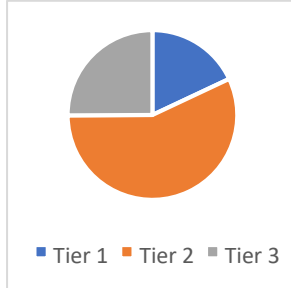


Local-led Tuition Total: as yet, unknown



Focus Area	Barrier- school level EEF Tier	Action and evidence link for action	Anticipated Cost	Monitoring	Impact
Curriculum Recovery Tier 1	<p>Analysis of Year 6 end year data for 20202021 showed that of the 44 children with KS1 data:</p> <p>Some identified year 5/6 children not yet on track to meet expected progress by end of KS2</p> <p>Over the lockdown period, across the school, it was noticed that the biggest detrimental impact was on Writing. Getting children to write a sustained piece of quality writing was the most</p>	<p>HLTA to split year 6 group into teaching units from Advent 1 onwards (Mornings)</p> <p>Evidence and implementation guide for small group tuition: https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learningtoolkit/small-group-tuition/</p> <p>Quality writing INSET will be by Lead Practitioner for English The first observations by the SLT and the LP for English will be the teaching of writing</p>	<p>£5000(off set of partial salary)</p> <p>£200 for resource</p> <p>No cost</p>	<p>Year 6 baseline data will be compared every half term to check that children are making good progress towards the KS2 endpoints in all subjects.</p> <p>Reading, Writing and Maths KS2 results will indicate a positive progress score.</p> <p>Observations will be completed by the end of September 2021</p>	



—ST THOMAS—
AQUINAS

CATHOLIC MULTI-ACADEMY TRUST

	problematic part of online learning.			Work sampling and pupil interviews will be conducted by half term	
--	--------------------------------------	--	--	---	--

Curriculum Recovery Tier 1	<p>Some identified year 5/6 children not yet on track to meet expected progress by end of KS2</p> <p>Class demographics at the school are complicated – there are a great deal of new to the Country children with little or no English.</p>	<p>End of previous data (from TT) to be shared with teaching staff so that they are aware of PP, HAPs, SEND, EAL, children not on track to make good progress, children who are making more that good progress.</p> <p>PowerPoint presentation made by AH for data to guide staff to the most effective reports.</p> <p>This data will be used when compiling daily AfL books and looking at next steps and feeding back to individuals</p> <p>https://educationendowmentfoundation.org.uk/evid-ence-summaries/teachinglearning-toolkit/feedback/</p>	None	<p>Teachers will understand and use the data when planning for different groups of children within their new class. This will be observed in monitoring activities.</p> <p>Feedback to children will appropriately direct them to their next step</p> <p>Progress for all children will be good or better.</p>	
Tier 1	<p>Some identified year 5/6 children not yet on track to meet expected progress by end of KS2</p>	<p>Applied and was successful in gaining an Academic Mentor from Randstad Starting 25/10/21- will work with 1-3 children during each session throughout the day</p>	£5000	<p>Pre and post data will demonstrate that the children have made accelerated progress</p>	
Tier 1	<p>FS assessment/ baseline has changed from September 2021</p>	<p>Ipads needed for FS staff so that assessment is more immediately accessible</p>	£1500	<p>All staff will have easier access to assessment materials and therefore assessments will become immediate and even more accurate</p>	



—ST THOMAS—
AQUINAS

CATHOLIC MULTI-ACADEMY TRUST

Tier 2	Reading attainment across the school was lower than National average	Switched On reading intervention- 2 PP children in each class- years 1-6. Daily reading either before or after school. 10 weeks starting mid-September 2021 Evidence and implementation guide for 1-1: https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learningtoolkit/one-to-one-tuition/	<i>Already in the budget</i>	PP leads will monitor the pre and post data for each child. Quality control of the session will also be monitored. Progress in reading, for the group involved, will be accelerated.	
--------	--	--	------------------------------	---	--



<p>Routine and Behaviours</p> <p>Tier 3</p>	<p>All children should be in school from start of term</p>	<p>Attendance officer to check attendance weekly and compare to NA</p>	<p><i>No cost</i></p>	<p>Continue clear messaging to parents to raise understanding of expectations of attendance.</p> <p>Follow additional steps to support attendance, including use of pastoral support and CMAT additional letter.</p> <p>Office re-organised to deal with numbers who are self-isolating/ ill (non Covid related) etc</p> <p>Analyse attendance patterns, and use targeted EWO time for those who are persistently PA/ at risk of PA.</p>	
---	--	--	-----------------------	--	--

Health and wellbeing Tier 3	The Health and well-being of children may have been impacted by: Anxiety about Covid-19 and direct family experience of Covid-19, including bereavement Reduction in physical exercise and opportunities for physical development Poverty, including lack of access to a healthy diet.	Continue partnership work with families. DfE resource list for mental well being https://www.gov.uk/government/publications/coronavirus-covid-19online-education-resources/onlinescience-pe-wellbeing-and-sendresources-for-homeeducation#mental-wellbeing	£500	Sign-post families to additional support in the community. If necessary, support families with applications for support such as free school meals. Target pastoral and family support. Breakfast/juice packs in KS2 areas for children who are missing breakfast	
Safeguarding Tier 3	Whilst schools have remained open to vulnerable children from the 27 th March 2020, many vulnerable children have either not attended school or have only partially attended school. Widely published data on social care referrals suggests that at some points during the Covid crisis referrals to children's social care fell by approximately 50% https://www.theguardian.com/society/2020/apr/08/fears-for-child-welfare-asprotection-referrals-plummet-in-england	The safety of pupils remains of paramount importance. Schools safeguarding systems will revert from those established during the period of home learning back to those which will maintain the safety of pupils at school. All schools should undertake the	No cost	Safeguarding update delivered by DSL to all staff in August 2021 Smooth transfer from Behaviourwatch to CPOMS Ensure regular audit of CPOMs and reflection on any patterns which are developing post school shut down/partial closure. https://www.scie.org.uk/careproviders/coronavirus-covid-19/safeguarding/children	

		Safeguarding Ready aspect of the CMAT Leadership Ready.			
SEND Tier 2	<p>School closures/ partial opening has impacted on SEND provision, with some vulnerable SEND children having an experience of education which is mainly remote.</p> <p>Risk assessments have impacted on aspects of typical practice, including therapeutic interventions and elements of assessment and review, including EHCP review. For EHCP students, schools may not have been able to meet all aspects of provision.</p> <p>There are currently delays a local authority level in terms of the processing and review of EHCP..</p>	Progress of SEND children to be tracked using Provision map and separate TT tracking – SENDCo and Data AH	<i>No cost</i>	<p>Continue partnership work with families, LA, Joe Dawson (Educational Psychologist provision)</p> <p>SEND targets written by previous teacher to ensure continuity</p> <p>Pupil passports to be updated and reviewed with parents</p>	