



Yew Tree Primary Academy – Catch Up Funding Strategy

School overview

School name	Yew Tree Primary Academy
Pupils in school	248 (including Nursery)
Catch Up Funding Allocation	Total of £22,160 (£18,160 Government funding + £4000 WDT funding)
Publish date	28 th September 2020
Review date	December 2020. March 2021 July 2021
Statement authorised by	Rebecca O'Hanlon

Strategy aims for pupils

Measure	Activity
Strategy Aim	To ensure pupils 'catch up' and accelerate progress from their starting points.

BARRIERS TO FUTURE ATTAINMENT:	
In school barriers:	
A	Gaps in phonics / reading are evident in relation to expected standards
B	Communication, language and literacy in EYFS
C	Gaps in academic learning across the curriculum
D	Speech and Language across KS1

E	Emotional vulnerability and well-being of some children	
External barriers:		
F	Attendance	
G	Engagement with remote learning offer	
Desired outcomes:		
	Desired outcomes and how they will be measured	Success Criteria
A	Children who are identified as being behind expectations in phonics and reading catch up and the gap is narrowed.	<ul style="list-style-type: none">Children in R-Y3 who have identified gaps in phonics catch upGaps in between reading age and chronological age for children in Y3 will be narrowed to a minimum
B	Speech, Language and oral communication skills are improved across EYFS and KS1 so that pupils are in line with expectations for their age.	<ul style="list-style-type: none">Children across EYFS and KS1 develop oral language skills that enable them to face fewer difficulties with reading over timePupils make accelerated progress from their starting points linked to CLL
C	Gaps that exist in subject areas for whole cohorts, small groups and individuals are narrowed.	<ul style="list-style-type: none">Curriculum leaders have developed a clearly sequenced curriculum that addresses the gaps in children’s knowledge and skills, building on prior knowledgeIndividual pupil attainment recovers to a minimum of pre lockdown standards
D	Individual pupils who have been significantly impacted on in relation to SEMH are supported over time to enable them to recover and engage well with learning.	<ul style="list-style-type: none">Pastoral Team supports the most vulnerable learners to develop characteristics of effective learning.Specialist support enables individual children to manage the daily demands of school so that any negative impact on learning is minimised.
F	Improved attendance is evident over time for identified and targeted pupils/families.	<ul style="list-style-type: none">High quality family liaison work is in place to ensure attendance issues linked to COVID 19 are addressed quickly.
G	A high quality remote learning offer is in place that is relevant and accessible to all.	<ul style="list-style-type: none">Pupil engagement in remote learning offer is strongThe remote learning offer is well planned, sequenced and enhances learning.

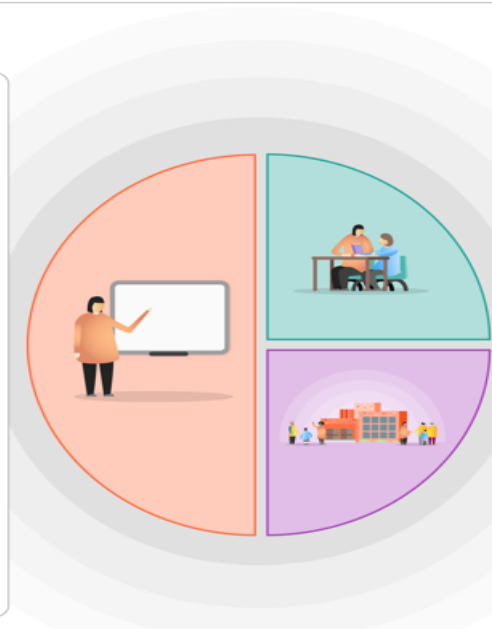
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1 Teaching

Quality First Teaching for all

- Effective formative assessment as a central point of T&L- identifying knowledge, addressing gaps to ensure targeted interventions and challenge
- A broad and engaging curriculum that focuses on vocabulary acquisition.
- Whole school focus on communication, language, **oracy**, and reading
- Effective Remote Learning
- Subject Specific CPD and subject leader networks
- Implementation of metacognitive strategies
- Whole School planning focusing on high quality teaching and targeted



2 Targeted academic support

- Collaboration with professionals to create bespoke and targeted learning for specific children, including those with EHCPs.
- Provide Research School led **Phonics and Speech**, and Language CPD to ensure high-quality teaching.
- High quality small group and 1:1 tuition
- Booster classes for Y2 and 6
- Phonics Booster sessions Y1 & 2
- Third Space Learning – Maths
- Academic Mentor(s) – NTP
- Deployment of TA's

3 Wider strategies

- SEL Curriculum as part of September return strategy
- Pastoral and Attendance team support
- Breakfast Club
- Behaviour & Social and emotional interventions – Roar and Detsy
- Reinforcement of behaviour routines
- Clear communication with families – developing parental engagement

Priorities

Measure	Activity
Priority 1	To identify and address gaps in pupil's knowledge and skills to ensure expected progress from their starting points.
Priority 2	Delivery of a remote learning strategy to support those children self isolating or in the case of a national lockdown leading to closure
Priority 3	Develop early language and reading – establishing speech and language interventions and embedding phonics

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Action Plan

Priority I	Actions	Timescale of Action	Staff/Governors Responsible	Costs	EEF Evidence	Review
To identify and address gaps in pupil's knowledge and skills and attitude to ensure expected progress from their starting points.	Implementation of Rebuild, Revisit, Recover Curriculum from September	Autumn Term	DT	Resources		Half termly monitoring and review of pupil progress
	Administer NFER assessments for baseline – Summer Term previous year groups		All staff	NFER tests (£890)		
	Quality First Teaching is highly effective to meet the needs of learners.	Ongoing				
	Academic Mentors National Tutoring Programme (2 tutors; 1 English and 1 Maths) (Deployment of TA to support small group Intervention until Academic Mentor in place)	Spring Term Tbc by NTP	DT/JA/ BO'H	On cost of 2 Tutors (£5-£6k)	EEF 1:1 TUITION +5/ SMALL GROUP TUITION +4	Monitoring by Curriculum Lead
	Intervention support across KS2 and KSI Phonics	Autumn Term	JA SLT	£6000	EEF 1:1 TUITION +5/ SMALL GROUP TUITION +4	
	Third Space Learning- Maths tutoring 10 Week programme-28 identified children Y4 , Y5 And Y6	2nd Half Autumn 2020/ongoing 14 children per term	JH/SLT	£1925	Awaiting National Tutoring Approval EEF 1:1 TUITION +5/ SMALL GROUP TUITION +4	
	Booster sessions in Y2/Y6	Autumn Term and ongoing	AMcN/DL	@£25 ph. 80 hours £2000 TBC	EEF 1:1 TUITION +5/ SMALL GROUP TUITION +4	Monitoring by DSL/Behaviour Lead
	Create Nurture provision for group of Year 1	Autumn Term	KF	£2000	EEF Social and Emotional Learning +4	
	Implementation of CPOMS	Autumn Term then ongoing	JA (all staff)			

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	Behaviour Interventions – Roar and Detsy			CPOMS program and 15 DETSY licenses and £1000		
Priority 2	Actions	Timescale of Action	Staff/Governors Responsible	Costs	EEF Evidence	Impact
Delivery of a remote learning strategy to support those children self isolating or in the case of a national lockdown leading to closure	To develop and implement a Remote Learning Strategy linking Whole School Curriculum Overview to The Oaks National Academy. 6 devices from the Department for Education (DfE) laptops and tablets scheme to help children and families access remote education during coronavirus (COVID-19).	Autumn Term	All staff JE-M ELT	Staff Meeting time n/a (government funded)	EEF Digital technology +4	Monitoring by Curriculum Lead
Priority 3	Actions	Timescale of Action	Staff/Governors Responsible	Costs	EEF Evidence	Review
Develop early language and reading – establishing speech and language interventions and embedding phonics	Introduce WELCOMM EYFS and WELCOMM Primary for baseline assessment of children in EY and KS1 to identify children experiencing delays with speech and language and put immediate interventions into place. CPD for staff - WELCOMM Language rich environment and significant opportunity for adult modelling and talk within provision across the curriculum. Reading will be a focus in each classroom with extended reading time, 1:1 reading will be weekly for all identified targeted pupils. Deployment of TA's to support small group Intervention/Quality First Teaching Ensure that indoor and outdoor provision in the EY unit meets the needs of the children	Autumn Term Autumn Term Ongoing Ongoing	R Casey KF AMcN ELT KS (SLE) All EYFS staff All staff KF/ EYstaff	WELCOMM CPD and materials £899 £800 Additional texts for class libraries Additional hours for part time staff 8hrs/week (£2500)	EEF Oral Language Interventions +5 RWI-DFE approved programme Use one-to-one and small-group intervention (EEF 1:1 TUITION +5/ SMALL GROUP TUITION +4)	Half termly monitoring and review of pupil progress

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	<p>Additional RWI phonics sessions delivered as appropriate within an amended weekly timetable for all pupils in Y1 and Y2.</p> <p>Phonics Booster sessions Years 1 and 2</p> <p>Ensure that teachers focus on developing pupils' reading, comprehension, vocabulary and language across the curriculum in all key stages.</p>	<p>Ongoing</p> <p>Autumn Term and ongoing</p> <p>Autumn Term and ongoing</p>	<p>RR/DSP staff</p> <p>KF/SLT</p> <p>KF/DL</p> <p>AMcN</p>	<p>Release to work with SLE Phonics resources Ditty Books linked to Phonics phases @£25 ph. 40 hours</p> <p>£2000</p> <p>Developing vocab in KS1 & 2 resources</p>	<p>EEF 1:1 TUITION +5/ SMALL GROUP TUITION +4)</p> <p>EEF Reading Comprehension Strategies +6</p>	
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<p>1</p> <p>Develop pupils' speaking and listening skills and wider understanding of language</p> <ul style="list-style-type: none"> Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading. Collaborative activities that provide opportunities to learn/ hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge. 	<p>2</p> <p>Use a balanced and engaging approach to developing reading, integrating both decoding and comprehension skills</p> <ul style="list-style-type: none"> Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own. It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading. Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics. 	<p>3</p> <p>Effectively implement a systematic phonics programme</p> <ul style="list-style-type: none"> Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling. Consider the following when teaching a phonics programme: <ul style="list-style-type: none"> Training: Ensure all staff have the necessary pedagogical skills and content knowledge Responsiveness: Check if learning can be accelerated or extra support is needed and identify specific capabilities and difficulties to focus teaching. Engagement: Lessons engage pupils and are enjoyable to teach. Adaptations: Carefully consider the potential impact of adaptations to the programme. Focus: A responsive approach to grouping pupils is likely to help focus effort and improve teaching efficiency. 	<p>4</p> <p>Teach pupils to use strategies for developing and monitoring their reading comprehension</p> <ul style="list-style-type: none"> Reading comprehension can be improved by teaching pupils' specific strategies to support them with inferencing and self-monitoring their understanding. These include: <ul style="list-style-type: none"> prediction; questioning; clarifying; summarising; activating prior knowledge. Teachers could introduce these strategies using modelling and structured support, which should be strategically reduced as a child progresses until they are capable of completing the activity independently. 	<p>5</p> <p>Teach pupils to use strategies for planning and monitoring their writing</p> <ul style="list-style-type: none"> Pupils' writing can be improved by teaching them to plan and monitor their writing. Producing quality writing is a complex process but a number of different strategies are likely to help, depending on the current skills of the writer. These include: <ul style="list-style-type: none"> pre-writing activities; drafting, editing and revising; and sharing. Teachers should introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until the child is capable of completing the activity independently. 	<p>6</p> <p>Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching</p> <ul style="list-style-type: none"> Transcription refers to the physical processes of handwriting or typing, and spelling. Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing. A large amount of purposeful practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their writing. Spelling should be explicitly taught. Teaching could focus on spellings that are relevant to the topic or genre being studied. 	<p>7</p> <p>Use high-quality information about pupils' current capabilities to select the best next steps for teaching</p> <ul style="list-style-type: none"> Collect high quality, up-to-date information about pupils' current capabilities, and adapt teaching accordingly to focus on exactly what pupils need to progress. This approach is more efficient because effort is spent on the best next step and not wasted by rehearsing skills or content that a child already knows well. Teaching can be adapted by: <ul style="list-style-type: none"> Changing the focus: Models of reading and writing e.g. The Simple View of Reading, can be used to diagnose pupils' capabilities and select a particular aspect of literacy to focus on next. Changing the approach: If a pupil is disengaged or a finding activities too easy or too hard, adopt a different approach to teaching the same aspect of literacy. 	<p>8</p> <p>Use high-quality structured interventions to help pupils who are struggling with their literacy</p> <ul style="list-style-type: none"> Schools should initially focus on ensuring they offer high quality in-class support for the whole class. However, even when excellent classroom teaching is in place, it is likely that a small but significant number of children will require additional targeted literacy support. Use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs. Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy. Regularly review children's progress whilst they are part of the intervention to ensure the support indeed enhances their learning.
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Improving Literacy in Key Stage 2 – Recommendations Summary

<p>1 </p> <p>Develop pupils' language capability to support their reading and writing</p> <p>Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.</p> <p>Purposeful activities include:</p> <ul style="list-style-type: none"> reading books aloud and discussing them; activities that extend pupils' expressive and receptive vocabulary; collaborative learning activities where pupils can share their thought processes; structured questioning to develop reading comprehension; teachers modelling inference-making by thinking aloud; and pupils articulating their ideas verbally before they start writing. <p>EVIDENCE STRENGTH</p> <p>VERY EXTENSIVE EXTENSIVE MODERATE LIMITED VERY LIMITED</p>	<p>2 </p> <p>Support pupils to develop fluent reading capabilities</p> <p>Fluent readers can read quickly, accurately, and with appropriate stress and intonation.</p> <p>Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</p> <p>This can be developed through:</p> <ul style="list-style-type: none"> guided oral reading instruction—teachers model fluent reading of a text, then pupils read the same text aloud with appropriate feedback; and repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency. <p>It is important to understand pupils' current capabilities and teach accordingly. Most pupils will need an emphasis on developing reading fluency, but some pupils may need a focus on more basic skills, such as decoding and phonological awareness.</p> <p>EVIDENCE STRENGTH</p> <p>VERY EXTENSIVE EXTENSIVE MODERATE LIMITED VERY LIMITED</p>	<p>3 </p> <p>Teach reading comprehension strategies through modelling and supported practice</p> <p>Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include:</p> <ul style="list-style-type: none"> prediction; questioning; clarifying; summarising; inference; and activating prior knowledge. <p>The potential impact of these strategies is very high, but can be hard to achieve, since pupils are required to take greater responsibility for their own learning.</p> <p>The strategies should be described and modelled before pupils practise the strategies with feedback. Support should then be gradually reduced as pupils take increasing responsibility.</p> <p>Texts should be carefully selected to support the teaching of these strategies.</p> <p>EVIDENCE STRENGTH</p> <p>VERY EXTENSIVE EXTENSIVE MODERATE LIMITED VERY LIMITED</p>	<p>4 </p> <p>Teach writing composition strategies through modelling and supported practice</p> <p>Purpose and audience are central to effective writing. Pupils need to have a reason to write and someone to write for.</p> <p>Writing can be thought of as a process made up of seven components:</p> <ul style="list-style-type: none"> planning; drafting; sharing; evaluating; revising; editing; and publishing. <p>Effective writers use a number of strategies to support each component of the writing process. Pupils should learn how, when, and why to use each strategy. For example, pupils' planning could be improved by teaching the strategies of goal setting and activating prior knowledge.</p> <p>The strategies should be described and modelled before pupils practise them with feedback. Support should then be gradually reduced as pupils take increasing responsibility.</p> <p>EVIDENCE STRENGTH</p> <p>VERY EXTENSIVE EXTENSIVE MODERATE LIMITED VERY LIMITED</p>	<p>5 </p> <p>Develop pupils' transcription and sentence construction skills through extensive practice</p> <p>A fluent writing style supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition.</p> <p>Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.</p> <p>Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.</p> <p>Pupils should practise sentence-constructing and other sentence construction techniques.</p> <p>EVIDENCE STRENGTH</p> <p>VERY EXTENSIVE EXTENSIVE MODERATE LIMITED VERY LIMITED</p>	<p>6 </p> <p>Target teaching and support by accurately assessing pupil needs</p> <p>High-quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs.</p> <p>Rapid provision of support is important, but it is critical to ensure it is the right support. Diagnostic assessment can be used to inform professional judgement about the best next steps. Diagnostic assessment makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.</p> <p>A range of diagnostic assessments are available and staff should be trained to use and interpret these effectively.</p> <p>This approach can be used for high- and low-attaining pupils and for whole-class and targeted interventions.</p> <p>EVIDENCE STRENGTH</p> <p>VERY EXTENSIVE EXTENSIVE MODERATE LIMITED VERY LIMITED</p>	<p>7 </p> <p>Use high-quality structured interventions to help pupils who are struggling with their literacy</p> <p>Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support.</p> <p>There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to use accurate diagnosis of capabilities and difficulties to match pupils to appropriate interventions.</p> <p>EVIDENCE STRENGTH</p> <p>VERY EXTENSIVE EXTENSIVE MODERATE LIMITED VERY LIMITED</p>
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Parents and carers engaging in home learning

A checklist for schools

Parental engagement is consistently associated with academic success. This checklist suggests five statements for teachers and leaders to use when designing ways for parents to access and support their child's home learning. In addition, there are tips to consider using in your approach.

PARENTS ACCESSING HOME LEARNING

- 1** Communication of home learning to parents and carers is simple and accessible



TIPS

- Limit the number of steps/clicks required for parents/carers to access the work their children have been set. For some families, setting out simple ways they can promote learning at home could be done via [text message](#), even using a pre-loaded [text message script](#) in the school's messaging system to reduce workload.
- Consider carefully the readability of your messages to the adult population. See guidance from the UK government on [writing content for everyone](#).
- Reduce the reading demand contained in communications with parents by removing unnecessary information, images and page 'clutter'.

- 2** Activities have been planned and adapted to meet the needs of families from a broad range of socio-economic, educational and cultural backgrounds



TIPS

- Use a blend of online and physical resources to ensure parents/carers have what is needed to support learning at home (see our [planning framework for teachers](#)).
- Adapt inclusive classroom practices for setting work online. Use EAL accessible resources, activities that require less resources and be aware of the needs of families supporting children with SEND. See our [linking home learning chat](#) to support schools in their planning.
- Consider adapting materials that could be sensitive to the home situation of some families. Children who become angry or upset because of content they find emotionally challenging are supported well in school but the same content may lead to distress or conflict in the home.

PARENTS SUPPORTING HOME LEARNING

- 3** Simple, practical strategies have been given to parents and carers, suggesting ways they can support home learning



TIPS

- Make it easy for parents and carers to know about the work that is sent home. Sticking to a single platform or familiar printed format can help to achieve this.
- Repeat the message that there is no expectation for parents/carers to act as teachers and get directly involved in the work set. If parents support their child to engage with the work and provide them with a space to complete it, they are doing a great job.
- Draw on [resources that offer small prompts or tips](#) that can be easily used by parents and carers to support learning.

- 4** Opportunities for parents to promote self-regulation have been provided alongside the programme of work set



TIPS

- Suggest simplified learning goals for each assignment that parents can be aware of and use to keep their child on track. These should relate to the work that needs to be completed as opposed to pupil learning objectives. For example, 'completion of five physics equations' or 'read chapter 12 of Macbeth and complete the 10-question quiz.'
- Suggest simple time management strategies that do not require any additional resources. Parents talking through a five-minute plan for how to approach a task and asking them how well it worked afterwards can help to develop self-regulation.

- 5** Where there is parental demand for ways to support their children further, ideas for consolidating learning have been provided



TIPS

- Encouraging parents to consolidate learning through [minimal practice](#) is one way they can support children at home. For example, quizzing them on the content they have covered in a lesson, using [flashcards](#) where helpful.
- Talking with children and encouraging them to explain their learning is a helpful strategy. Our [TRUST technique](#) offers practical tips for parents to sustain a dialogue with the children that is great for consolidating learning.
- Prompting children to set short-term goals, and to self-evaluate their progress at the end of each day or week based on those goals, can be supported by parents. Children may need to revisit some prior learning to ensure it truly has been consolidated.

IS THE SUPPORT FOR PARENTS WORKING?

Critically review how you support parents and carers
Talk to parents who are less involved about what support they would find helpful
Monitor and evaluate your approaches in relation to your defined aims