

School: Zouch Academy

No	Chosen action / approach	What is the rationale for this choice? (evidence base and link to SDP)	Intended impact on which groups	Cost (£)	Impact
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 4 (possibly 4 weeks) Term 5 (6 weeks) And 6 if needed</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 KSI 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>Cusp groups in all year groups with have affirmer grasp on core year group skills in all year groups YR – Y6.</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>Term 5 (6 weeks) Term 6 (6 weeks)</p> <p>TA (Av. £18 per hour)</p> <p>$((14 \times 2) \times 6) \times 18 = £3024$ per term.</p> <p>Total: £6048</p> <p>2 hours a week per class. 14 classes = 28 hours per week 28hours x 12 weeks = 336 336 hours x £18 = £6048</p>	<p>Due to lockdowns this was started in term 5 and 6. In total 9 highly effective members of staff worked an extra afternoon a week to deliver highly focused catch up interventions to close the gaps widened by the restrictions and lockdowns. Interventions were targeted using 'Key Progress Indicators' and monitored by all staff working with the children. In line with our SEN provision interventions were adapted to ensure maximum progress.</p> <p>Using our own highly effective staff we were able to provide safe, quality first interventions on a regular basis to the classes we believe were most effected by the disruption. All children made progress in these interventions and adaptations to approaches were made through clear, professional dialogue following collaborative assessment for learning. Without these afternoons, combined with safety protocol we would not have been able to provide the number of interventions that needed to happen to ensure gaps in learning did not widen further.</p> <p>Staff are skilled in selecting key children based on our assessments throughout the year and interventions focused on key performance indicators decided in our MATs subject leader groups.</p> <p>Children speak highly of the support they receive from school staff and it is clear through monitoring (book looks/observations/scrutinise) that these children are making progress across sequences of learning as well as during interventions.</p>

<p>2</p>	<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>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. Children will use Seesaw to engage with learning and support home/school communication and engagement. Teachers will have a better understanding of how to use iPads to support learning, especially in relation to practise skills.</p>	<p>£3000</p>	<p>25 families that needed devices to access remote learning effectively were supported through devices that ensured all children could access learning. Upon returning, technology within school was used to support 'keep up' interventions and 'catch up' interventions. This also supported the teaching of computing within school when social distancing impacted the use of our computing suite. Across the school devices are being used as an extra layer of support through interventions and in class support. A number of classes are also using the devices to remove the barrier of writing from the learning process.</p>
<p>3</p>	<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 counsellors time to support them in processing and understanding there feelings and responses will support our children in becoming effective learners.</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. The impact will show these children understand their emotions and are equipped with strategies to self-regulate.</p>	<p>£1200</p>	<p>Counsellors have offered tailored, effective counselling for 35 of our children this year and have continued to offer their support throughout the lockdown. Our counsellors will also be offered support over the summer. Children speak highly of their time with their counsellors and value the support they offer. Our counsellors have ensured the children they work with develop their coping strategies allowing them to be emotionally available to access the learning in school.</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>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>£785.75</p>	<p>Teachers were able to teach high quality remote lessons supported the technological aids that supported the well-being of teachers and delivery of remote lessons. Maths rising stars allowed us to adapt and assess our children throughout the year. Assessments were used to ensure gaps were quickly identified and address through quality first teaching and tailored interventions. Manipulatives were purchased to support early acquisition of maths concepts and to support understanding across the school in lessons and interventions. Resources were also purchased to support the teaching of small group phonics sessions which supported both teachers and children.</p>



	<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>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>£1000.80</p>	<p>All staff have received thrive training to ensure we are able to identify and support the increased emotional needs that have arisen during the pandemic. Action plans are drawn up using the assessment tool and activities completed to ensure progress is made in addressing these. Observations across the school highlight strong relationships with the children and Thrive techniques been used to support children. Action plans have been monitored and impact evident through professional dialogue and through the Thrive online assessment tool.</p>
	<p>5. Provide all children with a ‘Resilience ambassador’ who will work alongside them to provide inspiration and advice on how to overcome challenges and improve their resilience.</p>	<p>As a school with have a strong relationship with Jordan Wylie, who our children look up to and are inspired by. We believe that allowing the children time with him to discuss his, and their own, challenges will build resilience and support their return to more formal, in school learning. He will equip children with the skills to self-regulate and manage their own well-being.</p>	<p>The impact will affect all pupil groups that are struggling to cope with the return to school, the time away from school and the pressures added to them due to their time learning remotely. Resilience amongst the children will have improved with children able to confidently explain how they are resilient and what they can do if they encounter failure.</p>	<p>£1500</p>	<p>Having identified resilience as a major barrier across the school, but most acute in year 5 and 6. We decided to focus our support here. Using our inspirational community link with Jordan Wylie he provided two practical and engaging sessions for each class around how to be resilient and to teach strategies to cope with a range of emotions linked to resilience. Pupil voice highlighted how valuable these sessions were and all children spoken to found value in the sessions.</p>