

Covid-19 Response Strategy – Northwood Park Estimated - £46,960 (Dependent on October Census)

Target – To close the gaps caused by Covid-19, prioritising those from a vulnerable background																									
Development Need	Action	Success Criteria	Cost	Evaluation																					
<p>To raise attainment of children in EYFS to be more in line with National proportions (72%) on track at end of Reception. Baselines Reception - % on track – R – 22%, W-22%, 27%.</p>	<p>Wave 1 – Additional teacher led core sessions. Wave 2 – Reception - Additional phonics Additional fine motor/life skills interventions 3 x weekly (12 children, 4 per term) Additional number intervention 2 x weekly (12 children, 4 per term) Wave 3 – Reception - 1:1– pre-teach, lesson review, gap-filling 1 hour 3 x weekly. Add. communication sessions Add. S&L sessions</p>	<p>% of children at age-related increases by 16% each term.</p> <p>Children in intervention group catch-up to their peers.</p>	<p>Supply TA to cover out established specialist, trained TA Reception – 4 hours per week interventions</p> <p>Supply TA Cost £99 per day, 1/2 days a week, 34 weeks = £1683</p> <p>National Tutoring Scheme – Estimated Cost £40 per hour - subsidised by the government. Cost to school £10 per hour 3 hours x £10 x 30 weeks = £900</p>	<p>The current data is from our most recent assessment. The evidence we were able to gather by the Spring data point was not sufficient to accurately assess the children. We now have a much more accurate picture.</p> <table border="1"> <thead> <tr> <th>Rec</th> <th>Base</th> <th>EOY</th> </tr> </thead> <tbody> <tr> <td>Read</td> <td>19</td> <td>70</td> </tr> <tr> <td>Write</td> <td>19</td> <td>70</td> </tr> <tr> <td>Maths</td> <td>27</td> <td>74</td> </tr> <tr> <td>PSED</td> <td>27</td> <td>87</td> </tr> <tr> <td>CL</td> <td>31</td> <td>75</td> </tr> <tr> <td>PD</td> <td>28</td> <td>79</td> </tr> </tbody> </table>	Rec	Base	EOY	Read	19	70	Write	19	70	Maths	27	74	PSED	27	87	CL	31	75	PD	28	79
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<p>To raise attainment data of all children to bring them back in line with Spring 2020 data and in-line with national percentages. To raise attainment of disadvantaged children in KS1 to be in line with Spring Data 2019. (Yr 1 Difference R – 49%,</p>	<p>Wave 1 Year 1 Add. handwriting sess. x5 Add. phonics x5 (twice a day) Add. fine motor x5 Add. number sess. x5 Year 2</p>	<p>% of children at age-related to have increased by:</p> <p>Year 1 Read – 52% Write – 50% Math – 48%</p> <p>Year 2</p>	<p>Supply TA to cover out established specialist, trained TA Year One – 3 hours a week + 3 hours additional teacher group Year Two – 3 hours a week + 4 hours additional English/Maths sessions</p>	<table border="1"> <thead> <tr> <th>Year 1</th> <th>Base</th> <th>EOY</th> </tr> </thead> <tbody> <tr> <td>Read</td> <td>13</td> <td>59</td> </tr> <tr> <td>Write</td> <td>10</td> <td>52</td> </tr> <tr> <td>Maths</td> <td>16</td> <td>62</td> </tr> </tbody> </table>	Year 1	Base	EOY	Read	13	59	Write	10	52	Maths	16	62									
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<p>W – 42%, M – 61%), (Year 2 Difference R – 34%, W - 34%, M -28%)</p> <p>To close the attainment gap between ‘disadvantaged’ and ‘other’ children in KS1. (Year 1 Difference R – 7%, W - 4%, M – 19%), (Year 2 Difference R – 10%, W- 7%, M – 4%)</p> <p>To ensure children aren’t hindered by absence caused by Covid-19 guidelines.</p> <p>To ensure Year 1 and 2 children are in line with national standards ready for the next stage of their education.</p> <p>To ensure children can continue to access high quality curriculum support at home.</p>	<p>Add. writing sess. x5 Add. Writ. Plan sess. x1 Add. number sess. x5 Add. maths resources x5</p> <p>Wave 2 Year 1 Add. AM Phonics group x5 2 grps Maths interv. x3 Add. AM write group x2</p> <p>Year 2 Add. AM maths group x 5 2 grps Maths interv. x3 1 grp writing interv. x3 1 grp read/phonics x3</p> <p>Wave 3 – National Tutoring Scheme for key children who have fallen way behind for their personal progress – Year One - 1:1– pre-teach, lesson review, gap-filling 1 hour 3 x weekly. Year Two - 1:1– pre-teach, lesson review, gap-filling 1 hour 3 x weekly.</p> <p>Remote Learning – Purchase White Rose Maths Parent Packs x 1 per child – can be used at home or in intervention.</p>	<p>Read – 58% Write – 57% Math – 56%</p> <p>Gap closed between Disadvantaged and Other pupils by the end of the year.</p>	<p>Supply TA Cost</p> <p>£99 per day, 4.5 days a week, 34 weeks = £15,147</p> <p>White Rose Maths Parent Pack - £3.50 per child x 155 children = £542.50</p> <p>National Tutoring Scheme – Estimated Cost £40 per hour - subsidised by the government. Cost to school £10 per hour Year One - 3 hours x £10 x 30 weeks = £900 Year Two - 3 hours x £10 x 30 weeks = £900</p>	<table border="1"> <thead> <tr> <th>Year 2</th> <th>Base</th> <th>EOY</th> </tr> </thead> <tbody> <tr> <td>Read</td> <td>19</td> <td>59</td> </tr> <tr> <td>Write</td> <td>17</td> <td>56</td> </tr> <tr> <td>Maths</td> <td>21</td> <td>61</td> </tr> </tbody> </table>	Year 2	Base	EOY	Read	19	59	Write	17	56	Maths	21	61
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Maths	21	61														

<p>To raise attainment data of all children to bring them back in line with Spring 2020 data and in-line with national percentages.</p> <p>To raise attainment of disadvantaged children in LKS2 to be in line with Spring Data 2019. (Year 3 Difference R – 52%, W- 55%, M - 52%), (Year 4 Difference R – 37%, W – 42%, M – 33%).</p> <p>To close the attainment gap between ‘disadvantaged’ and ‘other’ children in LKS2 (Year 3 Difference R – 3%, W – 9%, M - 5%), (Year 4 Difference R – 6%, W – 9%, M – 16%).</p> <p>To ensure children aren’t hindered by absence caused by Covid-19 guidelines.</p> <p>To ensure children can continue to access high quality curriculum support at home</p>	<p>Wave 1 – Additional English and Maths sessions each pm run by class teacher.</p> <p>Wave 2 – Year 3/4 Add. Maths AM x5 Add. Read AM x2 Phonics AM x5</p> <p>Wave 3 – National Tutoring Scheme for key children who have fallen way behind for their personal progress Year Three - 1:1 – pre-teach, lesson review, gap-filling 1 hour 3 x weekly. Year Four - 1:1 – pre-teach, lesson review, gap-filling 1 hour 3 x weekly.</p> <p>Remote Learning – Purchase White Rose Maths Parent Packs x 1 per child – can be used at home or in intervention.</p>	<p>% of children at age-related to have increased by:</p> <p>Year 3 Read – 61% Write – 59% Math – 57%</p> <p>Year 4 Read – 59% Write – 61% Math – 54%</p> <p>Gap closed between Disadvantaged and Other pupils by the end of the year.</p>	<p>Supply TA to cover out established specialist, trained TA Year Three/Four – 10 hours a week, additional teaching groups and small group intervention</p> <p>Supply TA Cost £99 per day, 2 days a week, 34 weeks = £6732</p> <p>White Rose Maths Parent Pack - £3.50 per child x 180 children = £630</p> <p>National Tutoring Scheme – Estimated Cost £40 per hour - subsidised by the government. Cost to school £10 per hour Year Three - 3 hours x £10 x 30 weeks = £900 Year Four - 3 hours x £10 x 30 weeks = £900</p>	<table border="1" data-bbox="1765 225 2119 363"> <tr><td>Year 3</td><td>Base</td><td>EOY</td></tr> <tr><td>Read</td><td>12</td><td>63</td></tr> <tr><td>Write</td><td>11</td><td>62</td></tr> <tr><td>Maths</td><td>16</td><td>66</td></tr> </table> <table border="1" data-bbox="1765 395 2119 534"> <tr><td>Year 4</td><td>Base</td><td>EOY</td></tr> <tr><td>Read</td><td>14</td><td>71</td></tr> <tr><td>Write</td><td>14</td><td>67</td></tr> <tr><td>Maths</td><td>17</td><td>70</td></tr> </table>	Year 3	Base	EOY	Read	12	63	Write	11	62	Maths	16	66	Year 4	Base	EOY	Read	14	71	Write	14	67	Maths	17	70
Year 3	Base	EOY																										
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<p>To raise attainment data of all children to bring them back in line with Spring 2020 data and in-line with national percentages.</p> <p>To raise attainment of disadvantaged children in UKS2 to be in line with Spring Data 2019. (Year 5 Difference R – 41%, W – 47%, M – 50%),</p>	<p>Wave 1 - Additional Year 6 Group – 2 x weekly Writing, 1 x Reading, 4 x Maths. Additional Year 5 Teaching Group – 1 Reading, 1 Writing, 1 Maths</p> <p>Wave 2 – Year 5</p>	<p>% of children at age-related to have increased by:</p> <p>Year 5 Read – 54% Write – 55% Math – 55%</p> <p>Year 6 Read – 53%</p>	<p>Supply TA to cover out established specialist, trained TA. Year Five/Six – 15 hours a week, additional teaching groups and small group intervention</p> <p>Supply TA Cost £99 per day, 3 days a week, 34 weeks = £10,098</p>	<table border="1" data-bbox="1765 1123 2119 1262"> <tr><td>Year 5</td><td>Base</td><td>EOY</td></tr> <tr><td>Read</td><td>24</td><td>63</td></tr> <tr><td>Write</td><td>21</td><td>60</td></tr> <tr><td>Maths</td><td>23</td><td>63</td></tr> </table> <table border="1" data-bbox="1765 1326 2119 1385"> <tr><td>Year 6</td><td>Base</td><td>EOY</td></tr> <tr><td>Read</td><td>23</td><td>79</td></tr> </table>	Year 5	Base	EOY	Read	24	63	Write	21	60	Maths	23	63	Year 6	Base	EOY	Read	23	79						
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Read	23	79																										

<p>(Year 6 Difference R – 50%, W – 56%, M – 72%) To close the attainment gap between ‘disadvantaged’ and ‘other’ children in UKS2. (Year 5 Difference R – 2%, W -5%, M – 3%), (Year 6 Difference R +7%, W – 10%, M + 1%) To ensure children aren’t hindered by absence caused by Covid-19 guidelines. To ensure when Year 6 children leave school they are ready for the next stage of their education. To ensure children can continue to access high quality curriculum support at home</p>	<p>Add. write AM x3 Write group PM x 2</p> <p>Year 6 Add. Maths ARE group PM x3 Add. Maths Exc group PM x3 Add. Read ARE group x3 Add. Write ARE group x3</p> <p>Wave 3 – National Tutoring Scheme for key children who have fallen way behind for their personal progress Year Five - 1:1 – pre-teach, lesson review, gap-filling 1 hour 3 x weekly. Year Six - 1:1 – pre-teach, lesson review, gap-filling 1 hour 3 x weekly.</p> <p>Remote Learning – Purchase White Rose Maths Parent Packs x 1 per child – can be used at home or in intervention.</p>	<p>Write – 53% Math – 66%</p>	<p>White Rose Maths Parent Pack - £3.50 per child x 186 children = £651</p> <p>National Tutoring Scheme – Estimated Cost £40 per hour - subsidised by the government. Cost to school £10 per hour Year Five - 3 hours x £10 = £900 Year Six - 3 hours x £10 = £900</p>	Write	24	71
				Maths	14	69
			Total Spend = £41,783.50			

Strategic outcome overview

Attainment	Whole Cohort % on track Spring 20			Whole Cohort % on track Autumn 20			% if children make 4 points progress this year			Target EOY 2021 Expected/Exceeding (with catch-up groups)			National % -Whole Cohort
	R	W	M	R	W	M	R	W	M	R	W	M	
Reception				22	22	27	66	60	60	72	72	72	GLD -72%
Year One	75	70	77	13	10	17	61/13	50/10	44/17	65/14	60/12	65/20	
Year Two	64/17	71/14	74/24	17	15	20	65/18	60/15	59/20	75/26	71/15	76/23	KS1 – 75/26, 69/15, 76/22
Year Three	73/27	70/18	71/20	12	11	16	51/12	54/11	46/16	73/22	70/20	73/24	
Year Four	72/24	72/16	71/20	13	11	17	71/13	70/11	67/17	72/24	72/16	71/20	
Year Five	68/28	68/25	78/28	24	20	22	70/24	66/20	70/22	78/26	75/22	77/28	
Year Six	79/29	81/36	84/35	23	22	13	47/20	59/18	69/13	76/29	75/22	79/27	KS2 – 73/27, 75/20, 79/27

Significant drop off in % at age-related due to all children missing one term of education.

In most cases, the only children on track for 'expected' are the children who were at 'greater depth' in spring 2020, Pre-Covid lockdown. These children are therefore still off track for their own individual progress.

Although, the gap between disadvantaged and non-disadvantaged has decreased, it is due to the fact that there were fewer pupil premium on track to begin with.

With additional, targeted, quality first teaching (Wave 1) during afternoon sessions, we believe that most children will be able to make 4 points of progress. In order to decide where to focus our small group intervention (Wave 2) we have looked at which year groups will still require further support to bring in line with their Spring data and National Average percentages. We have also considered which year groups are the closest to taking national tests and therefore have less time to 'catch-up'.

1:1 intervention (Wave 3) will be used to target children who are significantly behind for their own individual progress e.g. children who were at 'greater depth' for their last significant data point and may now be off track for 'expected'. This will be particularly needed in Year 6, where we will be able to use FFT to assess how far children are off their predicted, scaled scores and target accordingly.

Disadvantaged children will be prioritised, where necessary. This will be proportionate to PP percentages and the needs of their year groups.

Pre and Post Covid Data Comparisons – Spring 2020 % on track (Current Year Groups 2020)

Attainment	Disadvantaged Exp – Spring 20			Disadvantaged Expected Autumn 20			Difference Spring to Autumn			Other Exp – Spring 20			Other Exp – Autumn 20			Difference Spring to Autumn		
	R	W	M	R	W	M	R	W	M									
Y1	60	53	67	11	11	6	-49	-42	-61	80	76	77	18	15	25	-62	-61	-52
Y2	46	46	46	12	12	18	-34	-34	-28	85	83	87	22	19	22	-63	-64	-65
Y3	50	46	50	13	4	17	-37	-42	-33	81	81	79	16	13	22	-65	-68	-57
Y4	59	59	59	7	4	7	-52	-55	-52	72	80	71	13	13	23	-59	-67	-48
Y5	64	67	73	23	20	23	-41	-47	-50	85	78	82	25	25	26	-60	-53	-56
Y6	80	76	82	30	10	10	-50	-66	-72	84	81	83	23	20	9	-61	-61	-74
Nat. 2019	62	68	67	62	68	67				78	83	84	78	83	84			

Attainment Autumn Baseline 2020	Difference Disadvantaged to Other Expected		
	R	W	M
Year Group			
Reception			
Year One	-7	-4	-19
Year Two	-10	-7	-4
Year Three	-3	-9	-5
Year Four	-6	-9	-16
Year Five	-2	-5	-3
Year Six	+7	-10	+1

This plan takes into account EEF recommendations such as:

- Maximising the use of teaching assistants – Teaching Assistants must be **trained** and delivering **evidence-based interventions** that are **time-limited** and **measured for their impact**. **Explicit links** must be made between **parents**, the classroom and the intervention.
- Use of Tuition Partners to support the most vulnerable children who have fallen behind e.g. SEN children and disadvantaged.
- Using **diagnostic assessment** – We have worked alongside the LA to complete a gaps analysis so that we can target interventions carefully e.g. inference for reading, fractions for Maths. Some of our interventions include their own diagnostic assessments such as 1stClass@Number. This is ensure all teaching takes account of **prior learning**.
- **Supporting Remote Learning** – We have invested in home learning support such as Purple Mash, Microsoft Teams and White Rose Hubs parent packs. This is to ensure **scaffolding of learning** and **feedback** are possible. Access to remote learning has also been considered and additional digital devices have been ordered as well as paper based methods used.
- Focus on **professional development** – We have a large CPD to support training in quality first teaching. All TAs delivering interventions will have received training. Interventions will be **monitored regularly** and the impact assessed. This Covid catch-up plan will be under constant **review** and resources transferred across year groups as necessary.
- **Wider Strategies** – Social, emotional and behavioural needs of the children and ensuring parents are supported through use of Family Liaison Team and Emotional Well-being Co-ordinator.