



Element:	Rationale:	Kingsland CE Academy:	Commentary/Impact:
1) Supporting great teaching:	Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.	<ul style="list-style-type: none"> • Pathways to write - training for the catch-up units in writing (Autumn2) • Phonics catch-up programme (RWI) – children identified by assessment, and grouped accordingly across class bubbles. Engagement with 1-1 phonics teaching for children requiring this. Continuation with TLIF project and support from RWI trainer. • EEP – Excellence in English project – engagement with SLE support for Guided Reading and the implementation of PTW. • Power Maths – maths leader to work with staff to ensure teaching is secure. • Mastery in Maths – engagement in SOT Mastery in Maths programme, working with other schools and maths leaders to raise standards in maths. • Apple Schools Programme: Use of catch-up premium to integrate Apple technology into school provision and enhance/improve curriculum delivery. Continuation of RTC training events, providing support to other SBMAT and other schools across the city. 	<p>EEF supporting docs:</p> <hr/> <p>EEF Teacher Toolkit: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p>
2) Pupil assessment and feedback:	Setting aside time to enable teachers to assess pupils’ wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.	<ul style="list-style-type: none"> • Already mentioned above: <ul style="list-style-type: none"> - Pathways to Write - Power Maths 	<p>EEF supporting docs:</p> <hr/> <p>Assessing and Monitoring Pupil Progress: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/</p>
3) Transition support:	Transition events might focus on sharing information about school with children and their families or running activities designed to make pupils feel comfortable in their new school, for example by introducing pupils to their new teachers and classmates. Additional transition support might include using assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils’ strengths and areas for development with colleagues, including between primary and secondary schools where possible.	<ul style="list-style-type: none"> • Stay/Play sessions put into place for our Nursery new starters, timetable slowly built up towards full time 30 hours w/b 21st September. • Class Twitter feeds/other social media used to keep parents informed of up to date information. • Transition videos filmed by each member of staff and shared on set date. • Seek parental opinion from survey on transition back into school from September 1st. 	



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1) One-to-one and small group tuition	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective tuition should be guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective.	<ul style="list-style-type: none"> • Deployment of inclusion team, including Chaplain to support children’s return to school full time, ensuring children settle quickly and confidently. • SEND children identified, programme of support put into place. • All TAs assigned to classes to support all children returning to school. • Timetable focussed around ‘catch up’ – TAs to support small groups of children in the afternoon sessions as follow up to gaps identified from morning learning. • HLTA’s deployed throughout the week across the school, supporting children (focus on PP) in small groups. 	<p>EEF supporting docs:</p> <p>EEF “Promising Projects” - https://educationendowmentfoundation.org.uk/</p>
2) Intervention programmes	A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils’ social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.	<p>The following intervention programmes will be resuming from the start of the September term:</p> <ul style="list-style-type: none"> • Forest School/Outdoor Learning • Mental Health & Wellbeing support delivered by Chaplain and Inclusion team • SEND interventions • Support for targeted pupils • Introduction/trial of PIVATS (led by SENCO) 	<p>EEF supporting docs:</p> <p>EEF “Promising Projects” - https://educationendowmentfoundation.org.uk/</p>
3) Extended school time	In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour. However, to be successful, any increases in school time should be supported by both parents and staff.	N/A	<p>EEF supporting docs:</p> <p>EEF Toolkit - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p>



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1) Supporting parents and carers:	Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.	<p>Communication and support for parents will be done using the following platforms:</p> <ul style="list-style-type: none"> • School Facebook group page: Important announcements, information videos, photographs, links to local authority and government guidance. • School and class Twitter pages: As above, including announcements and good news specific to each class. • School Website • School Inclusion Team: Zoom meetings/phone calls where needed. Meetings in person where necessary (using PPE). Home visits where necessary (using PPE). • Home Learning – in event of further lockdown, iPads will be taken home and work set through use of Showbie/Showbie Pro. For those without a 1-1 iPads, e.g. Our EYFS children, home learning packs will be sent home and online learning supported through the platforms listed above (see Trust Lockdown contingency plan). • School admin function will continue as normal. 	<p>EEF supporting docs:</p> <p>EEF doc: Communicating Effectively with Families https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Communicating_Effectively_with_Families_-_Guide_for_Schools.pdf</p>
2) Access to technology:	Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. 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.	<p>See school plan for adoption of apple technology.</p> <p>See acceptable use policy.</p>	<p>EEF supporting docs:</p> <p>EEF doc: Best Evidence on Supporting Students to Learn Remotely https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/</p>
3) Summer Support	Summer programmes can benefit pupils socially and academically, helping to ensure that they return to school ready to learn. Summer support can also focus on a wide range of outcomes, such as confidence and wellbeing, and include a wide range of activities such as sports, music and drama that children might have missed out on during lockdown. For summer programmes to improve educational outcomes, they need to include high-quality academic support, such as small group tuition delivered by teachers or trained tutors.	N/A	<p>EEF supporting docs:</p> <p>Teach First top tips: https://www.teachfirst.org.uk/shut-in-not-shut-out/school-resources</p>