

**Covid-19 Response Strategy – Villiers Estimated - £46,640 (Dependent on October Census)**

<b>Target – To close the gaps caused by Covid-19, prioritising those from a vulnerable background</b>				
Development Need	Action	Success Criteria	Cost	Evaluation – Summer (Post lockdown) 5 weeks of using Covid grant
<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 – 16%, W-16%, 17%. Nursery – R- 15%, W- 15%, M - 15%</p> <p>To close the attainment gap between ‘disadvantaged’ and ‘other’ children in EYFS.</p> <p>To ensure children aren’t hindered by absence caused by Covid-19 guidelines.</p>	<p><b>Wave 1</b> – Additional English and Maths sessions each pm run by class teacher.</p> <p><b>Wave 2</b> –Reception - Additional phonics/ Nuffield Early Language intervention 5x weekly ( 12 children – 4 per term)</p> <p>Additional fine motor/life skills interventions 5 x weekly (12 children, 4 per term)</p> <p>Additional number intervention 5 x weekly (12 children, 4 per term)</p> <p><b>Wave 3</b> – National Tutoring Scheme for key children who have fallen way behind for their personal progress – Reception - 1:1– pre-teach, lesson review, gap-filling 1 hour 3 x weekly.</p>	<p>% of children at age-related increases by 19% each term.</p> <p>Children in intervention group catch-up to their peers and to their own progress.</p> <p>Gap closed between disadvantaged and non-disadvantaged.</p>	<p>Supply TA (15 hours) to cover out established specialist, trained TA</p> <p>Reception – 15 hours per week interventions</p> <p>Supply TA Cost £50 per day, 5 days a week, 15 weeks = <b>£3750</b></p> <p>National Tutoring Scheme – Estimated Cost £40 per hour - subsidised by the government. Cost to school £12.25 per hour 3 hours x £12.25 x 15 weeks = <b>£551.25</b></p>	<p>Nursery + 56% reading, + 43% writing, +61% Maths.</p> <p>Reception +50% Reading, +48% Writing, +56% Maths</p> <p>Children made good progress in across the year. Writing progress was the slowest</p> <p>Progress hindered by a further lockdown.</p> <p><b>Next Year – Writing to be a target of school improvement as well as phonics.</b></p>
<p>To raise attainment data of all children to bring them back in line with Spring 2020 data and the national picture – see below.</p> <p>To raise attainment of disadvantaged children in KS1 to be in line with Spring Data</p>	<p><b>Wave 1</b> – Additional Year 1 Group – 5 x Phonics, 1 x Reading, 1 x Writing, 2 x Maths. Additional Year 2 Group – 1 x weekly Writing, 2 x Reading, 3 x Maths.</p>	<p>% of children at age-related increases by 16% each term, Year 1 and 18% each term Year 2.</p> <p>% of disadvantaged children at age-related to have increased in</p>	<p>Supply TA (25 hours) to cover out established specialist, trained TA</p> <p>Year One – 3 hours a week + 4 hours additional teacher group</p>	<p>Year One + 39% reading, + 48% writing, +46% Maths.</p> <p>Year Two + 41% Reading, +44% Writing, +40% Maths</p>

<p>2019. (Yr 1 Difference R – 42%, W – 42%, M – 38%), (Year 2 Difference R – 38%, W - 38%, M -32%)</p> <p>To close the attainment gap between ‘disadvantaged’ and ‘other’ children in KS1. (Year 1 Difference R – 15%, W-14%, M – 9%), (Year 2 Difference R – 9%, W- 3%, M – 14%)</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><b>Wave 2</b> – Year 1/2 - Additional phonics intervention 3x weekly – 12 children (4 per term). Additional fine motor/writing intervention 3 x weekly 12 children (4 per term). 1stClass@Number intervention 3x weekly – (Group of 9 children – 3 every 10 weeks)</p> <p>Year 2 – Additional Greater Depth Reading Session ( 6 children 3 x weekly)</p> <p><b>Wave 3</b> – 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><b>Remote Learning</b> – Purchase White Rose Maths Parent Packs x 1 per child – can be used at home or in intervention.</p>	<p>Year 1 R 20%, W 20%, M 18% each term Year 2 R 21%, W 18%, M 19% each term</p> <p>Children in intervention group catch-up to their peers and to their own progress.</p> <p>Gap closed between disadvantaged and non-disadvantaged.</p>	<p>Year Two – 4 hours a week + 5 hours additional English/Maths sessions</p> <p>Supply TA Cost</p> <p>£99 per day, 5 days a week, 15 weeks = <b>£7425</b></p> <p>White Rose Maths Parent Pack - £3.50 per child x 160 children = <b>£560</b></p> <p>National Tutoring Scheme – Estimated Cost £40 per hour - subsidised by the government. Year One - Cost to school £12.25 per hour 3 hours x £12.25 x 15 weeks = <b>£551.25</b> Year Two - Cost to school £12.25 per hour 3 hours x £12.25 x 15 weeks = <b>£551.25</b></p>	<p>Children made good progress in and those in the target groups made good progress in both years 1 and 2.</p> <p>Progress hindered by a further lockdown with Writing being the poorest of the three subjects in both year groups.</p> <p>Although Disadvantaged pupils made progress, gaps are still wide due to Other pupils making more progress.</p> <p><b>Target – Writing a focus in both year groups. Year 1 going into Year 2 will need additional support going into end of key stage assessments. Additional phonics interventions to support catch-up of lowest readers. Closing the gaps between disadvantaged and other.</b></p>
<p>To raise attainment data of all children to bring them back in line with Spring 2020 data and the national picture – see below.</p>	<p><b>Wave 1</b> – Additional Year 3 Group – 5 x Phonics, 1 x Reading, 1 x Writing, 2 x Maths.</p>	<p>% of children at age-related increases by 18% each term, Year 3 and 18% each term Year 4.</p>	<p>Supply TA (25 hours) to cover out established specialist, trained TA</p> <p>Year Three – 10 hours a week Year Four – 15 hours a week</p>	<p>Year Three + 47% reading, + 45% writing, +45% Maths.</p> <p>Year Four + 44% Reading, +33% Writing, +40% Maths</p>

<p>To raise attainment of disadvantaged children in LKS2 to be in line with Spring Data 2019. (Year 3 Difference R – 35%, W- 35%, M - 31%), (Year 4 Difference R – 58%, W – 58%, M – 58%).</p> <p>To close the attainment gap between ‘disadvantaged’ and ‘other’ children in LKS2 (Year 3 Difference R – 1%, W – 7%, M +3%), (Year 4 Difference R – 19%, W – 18%, M – 11%).</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>Additional Year 4 Group – 1 x weekly Writing, 2 x Reading, 3 x Maths.</p> <p><b>Wave 2</b> – Year 3/4 Additional phonics intervention 3x weekly (6 children- 15 mins [per session). 1<sup>st</sup>Class@Writing 3x weekly - .4 children per term.</p> <p>Year 3 - Greater depth reading group (3 x weekly, 4 children per term – 15 mins per session).</p> <p>Year 4 – Greater Depth Maths Group – 6 children</p> <p>Year 3 - 1stClass@Number intervention 3x weekly (6 children, two terms).</p> <p><b>Wave 3</b> – National Tutoring Scheme for key children who have fallen way behind for their personal progress</p> <p>Year Three - 1:1 – pre-teach, lesson review, gap-filling 1 hour 3 x weekly.</p> <p>Year Four - 1:1 – pre-teach, lesson review, gap-filling 1 hour 3 x weekly.</p> <p><b>Remote Learning</b> – Purchase White Rose Maths Parent Packs x 1 per child – can be used at home or in intervention.</p>	<p>% of disadvantaged children at age-related to have increased in Year 3 <b>R 20%, W 21%, M 19%</b> each term and Year 4 <b>R 24%, W – 23%, M – 20%</b> each term.</p> <p><b>Gap closed between Disadvantaged and Other pupils by the end of the year.</b></p> <p>Children in intervention group catch-up to their peers and to their own progress.</p>	<p>Supply TA Cost £110 per day, 5 days a week, 15 weeks = <b>£8250</b></p> <p>White Rose Maths Parent Pack - £3.50 per child x 175 children = <b>£612.50</b></p> <p>National Tutoring Scheme – Estimated Cost £40 per hour - subsidised by the government.</p> <p>Year Three - Cost to school £12.25 per hour 3 hours x £12.25 x 15 weeks = <b>£551.25</b></p> <p>Year Four - Cost to school £12.25 per hour 3 hours x £12.25 x 15 weeks = <b>£551.25</b></p>	<p>Children in Year 3 made good progress and those in the target groups also made good progress. Progress hindered by a further lockdown for some pupils.</p> <p>Children in Year 4 had to self-isolate multiple times during Autumn and so missed a lot of time in school during the first two terms. They made good progress in the final term through intense support from the NTP programme. Reading and Writing will be a particular focus.</p> <p><b>Target – Writing in both year groups. Lowest readers to be targeted in interventions. Year 4 Boys and disadvantaged are a particular focus moving into year 5.</b></p>
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<p>To raise attainment data of all children to bring them back in line with Spring 2020 data and the national picture – see below.</p> <p>To raise attainment of disadvantaged children in UKS2 to be in line with Spring Data 2019. (Year 5 Difference R – 44%, W – 43%, M – 47%), (Year 6 Difference R – 46%, W – 62%, M – 66%)</p> <p>To close the attainment gap between ‘disadvantaged’ and ‘other’ children in UKS2. (Year 5 Difference R – 2%, W +2%, M – 6%), (Year 6 Difference R – 10%, W – 3%, M – 8%)</p> <p>To ensure children aren’t hindered by absence caused by Covid-19 guidelines.</p> <p>To ensure when Year 6 children leave school they are 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><b>Wave 1</b> - 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><b>Wave 2</b> – Year 5/6 - Additional phonics/fundamental spellings intervention 3x weekly – 4 children year 5, 6 children in Year 6. Echo Reading/ Writing interventions 3 x weekly – 4 greater depth children in Year 5, 6 expected children in Year 6. Year 6 - Success@Arithmetic intervention 3 x weekly (2 groups per week) - 4 children per term Greater Depth group – Year 6 Maths – 5 children per term.</p> <p><b>Wave 3</b> – 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><b>% of children at age-related increases by 17% each term, Year 5 and Year 6 (16% R, 23% W, M – 21%).</b></p> <p>% of disadvantaged children at age-related to have increased in Year 5 R 17%, W 18%, M 17% each term and Year 6 R 16%, W – 23%, M – 23% each term.</p> <p>Gap closed between Disadvantaged and Other pupils by the end of the year.</p> <p>Children in intervention group catch-up to their peers and to their own progress.</p>	<p>Supply TA (25 hours) to cover out established specialist, trained TA. Year Five – 4 hours a week + 3 hours English/Maths group teaching support. Year Six – 5 hours a week interventions + 7 hours English/Maths group teaching support.</p> <p>Supply TA Cost £110 per day, 4 days a week, 15 weeks = <b>£6600</b></p> <p>White Rose Maths Parent Pack - £3.50 per child x 180 children = <b>£630</b></p> <p>National Tutoring Scheme – Estimated Cost £40 per hour - subsidised by the government. Year Five - Cost to school £12.25 per hour 3 hours x £12.25 x 15 weeks = <b>£551.25</b> Year Six Cost to school £12.25 per hour 3 hours x £12.25 x 15 weeks = <b>£551.25</b></p>	<p>Year Five + 44% reading, + 49% writing, + 43% Maths.</p> <p>Year Six + 51% Reading, +43% Writing, +54% Maths</p> <p>Children in Year 5 made good progress and those in the target and NTP groups also made good progress. Progress hindered by a further lockdown with disadvantaged pupils being a particular focus.</p> <p>Children in Year 6 made good progress those in the target groups also made good progress. The gap between disadvantaged and non-disadvantaged is smaller than the national. After a further lockdown, Writing continued to be a focus.</p> <p><b>Target - Lowest 20% of readers/EAL children. DHT and AHT to teach additional core teaching groups. Writing and disadvantaged pupils moving into Year 6.</b></p>
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	<b>Remote Learning</b> – Purchase White Rose Maths Parent Packs x 1 per child – can be used at home or in intervention.			
				Total Spend = <b>£31,686.25</b>

Attainment	Whole Cohort % on track Spring 20			Whole Cohort % on track Baseline 20			Whole Cohort % on track Summer 21			% if children make 8 points progress this year			National % -Whole Cohort
	R	W	M	R	W	M	R	W	M	R	W	M	
Year Group													
Nursery				15	15	15	71	68	76	55/15	55/15	57/15	GLD – 72%
Reception				16	16	17	66	64	63	58/16	58/16	60/17	GLD -72%
Year One	69/5	69/5	69/5	12	10	18	51	47	51	53/12	51/10	56/18	
Year Two	67/13	65/9	69/11	19	14	24	60	58	64	62/19	59/14	65/24	KS1 – 75/26, 69/15, 76/22
Year Three	73/17	68/11	75/15	13	9	15	60	54	60	70/13	64/9	67/15	
Year Four	79/26	73/21	76/24	23	18	18	57	51	58	73/23	65/18	74/18	
Year Five	77/28	72/22	77/31	24	18	26	68	67	69	75/24	70/18	72/26	
Year Six	79/29	77/23	77/26	23	20	17	74	63	71	68/23	66/10	63/17	KS2 – 73/27, 75/20, 79/27

#### Data Comparisons – Baseline 20 to Spring 21

Attainment	Disadvantaged Exp Baseline Sep 20			Disadvantaged Exp Baseline Summer 21			Difference Summer to Baseline Sept 20			Other Exp – Baseline Sept 20			Other Exp – Summer 21			Difference Summer to Baseline 20		
	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
Y1	0	0	5	38	33	33	38	33	26	15	14	21	56	53	56	41	39	35
Y2	12	12	18	40	40	35	28	28	17	21	15	26	66	63	72	45	48	46
Y3	13	4	17	41	34	41	28	30	24	14	11	14	68	63	68	54	52	54

Y4	7	4	7	50	38	53	43	34	24	26	22	20	61	59	61	35	37	41
Y5	23	20	23	67	61	61	44	41	38	25	18	29	69	71	74	44	53	45
Y6	30	10	10	69	52	62	39	42	52	40	13	18	77	69	72	37	56	54
Nat. 2019	62	68	67							78	83	84						

**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.