

Covid-19 Response Strategy – Villiers Estimated - £46,640 (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 – 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>Wave 1 – Additional Reception TA –1x Phonics/Reading, 1 x Writing, 1 x Maths.</p> <p>Wave 2 – Nursery/ Reception - Additional phonics/ Nuffield Early Language intervention 3x weekly (12 children – 4 per term)</p> <p>Additional fine motor/life skills interventions 3 x weekly (12 children, 4 per term)</p> <p>Additional number intervention 3 x weekly (12 children, 4 per term)</p> <p>Wave 3 – 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 (25 hours) to cover out established specialist, trained TA</p> <p>Nursery – 2.5 hours per week</p> <p>Reception – 3 hours per week interventions + 3 hours additional teacher group</p> <p>Supply TA Cost £99 per day, 1.5 days a week, 34 weeks = £5049</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>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</p>	<p>Wave 1 – Additional Year 1 Group – 3 x Phonics, 1 x Reading, 1 x Writing, 1 x Maths. Additional Year 2 Group – 2 x Phonics, 1 x weekly Writing, 2 x Reading, 1 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>be in line with Spring Data 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>Wave 2 – 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>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>Year 1 R 20%, W 20%, M 18% each term Year 2 R 21%, W 18%, M 19% each term 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, 3 days a week, 34 weeks = £11,781</p> <p>White Rose Maths Parent Pack - £3.50 per child x 160 children = £560</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>	
<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 LKS2 to be in line with Spring Data 2019. (Year 3 Difference R –</p>	<p>Wave 1 – Additional English and Maths sessions each pm run by class teacher.</p> <p>Wave 2 – Year 3/4 Additional phonics intervention 3x weekly (6 children- 15 mins [per session).</p>	<p>% of children at age-related increases by 18% each term, Year 3 and 18% each term Year 4.</p> <p>% of disadvantaged children at age-related to have increased in Year 3 R 20%, W 21%, M 19%</p>	<p>Supply TA (25 hours) to cover out established specialist, trained TA</p> <p>Year Three – 3 hours a week Year Four – 3 hours a week</p> <p>Supply TA Cost</p>	

<p>35%, W- 35%, M - 31%), (Year 4 Difference R – 58%, W – 58%, M – 58%). 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%). To ensure children aren’t hindered by absence caused by Covid-19 guidelines. To ensure children can continue to access high quality curriculum support at home</p>	<p>1stClass@Writing 3x weekly - .4 children per term. Year 3 - Greater depth reading group (3 x weekly, 4 children per term – 15 mins per session). Year 4 – Greater Depth Maths Group – 6 children Year 3 - 1stClass@Number intervention 3x weekly (6 children, two terms).</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>each term and Year 4 R 24%, W – 23%, M – 20% 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>£99 per day, 1.5 days a week, 34 weeks = £5049</p> <p>White Rose Maths Parent Pack - £3.50 per child x 175 children = £612.50</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>	
<p>To raise attainment data of all children to bring them back in line with Spring 2020 data and the national picture – see below. To raise attainment of disadvantaged children in UKS2 to be in line with Spring Data 2019. (Year 5 Difference R –</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 –</p>	<p>% of children at age-related increases by 17% each term, Year 5 and Year 6 (16% R, 23% W, M – 21%).</p> <p>% of disadvantaged children at age-related to have increased in Year 5 R 17%, W 18%, M 17%</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</p>	

<p>44%, W – 43%, M – 47%), (Year 6 Difference R – 46%, W – 62%, M – 66%) 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%) 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>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>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>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>English/Maths group teaching support.</p> <p>Supply TA Cost £99 per day, 3.5 days a week, 34 weeks = £11,781</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 Five - 3 hours x £10 = £900 Year Six - 3 hours x £10 = £900</p>	
			<p>Total Spend = £41,762.50</p>	

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	
Year Group													
Nursery				15	15	15	55/15	55/15	57/15	60/15	60/15	62/17	GLD – 72%
Reception				16	16	17	58/16	58/16	60/17	72/16	72/16	72/17	GLD -72%
Year One	69/5	69/5	69/5	12	10	18	53/12	51/10	56/18	62/14	60/12	65/20	
Year Two	67/13	65/9	69/11	19	14	24	62/19	59/14	65/24	75/26	69/15	76/24	KS1 – 75/26, 69/15, 76/22
Year Three	73/17	68/11	75/15	13	9	15	70/13	64/9	67/15	73/20	70/14	75/20	
Year Four	79/26	73/21	76/24	23	18	18	73/23	65/18	74/18	79/26	73/21	77/24	
Year Five	77/28	72/22	77/31	24	18	26	75/24	70/18	72/26	78/28	72/22	77/30	
Year Six	79/29	77/23	77/26	23	20	17	68/23	66/10	63/17	79/29	78/23	79/28	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	42	42	43	0	0	5	-42	-42	-38	74	72	69	15	14	21	-59	-58	-48
Y2	50	50	50	12	12	18	-38	-38	-32	74	73	76	21	15	26	-53	-58	-50
Y3	48	39	48	13	4	17	-35	-35	-31	75	72	80	14	11	14	-61	-61	-66
Y4	65	62	65	7	4	7	-58	-58	-58	83	77	73	26	22	20	-57	-55	-53
Y5	67	63	70	23	20	23	-44	-43	-47	85	78	82	25	18	29	-60	-60	-53
Y6	76	72	76	30	10	10	-46	-62	-66	84	81	83	40	13	18	-44	-68	-65
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	-15	-14	-9
Year Two	-9	-3	-14
Year Three	-1	-7	+3
Year Four	-19	-18	-11
Year Five	-2	+2	-6
Year Six	-10	-3	-8

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.