

Summary Information	
Total number of pupils on roll	575
% DP, YR – Y6	21%
% SEND pupils	17%
Catch-up premium allocation	£41,960 + £4,259.50 [£46,219.50]
Date of original publication	October 2020
This version	October 2021
Review dates	February 2022, July 2022
Lead	HoS/DH
EEF research links	Impact of school closures 2020 COVID-19 support guide for schools EEF guide to supporting school planning: a tiered approach to 2020-21

What are the main barriers to educational achievement faced by pupils at William Byrd as a result of the pandemic?

We regularly identify and review the barriers to learning for our disadvantaged pupils as well as our wider school community. It is anticipated that the barriers to learning identified below will be experienced by more of our pupils than ever before, and exacerbated for many of our pupils, due to the impact of the COVID-19 pandemic.

Reading	Children are less fluent in their reading and read less often and less widely. The gap between those who read widely and those who do not has widened. Phonics teaching continued during school closure but children missed out on interventions.
Writing	It is clear that children have lost some fluency in writing and stamina is an issue. Children who evidently wrote less than their peers are more affected and need more motivating. Handwriting has deteriorated for many, including those who maintained writing throughout. Work is also needed on spelling.
Maths	As specific content has been missed, there are some gaps in learning, including in the basic skills, for example, children are not able to recall basic number facts or times tables and some calculation strategies.
Non-core	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences

	e.g. trips, visitors and powerful curriculum moments. Key skills have been missed in foundation subjects and staff need to be aware of this in order to address this in their planning.
Speech, Language and Communication	The nature of lockdown has meant that social contact for children has been reduced and this has had a negative impact on their SL&C development. Vocabulary development for all children is a priority

We have also identified the main barriers to learning for our disadvantaged pupils, which are addressed within our Pupil Premium Strategy 2020-21:

- Attendance and Punctuality: a greater proportion of PP children require additional support to maintain attendance above 95%, and also to ensure they arrive at school on time
- Poor spoken English & limited vocabulary knowledge, alongside poverty of experience and aspiration in relation to experiences which can be drawn upon in their writing and lack of exposure to high quality stories and texts at home.
- Attention, Listening and Communication / Poor communication skills: A significant number of children with communication barriers
- Disadvantaged pupils with particular areas of weakness in reading, writing and/or maths; gaps in their learning or misconceptions which prevent further progress
- Poor emotional wellbeing and mental health due to a range of factors including chaotic home life & traumatic life experiences. Also self-esteem issues for some PP children leading to a reduced engagement in lessons and extracurricular activities

There is a general acceptance that the majority, if not all pupils, will have been negatively affected in some way by the COVID-19 pandemic. We have identified the following 'COVID-19 specific' issues affecting some individuals and groups of pupils:

- Gaps in pupils' skills and knowledge due to lack of daily teaching and daily practice
- Speech and language; lack of opportunity for regular, sustained dialogue with range of peers/adults and appropriate modelling of vocabulary from adults
- Pupils have missed significant experiences affecting their cultural capital and ability to make connections in their learning
- Widening attainment gap between disadvantaged and non-disadvantaged pupils due to lack of daily face-to-face teaching and appropriate intervention
- Lack of engagement with home learning for some during school closure/self-isolation
- Home environments lacking structure, routines and appropriate boundaries during school closure - affecting pupils' behaviour for learning and mental health

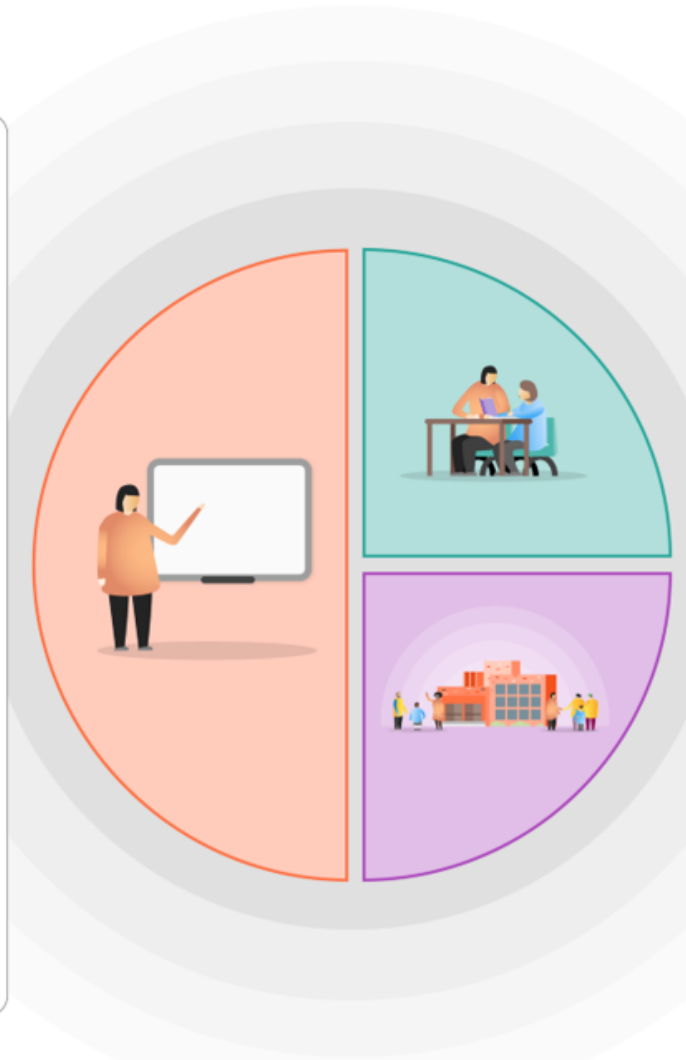
EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2021) – TIERED MODEL

William Byrd Primary Academy



1 Teaching

- Develop maths expertise and teacher subject knowledge
- Strong focus on reading
- In-class support and strategies to improve quality of teaching
- Targeted support for identified year teams/teachers
- AfL/formative assessment for developing memory
- Scaffolding
- Questioning
- Pupil talk
- Writing – JC (principles applied to all subjects, incl. pupil talk)
- Vocabulary
- Curriculum design/planning
- ‘Experience’ lessons/days
- Deep subject knowledge
- Behaviours for learning
- Teacher ‘manner’ and positivity
- Use of knowledge organisers



2 Targeted academic support

- Intervention co-ordinator appointment
- NELI/Language Link
- Writing - Diagnostic assessments identify gaps and inform next steps in teaching
- Maths - Maths meetings 4 times a week YN-Y6. Revisit/revise Autumn knowledge. Weekly Arithmetic to ensure increase in knowledge.
- Teacher Assessment, low stakes testing, formal assessments
- PPM - ensure teachers know the needs of students (incl. disadvantaged) and identify next steps.
- Y1: additional Phonics lessons
- KPIs/QLAs in Reading and Maths

3 Wider strategies

- 5GP & positive language
- Learning behaviours
- Attendance
- Reading for Pleasure engagement
- ELSA/CMH champions & ‘safe space’
- Restructure pastoral team
- Interventions and group work
- ‘Reconnect and Reintroduce’
- Enrichment

Priority areas for catch-up funding (EEF recommendations and School Improvement Strategies)

Priority One - Teaching

- Support high quality teaching and CPD to ensure the catch-up and progress of all children, especially the disadvantaged

Priority Two – Targeted Academic Support

- Provide high quality, targeted support and interventions in Literacy, Maths and Oracy

Priority Three – Wider strategies

- Support for children’s social and emotional wellbeing and mental health

Priority One: Teaching

Support high quality teaching and CPD to ensure the catch-up and progress of all children, especially the disadvantaged

£14000

Desired outcome	Specific action	Monitoring and timescales	Impact review
High quality teaching is consistent across the school and has a positive impact on outcomes	IRIS Connect subscription and action plan to develop and share best practice	Formal lesson observations termly Weekly drop-ins	
Highly effective pedagogy and teacher subject knowledge in R,W,M enables children to close gaps in learning and make progress	Release time for leaders/lead teachers to support teachers in class with team teaching/modelling/coaching. CPD pathways and coaching programme	Half-termly review	
The foundation subjects will be planned with increasing detail and consideration for how prerequisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	Additional time for teachers to research and plan non-core subjects. Release time for subject leads. Staff meeting time will be allocated so that teachers can identify gaps in the curriculum that have been identified as a result of lockdown	Half-termly review	
High quality remote learning provision in the event of future school closures or self-isolation	Webcams for teachers to use in school for individual children.	Monitoring of planning Weekly	

	Robust remote learning planning and procedures for delivering lessons and monitoring engagement.		
Priority Two: Targeted Academic Support <i>Provide high quality, targeted support and interventions in Literacy, Maths and Oracy</i> £20,219.50			
Desired outcome	Specific action	Monitoring and timescales	Impact review
<u>1-2-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency, writing stamina and basic English skills. Identified children will have significantly increased rates of mathematics basic skills, reasoning and fluency and additional teaching input will reinforce their application of number.	Catch up coordinator/teacher appointment (work with Trust Achievement Lead) Identified children access interventions minimum 3x week	Fortnightly reviews	
Progress measures/PiXL data shows all pupils make progress in Reading	Assess phonics knowledge in years 2 to 6 and compile list of children for intervention groups Daily RWI interventions for identified children are delivered by trained support staff Train all adults in Y2 to support with 2 interventions in preparation for Autumn 2 phonics check	Half-termly re-assessments and regrouping	
Identified children demonstrate rapid progress and any gaps in learning are filled: Pupils with prior middle or low attainment or who were not on track before lockdown demonstrate rapid and sustained progress	Extend the school day for Y6 and targeted Y5s to provide additional, targeted support for literacy and maths Holiday schools for targeted Y6 children to provide additional support for literacy and maths	Half-termly impact reviews	

% of pupils with identified lower attainment reduced to below national average	Saturday morning schools for targeted Y6 (Autumn, Spring term) and Y5 pupils (Summer term)		
Consistently high standard of writing, including spelling evident in pupils books	RWI spelling package to be rolled out – 15 min daily lessons (delayed until September 2021)	Half-termly	
Speech, language and communication skills	NELI and Speech/Language link interventions delivered to identified children. Release time/cover for trained staff.	Weekly	
All children will demonstrate improved basic skills, recall of basic number facts, times tables and calculation strategies.	Support from Trust and Challenge Partners for pedagogy and subject knowledge in maths to target all children Interventions as detailed above for targeted children.	Half-termly	
Priority Three – Wider strategies <i>Support for children's social and emotional wellbeing and mental health</i> £12000			
Desired outcome	Specific action	Monitoring and timescales	Impact review
High quality pastoral care supports children's emotional wellbeing	ELSA and CMHC training Creation of 'safe space' and worry boxes Triage system and interventions Cover for trained leads	Half termly impact monitoring	
All children read more often and widely	R4P lead and release time Reading Room and additional reading books sourced Reading Fiesta and events	Weekly Pupil voice	

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