CP Allocation
<p>The Year 6 children have missed a significant part of their learning and are quickly approaching their Year 6 assessments. There is limited time to consolidate the all elements of the KS2 and without targeted intervention. The clear vulnerability is that some children will not be secondary ready.</p>	<p>Bespoke interventions for all identified children in reading, writing, mathematics and EPAG.</p> <p>Weekly interventions in reading and maths led by AS and JH. Weekly 1 to 1 writing conferences with JW.</p> <p>Jan: Weekly SPAG sessions with CP</p>	<p>All identified children will have academic support to reduce the gap with their peers and catch up on lost learning.</p> <p>Children’s current attainment will be back in in line with their target set from the previous statutory assessment point.</p> <p>Year 6 attainment for reading, writing, maths and EPAG with be above with national average and progress with be within the average band and close to 0.</p>	<p>24 weeks 2.5hpw <b>£1,500</b></p> <p>18 weeks 0.5hpw <b>£400</b></p>
<p>Year 2 children have missed a significant part of their learning and are quickly approaching their Year 2 assessments. There is limited time to consolidate the all elements of the KS1 and without targeted intervention.</p>	<p>Additional in class TA support JP to target children under the direction of the teacher. This support ensures continuity of learning across the week. This will also release the teacher for 1 to 1 time to support writing development.</p> <p>Following in-class teacher assessments, individuals and small groups of children will be identified for 1 to 1 or small group support. Different groups of children requiring different levels of support in different areas will be identified and provision will be set on a half-termly basis.</p>	<p>90% of pupils who were ‘not on track’ teacher assessment Oct 2020 are back ‘on track’ by July 2021.</p> <p>Year 2 attainment for reading, writing, maths and EPAG with be inline with national average</p>	<p>24 weeks 2hpw <b>£ 1,200</b></p> <p>24 weeks 3hpw TA support <b>£1,125</b></p>
<p>Year 1 children have missed a significant part of their learning and development opportunities in the EYFS</p> <p>here is limited time to consolidate the all elements of the EYFS and in particular early reading goals without targeted intervention.</p>	<p>Following in-class teacher assessments, individuals and small groups of children will be identified for 1 to 1 or small group support. Different groups of children requiring different levels of support in different areas will be identified and provision will be set on a half-termly basis.</p>	<p>90% of pupils who were ‘not on track’ teacher assessment Oct 2020 are back ‘on track’ by July 2021.</p>	<p>24 weeks 2hpw <b>£ 1,200</b></p> <p>24 weeks 3hpw TA support <b>£1,125</b></p>

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<p>A minority of children in each class, Yr3, 4 and 5 have not benefitted from the remote learning set during the summer of 2020.</p>	<p>Following in-class teacher assessments, individuals and small groups of children will be identified for 1 to 1 or small group support. Different groups of children requiring different levels of support in different areas will be identified and provision will be set on a half-termly basis.</p>	<p>All identified children will have academic support to reduce the gap with their peers and catch up on lost learning.</p>	<p>24 weeks 2hpw £ 1200 x 3 year groups <b>£3,600</b></p>
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### 3. Wider Strategies

Barrier	Intervention/ action/Rationale	Intended Outcome	CP Allocation
<p>Although the school set good quality remote learning throughout the school closure the systems used didn't allow for timely feedback on pupil learning. <i>(Research concludes that accurate and timely feedback is needed to maintain the pace of pupil)</i></p>	<p>The school have utilised the DFE funding (£2000) to set up an online platform to support remote learning. E.g. Microsoft Teams.</p> <p>In addition, the school is setting up a similar online platform for younger children E.g Seesaw</p>	<p>The learning experience for all should be much improved with this online access.</p>	<p><b>£880</b></p>
<p>The digital divide is a major barrier to teaching and learning. Families that lack internet access, the lack of devices or the need to share with siblings / family members working from home.</p>	<p>The school has purchased an android device for each Yr6 pupil.</p> <p>An equipment loan scheme will be set up for families who have limited access to hardware</p>	<p>All Year 6 will be able to maintain their learning throughout their final year in primary ensuring that they are secondary ready.</p>	<p>Year 6 <b>£4000</b> Loan Scheme <b>£2000</b></p>
<p>Parents/Carers need support in accessing quality online materials to support learning at home.</p>	<p>Subject leaders to populate areas of the school website direct parents/carers to quality resources e.g White Rose Maths</p>	<p>Full engaged parents/carers supporting the teaching and learning allowing children to flourish both in school and at home.</p>	<p>Annual subscription <b>£100</b></p>
<p>Spelling is an area of weakness following the school closure period. Intervention need to boost engagement and learning.</p>	<p>Further expand the online offer to include the resource Spelling Shed.</p>		<p>£1.80 per child Annual subscription. <b>£180</b></p>