

EEF Statement

Considering a tiered planning model for the academic year ahead can help schools balance approaches to improving teaching, targeted academic support and wider strategies. It is recommended in the EEF's Guide to the Pupil Premium as a way to help schools focus on a small number of strategies that are likely to make the biggest difference. The tiered approach is a helpful heuristic that can supplement school leader decisions regarding the allocation of funding, energy, training and time.

1. Summary information					
School	Leighfield Primary School				
Total number of pupils	168	Number of PP Pupils	12	Total Funding budget	£13, 440
					Total Spend £11038.51 (exc subscriptions)

2. Barriers to future attainment based on rigorous assessment	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Gaps in writing
B.	Gaps in maths
C.	Wellbeing concerns due to extended time out of school
D.	Teacher IT subject knowledge to deliver online/remote learning
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Children's access to devices for online learning - partial lockdown/bubble isolation
F.	Parents knowledge and engagement with remote learning – partial lockdown/bubble isolation
G.	Staff absence due to isolation/illness caused by COVID-19.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Gaps in grammar, spelling and writing are identified for individual pupils and whole class teaching, support and interventions narrow the gap to ensure children are working within year group age related expectations.	<ul style="list-style-type: none"> Quality first teaching with effective assessment for learning strategies. Complete formative and summative assessments to identify gaps in learning.

		<ul style="list-style-type: none"> • Complete GAP analysis on any test papers. • Regular retrieval practice. • Planned interventions are delivered and tracked. • Technology is used effectively to deliver bespoke interventions and narrow the gap.
B.	Gaps in maths are identified for individual pupils and whole class teaching, support and interventions narrow the gap to ensure children are working within year group age related expectations.	<ul style="list-style-type: none"> • Quality first teaching with effective assessment for learning strategies. • Complete formative and summative assessments to identify gaps in learning. • Complete GAP analysis on any test papers. • Regular retrieval practice. • Planned interventions are delivered and tracked. • Technology is used effectively to deliver bespoke interventions and narrow the gap.
C.	The Curriculum and ELSA provision effectively support the needs of the children returning to school so that they are happy and able to regulate their emotions.	<ul style="list-style-type: none"> • ELSA works with individuals and groups of children to support their emotional and behavioural needs. • Effective communication with parents to ensure families are supported. • Bounce back materials are used across all classes to support reintegration to school. • PSHE curriculum delivered across the school to support the needs of children.
D.	School is well resourced and adults within school have a good understanding of how to use devices and platforms to deliver a blended approach to learning.	<ul style="list-style-type: none"> • Staff meetings focus on upskilling teachers and support staff. • Devices are suitable to deliver a blended approach to learning. • Devices and equipment within school enables remote learning. • Staff are competently using IT within school and throughout the school day.
E.	Children have access to devices at home and both children and parents are confident in their use, and that of the platform used to deliver the home learning.	<ul style="list-style-type: none"> • Audit children's access to devices. • Apply for devices for those eligible from the DFE. • Training videos for parents and children to use TEAMS at home. • Improves ability in school for the leasing of devices. IT technician to ensure these devices have all of the necessary programmes etc installed. • Parents have a good understanding of TEAMS and Tapestry and know how to access and upload work.

4. Planned expenditure

The three headings below enable schools to demonstrate how they are using the catch up funding to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Teaching

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Effective formative and summative assessments in place across the school.	<ul style="list-style-type: none"> Frequent use of Century AI and TTRS. Embedded ongoing formative assessment and frequent retrieval practice. Relevant summative assessments and GAP analysis. 	To identify what gaps in learning there are within year groups due to school closure – EEF guide to supporting school planning.	<p>Assessment tracking processes in place across the school for reading, writing and maths.</p> <p>Rigorous pupil progress meetings.</p>	SE	Half termly.
Quality first teaching across school with high quality interventions in place.	<ul style="list-style-type: none"> Focused CPD linked to school improvement priorities. Coaching and mentoring in place for early career teachers. Regular feedback in place for all teachers across the school. Training for support staff to access videos to deliver interventions. Before school booster groups for Year 5 and Year 6. 	To ensure whole class teaching and interventions are both having an impact of children's progress and attainment to ensure they are on track to reach year group expectations by the end of the year.	<p>School Monitoring and Evaluation</p> <ul style="list-style-type: none"> - Learning Walks - Observations - Book trawls - Data 	SE/SD	Fortnightly
Effective use of IT to deliver blended/remote learning.	<ul style="list-style-type: none"> Targeted CPD for staff. Devices to ensure the effective use of Tapestry in KS1. Use of technology within lessons with an aim of 25% across the week. Homework set on TEAMS/Tapestry to be 	Up front training and follow on support should be used to develop teacher confidence in using TEAMS and Century maths packed for use in blended learning – EEF Tiered approach	<p>School Monitoring and Evaluation</p> <ul style="list-style-type: none"> - Learning Walks - Observations - Book trawls - Data 	SE/AF	Ongoing
Total budgeted cost					£1020

Teaching Checklist	Check
Is there a logical and well-sequenced plan to support and sustain high quality teaching?	

Are our school staff sufficiently skilled in approaches such as assessment or remote teaching? If not, does our planning contain the right blend of professional development activities to develop these skills?	
Will changes to rooming or timetables as a result of social distancing measures have direct or indirect impact on teaching and whole school approaches (e.g. limiting classroom activities and flexible groupings)?	
Is there legacy training from the previous academic year on teaching and learning that needs to be revisited, sustained, or adapted?	

ii. Targeted Academic Support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Bespoke blended learning package of teaching and intervention to ensure that gaps in maths will be identified and closed.	<ul style="list-style-type: none"> • Use of Century AI to identify and address gaps in learning across KS2. • Use of White Rose and DFE resources to revisit prior learning and ensure robust planning. • Use of TTRS from Y2 – Y6 to address gaps in learning. • Use of Oak National and pre-recorded teacher videos to deliver interventions and narrow the gap. 	Up front training and follow on support should be used to develop teacher confidence in using TEAMS and Century maths packed for use in blended learning – EEF Tiered approach	School Monitoring and Evaluation <ul style="list-style-type: none"> - Learning Walks - Observations - Book trawls - Data 	SE/AF	Fortnightly
High quality interventions in KS2 delivered by teachers within school.	<ul style="list-style-type: none"> • Maths and English interventions delivered for a total of 2 days per week by teachers across Y4, Y5 and Y6. • 1:1 tutoring • Before school booster groups for Year 5 and Year 6. 	The best evidence indicates that great teaching is the most important lever schools have to improve outcomes for pupils – EEF Tiered guide	School Monitoring and Evaluation <ul style="list-style-type: none"> - Learning Walks - Observations - Book trawls - Data 	SD	Fortnightly

Reading?? Phonics??					
Total budgeted cost					£8434.93

Targeted Academic Support Checklist	Check
Are we using relevant and rigorous data to ensure targeted interventions are appropriate?	
Are our school staff sufficiently skilled in delivering targeted academic interventions? If not, what additional support is required?	
Will changes to rooming or facilities, as a result of social distancing measures, have a direct or indirect impact on targeted academic interventions (e.g. are there sufficient spaces in school for small scale interventions)?	
Are any interventions being stopped to ensure both staff and pupils have the capacity to undertake new interventions as part of their daily work?	
Questions to consider when planning to support pupils with SEND:	
How do staff know their pupils, including those pupils with SEND? How is this communicated widely?	
How will your school plan for effective teaching assistant deployment to offer both targeted interventions and supplementary classroom provision?	
How are supportive relationships with an adult in school developed for pupils with SEND?	

iii. Wider Strategies					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Effective communication with parents and good parental engagement across the school.	<ul style="list-style-type: none"> Use of online platforms such as TEAMS and Tapestry. Parents workshops, videos and help guides. Parent survey to identify training needs. 	Close engagement with parents and caregivers is crucial for pupils to be supported in learning. Parents need to be supported without the expectation of being a full time teacher.	Parent feedback Tracking engagement with online learning.	SE/AF	Half termly
The Curriculum supports pupil wellbeing.	<ul style="list-style-type: none"> PSHE Curriculum Bounce Back Materials ELSA Support Whole school focus days on mental health. 	Wellbeing and social emotional learning is essential to ensure that transition to school is smooth through potential school closures/isolation. EEF tiered approach	Monitoring and evaluation ELSA feedback Parental feedback and pupil voice approach	SD	Fortnightly

Children have access to digital technology	<ul style="list-style-type: none"> Improve digital technology in school to enable us to 'lease' devices to pupils if remote learning is necessary. 	Children need access to devices to be able to access learning. The EEF reports that 79% of students require a digital device for over half of the work provided by schools.	Audit children's devices at home. Track engagement with online learning.	SE/AF	Ongoing
Total budgeted cost					£1583.58

Wider Strategies Checklist	Check
Are there barriers for parents that need to be recognised and supported, e.g. limited time due to work commitments, or low literacy levels?	
Are existing approaches to supporting attendance adequate given a new context where many parents may have a heightened sensitivity to the health and wellbeing of their child?	
Are our school staff sufficiently skilled in engaging in sustained parental communications? If not, does our planning contain the right blend of professional development activities?	
Can new or existing technologies sustain a manageable and meaningful plan to communicate with and support parents?	

Review of expenditure				
i. Teaching				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted Academic Support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Wider Approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost