

School: Zouch Academy

| No | Chosen action / approach | What is the rationale for this choice? (evidence base and link to SDP) | How will you ensure it is implemented well? | Intended impact on which groups | When will you review implementation? (timescale + duration) |
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| 1 | <p>Highly qualified adults to run highly focused, targeted small group tuition in terms 3 and 4.</p> <p>14 classes to receive TA support 1 afternoon per week to run up to 7 small group tuition sessions.</p> <p>Term 3 (6 weeks) Term 4 (6 weeks)</p> | <p>At Zouch our TA's have strong relationships with their classes and have a proven track records in delivering highly effective support within our school. By supporting our children through targeted, progressive group tuition we believe children will make accelerated progress and achieve ARE. As part of this group tuition we will focus on supporting our greater depth children to support our SDP. This will support Zouch's development of both our interventions and our endeavour to increase the number of children reaching GD at the end of their year group and at the end of KS1 and 2. The EEF's Covid-19 support guide for schools (2020b) says that, for tuition to be most effective, we must create a three-way relationship between tutor, teacher and pupils, and we must ensure that tuition is linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. By using TA's we know that strong relationships are already supporting the children in our school through their strong understanding of each child in their class.</p> | <p>Term 1: canvas support staff to identify staff willing to run group tuition. Staff voice on key interventions and possible resources to support tuition.</p> <p>Term 2: Teachers will identify key groups and targets to develop a progress set of tuition sessions.</p> <p>Term 3: TAs to spend one afternoon a week running group tuition with key groups. (Teachers to receive planning time) Assessment and adaptations to be made throughout.</p> | <p>CUSP groups in all year groups with have affirmer grasp on core year group skills in all year groups YR – Y6.</p> <p>Possible GD children will have their learning extended and embedded and be able to apply it to a range of contexts.</p> <p>Children receiving group tuition will have a firm understanding of key skills.</p> <p>Key children with below ARE reasoning skills will gain a better understanding of how to apply their maths knowledge to a range of contexts and will score higher on 'Remember it' assessments.</p> | <p>Assessments will be made at the start and throughout the tuition process. Starting and end points will be monitored at the end of term 3 and 4. Full review of impact will be undertaken through Pupil Voice and work/planning scrutiny at the end of term 3 and 4 with feedback given prior to term 4.</p> <p>Subject leads to analyse definite, probable possible document to identify and challenge teachers on their intervention groups.</p> <p>Interventions to be monitored by SLT and subject lead to ensure pupils are receiving quality first teaching.</p> |
| 2 | <p>Support the purchasing of a class set of ipads in combination with pupil premium spending to enhance provision in school and within catch up interventions.</p> | <p>To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced. (EEF Covid guidance) To support our school aim we believe Zouch Academy effectively uses key learning principles and will be able to quickly embed the use of iPads to support both computing sessions, catch up interventions, keep up interventions and supporting emotional well-being. By purchasing a set of iPads and a number of apps, some with possible subscriptions we will be able to support children in maths, English and reading and enhance our aim to provide high quality interventions. Teachers will use iPads to teach computing and online safety resulting in a wider range of computing skills and improving their ability to engage with remote learning.</p> | <p>As soon as Ipad's arrive: All staff will have training on a selection of key apps that can be used to support learning across the curriculum.</p> <p>Term 3: checking set up and discussion regarding intended use. Staff voice to find out use and any difficulties that have been encountered.</p> <p>Term 4: Monitoring of interventions to check usage.</p> <p>Term 5: Pupil voice to find out engagement with ipads and use within classrooms.</p> | <p>Children will be supported through the use of a range of apps (e.g-teach a monster to read, abc joined, seesaw, spelling shed) to support and enhance engagement in learning within class.</p> <p>Children will use linked apps (PurpleMash) to engage with learning and support home/school communication and engagement.</p> <p>Teachers will have a better understanding of how to use iPads to support learning, especially in relation to practise skills.</p> | <p>Reviews will happen at the end of staff meetings to see how teachers are using ipads and for anybody to raise concerns. Termly catch ups with staff to discuss impact will lead to next steps that can be supported through training. iPad usage will be monitored throughout the year. Provision maps will monitor the impact of interventions set up with an ipad.</p> |
| 3 | <p>Enhanced support from qualified Counsellors to ensure children with high level emotional needs are emotionally supported.</p> | <p>In line with Zouch's aim for all children to settle back into school through the recovery curriculum we feel a number of pupils need extra support to allow them the emotional stability and level of well-being needed to learn effectively. A number of our children have been exposed to distressing situations brought about by the Lockdown and allowing</p> | <p>Key children will be identified as in need of short counselling sessions (to be extended if needed)</p> <p>Teachers will discuss concerns with counsellors and decide a best approach to</p> | <p>Children with more complex emotional needs will feel settled at school, understand their own feelings better and be in a place conducive to learning.</p> | <p>Counsellors will be contacted in term 2 and discussions on how structure sessions decided. By the end of week 4 in term 2 key children will be identified across the school that would benefit from this support.</p> |

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| | | <p>counsellors time to support them in processing and understanding their feelings and responses will support our children in becoming effective learners.</p> | <p>quickly engage and support identified children.</p> | <p>The impact will show these children understand their emotions and are equipped with strategies to self-regulate.</p> | <p>Pupil Voice will be taken before and after the counselling has happened.</p> |
| | <p>The purchase of high quality resources to support quality first teaching and targeted small group tuition.</p> | <p>In support of Zouch’s aim to provide effective catch up and keep up interventions we believe there is a need for high quality resources to support the quality first teaching happening in our school. In both Reading and writing quality resources will support the teaching of early reading and writing and lead to improved outcomes for our children. Across the school inspiring and engaging resources will enhance the dynamic and quality first teaching helping to re-ignite our children’s passion for learning. Where children need extra support to catch up in their learning high quality resources will be used in small group tuition. Across the school we have noticed a gap in our children’s maths reasoning skills. One of our aims is to improve this and the purchase of resources to support this will enhance the provision provided for our children and will be used as part of our first approach. Key resources to support the teaching of reasoning will also be purchased and will allow for all staff to be upskilled, providing an even better education for our children.</p> | <p>T1: All teachers and SLT to discuss key barriers and where we are needing resources. (Term 1) Resources to order: (based on staff voice and current needs – leaders to decide resources in term 2)</p> <p>Comprehension resources (written comprehension) Reading support for home learning Further reasoning resources EAL resources (Tense work in particular) Comprehension resources (written comprehension) Reading support for home learning Further reasoning resources EAL resources (Tense work in particular) Counting resources- double sided counters Outdoor Phonics resources Spelling shed Blending resources Counting resources (double sided counters, dienes) Greater depth writing support Writing strips Handwriting resources.</p> <p>T2: SLT and subject leaders will have decided on key resources that need to be ordered to support class teaching, group tuition and interventions.</p> <p>T2/3: Resources will be ordered and introduced within a staff meeting (Training day) to ensure all staff understand how and when to use them.</p> <p>If resources are needed for group tuition, their use will be timetabled. Use will be monitored during learning walks. Any training that is needed to support the use of these resources will be undertaken in Term 2 and 3. All staff will have ownership of the resources and best practice will be shared in staff meetings and training days.</p> | <p>All children in the school will benefit from high quality resources through quality first teaching in both whole class and small group tuition. Small tuition groups will have high quality resources to support learning and the impact will be their improved understanding and use of key skills, engaging sessions and an enhanced reasoning skill. CUSP children will receive support to catch up in their learning and possible GD children will have the resources to extend and apply their skills to different contexts. All children will benefit from the upskilling of teaching staff and will receive improved quality first teaching, especially in reasoning sessions.</p> | <p>Resources will be chosen with the support of the teaching staff, SLT and subject leaders. Resources will be collated and presented to all teaching staff and TAs and training will be provided where necessary. Use of resources will be assigned to key interventions and small group tuition and their use monitored. Learning walk in term 3 to monitor use of resources within lessons.</p> |

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| | <p>4. All staff to be provided with THRIVE training.</p> | <p>We know that the THRIVE approach builds on those all-important relationships between a child and the staff in school. Building strong relationships with children increases their ability to learn and ensures they feel safe and ready to learn. Equipping staff with the skills to support the well-being of our children, understand their emotional starting points and support them through a range of techniques will support both their learning and relationships within school.</p> | <p>Term 2: Whole school training on the Thrive approach. All teachers to assess children on the THRIVE online assessment tool. Term 2 – all staff to have an action plan that is shared with TAs to implement and review throughout the year. CK will monitor the impact of the THRIVE approach throughout the year.</p> | <p>The impact will affect all pupil groups as all staff have been trained and will use the approach to manage behaviour, both learning and physical. Children in school will be more emotionally aware and will be have more effective self-regulation skills. Staff will feel confident when dealing with a range of emotions and behaviours and will have a range of techniques and activities to develop children’s emotional needs.</p> | <p>Ongoing</p> |
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