



Together We Can

The Government has announced that £1 billion of catchup funding has been earmarked for schools to support children and young people to catch up. The aim is to close the gap created by children not attending as a result of the lockdown in place from March 2020. Further information can be obtained by clicking on the following link: <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>)

The catch-up premium is funded on the basis of £80 per pupil. It is not expected, however, that there will be a spend of £80 on each and every pupil in schools. The government has made it clear that the spending of this money will be down to schools to allocate as they see fit. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence-based approaches to catch up for all students.

At St Joseph's School we want **all** our children to make progress and close the gap created as a result of Covid-19 school closures.

The funding will be used to provide additional, targeted support for children who need the most help, whilst also ensuring all children achieve. Our priority is to address the mental health and wellbeing of our pupils and that attainment outcomes at the end of 2020-2021 are at least in line with previous targets at the end of 2019-2020. Our programme is based on a secure knowledge of our children and what they need to do to reach or exceed age related expectations.

Catch up at St Joseph's School is not:

- Cramming missed learning
- Pressuring children and families into rapid learning
- Teachers time spent highlighting missed objectives
- Teachers time spent ticking off assessment points and extra tracking

COVID-19 catch-up premium spending: summary 2020-2021

SUMMARY INFORMATION

| Total number of pupils: | NURSERY SCHOOL | INFANT SCHOOL | JUNIOR SCHOOL | Amount of catch-up premium received per pupil: | Total |
|-------------------------|----------------|---------------|---------------|--|---------|
| | 21 pupils | 128 pupils | 209 pupils | £80 (excluding Nursery pupils) | £26,960 |

STRATEGY STATEMENT (summary information)

Overall aim is to:

- ❖ Enable all pupils to make progress
- ❖ Raise the attainment of all pupils to close the gap created by COVID-19 school closures
- ❖ Support all pupils to move to ARE/GDS for their year group
- ❖ Initially address the gaps in reading, writing and maths
- ❖ Focus on early reading and phonics
- ❖ Reduce the gap between our disadvantaged pupils and their peers
- ❖ Provide emotional support to ensure

SUMMARY INFORMATION

Core approaches

- ❖ To use 2 additional teachers (one to be deployed in each school)
- ❖ Employ a TeachFirst Academic Mentor
- ❖ Use of data and teacher assessments to identify gaps in learning – continually reviewed through ongoing assessments
- ❖ Support teacher to teach the equivalent of at least one day per week in each class. The teacher will:
 - Teach small groups/1:1 where appropriate
 - Release the class teacher for them to provide targeted support for groups
- ❖ TeachFirst Academic Tutor to provide small group support both in and outside of class
- ❖ Focus on consolidation of basic skills through carefully sequenced sessions focusing on basic skills in reading, writing and maths
- ❖ Assessment of learning and of basic skills to identify major gaps. Teachers will identify gaps in learning and adapt teaching accordingly.
- ❖ Time spent on mental health, wellbeing and social skills development both in class and through individual mentoring
- ❖ Training for EYFS and SLT on NELI programme

BARRIERS TO FUTURE ATTAINMENT

The following have been identified through use of internal school data and shared information – SLT working with parents, staff/parent contact meetings, good knowledge of our families, attendance records, The EEF [families of schools database](#)

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| A | Low levels of literacy and numeracy |
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| B | Deprivation |
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ADDITIONAL BARRIERS

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| D | Parental support |
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| E | Attendance |
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| Year Group | Evidence & Rationale | Chosen approach/approaches | Desired outcome | Monitoring |
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| Whole school approach for N-Y6 | <p>First 2 weeks of Autumn Term – focus on wellbeing and transition</p> <p>Focused text around wellbeing – ‘The Dot’ – book that celebrates each child’s talents, build up self-esteem. Incorporates opportunity for art, speaking, listening, discussion and writing. Children to produce a written piece of work (baseline evidence)</p> <p>Maths to run alongside this book as a standalone subject. R.E/PHSE and sport to be taught as normal</p> <p>Wider curriculum topics – continue as normal (support pupil engagement and create opportunities for writing/discussion/pupil voice)</p> <p>Week 3-5 – Basic assessments to identify gaps, strength, groupings and immediate interventions</p> <p>Staff to assess against summer term objectives of previous year</p> <p>Extra support through quality first teaching, TA support to address basic gaps</p> <p>Pupil progress meetings -Discuss baselines, interventions and targets and for Autumn 2.</p> | | | |
| 1 | <p>Evidence & Rationale</p> <ul style="list-style-type: none"> • Pupils have missed out on early all aspects of the EYFS learning curriculum • Significant gaps in phonics owing to school closure • Pupils need to reacquaint with learning culture – listening, turn taking, contributing ideas • Transition to KS1 has not been able to happen, so pupils need transition support <p>Maths – Gaps in basic skills Counting, number operation and reasoning</p> | <p>Chosen approach/approaches</p> <ul style="list-style-type: none"> • Support Teacher to focus on core skills in small groups/release class teacher for targeted interventions. • Identified support staff – deliver SALT programmes, precision teaching and individual phonic support • Review organisation of the classrooms to accommodate EYFS structure for learning – free flow, focused groups, use of outdoor space • Priority teaching of phonics • Use baseline assessments to group children according to need • Provide 1:1, small group focus • Allocate additional time for LA pupils • Time given for higher ability learners • Increased sharing of stories (by all adults) engage in verbal comprehension, develop vocabulary and rekindle a love for reading • Focus on The Characteristic of good learning. | <p>Desired outcome</p> <ul style="list-style-type: none"> • Phonics is continually improving Data is closely tracked to show progress and target support for those falling behind • Pupils on track to pass Phonics Screening check in June • Children displaying characteristics of good learning – improved concentration, focus and engagement • Early reading skills developed along with comprehension • Y1 staff have a clear understanding of those pupils achieving GLD and which pupils need to develop areas further | <p>Monitoring</p> <p>SLT Leads – Maths, reading & Writing Assessment Linked Governor</p> |

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| | | <ul style="list-style-type: none"> Teachers continually reviewing impact and adapting to ensure success Maths – Focus on basic skills and reasoning. Use of practical tasks to reinforce understanding NELI Catch up programme for EYFS & targeted Y1 pupils to begin in Spring 1 Use of new writing scheme 'Write stuff' to address writing standards for all pupils | <ul style="list-style-type: none"> Staff to review classroom organisation to support effective learning. Assessment is rigorous and new class tracker shows progression and informs planning and teaching | |
| | Evidence & Rationale | Chosen approach/approaches | Desired outcome | Monitoring |
| 2 | <ul style="list-style-type: none"> Phonic knowledge not secure Children lack stamina to cope with a day's learning Characteristics of good learning not evident Children are happy to be back and keen to learn but need to readjust to learning together. Gaps in basic skills Stamina and focus poor | <ul style="list-style-type: none"> TeachFirst student working alongside an experienced teacher Autumn Term -Structured teaching to address the gaps. Incorporate the 'Wider curriculum' topics to stimulate pupil engagement. Stream for core subjects for 3 sessions a week across the year group (3 teachers able to deliver coverage)- Groups to be regularly reviewed and fluid) Autumn 2 (catch up for identified groups)FLJ to deliver additional phonics, reading comprehension and maths sessions for small groups Detailed and rigorous analysis and tracking to inform planning and interventions. Baseline all pupils for phonics and group accordingly. Additional support for pupils at risk of not passing PS in December. Maths – Basic number operations Number bonds Use of the additional teacher will mean that more able children can be supported to reach GDS Use of new writing scheme 'Write stuff' to address writing standards for all pupils | <ul style="list-style-type: none"> Children on target to achieve 86% Phonics attainment by the end of the Autumn Term 2020 Those not passing to continue to receive phonic support Children are happy and confident being back in school and most are securely able to learn independently Impact of interventions on targeted pupils Borderline pupils have made sufficient progress to move to/or be at ARE Borderline GDS pupils have made progress to meet GDS or at least be confident at ARE Termly assessments show progress, in scaled scores and attainment. Assessment is rigorous and new class tracker shows progression and informs planning and teaching | SLT Leads – Maths, reading & Writing Assessment Linked Governor |

| | Evidence & Rationale | Chosen approach/approaches | Desired outcome | Monitoring |
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| 3 | <ul style="list-style-type: none"> • Pupils baseline is low, they currently lack stamina and basic skills need reinforcement. • Pupils who have not passed their KS1 Phonics Screening Check have not received directed phonics teaching since March 2020. • Pupils who did not pass the Phonics Screening Check still require intense input | <ul style="list-style-type: none"> • Priority teaching of Early Reading and comprehension skills through individual reading, small group intervention support and whole class reading • Increase reading opportunities for reading for pleasure • Cross curricular reading • Catch up 1:1 and small group teaching in place from Autumn 2. • Fluid groupings and teaching to meet exact gaps in phonics. • Additional teacher targets more able pupils and pupils with the ability to move to greater depth standard • Class teacher released to deliver intervention groups • Use of an Academic mentor from Teach First • Rigorous analysis to inform groups and next steps • Use of new writing scheme 'Write stuff' to address writing standards for all pupils | <ul style="list-style-type: none"> • Early reading skills developed. • Enjoyment in reading and stories. • Phonics attainment and confidence raised. • On – track for passing the Phonics Screening Check. • Pupils become fluent, confident readers who enjoy reading. • Pupils are confident in reading and use this to access the curriculum and all aspects of learning. • Pupils enjoy reading. • Pupils pass the Phonics Screening Check and become fluent readers • Assessment is rigorous and new class tracker shows progression and informs planning and teaching | SLT Leads – Maths, reading & Writing Assessment Linked Governor |
| | Evidence & Rationale | Chosen approach/approaches | Desired outcome | Monitoring |
| 4 | <ul style="list-style-type: none"> • Pupils with potential to be at ARE and above have missed out on basic learning – low baseline in Sept • Reading comprehension skills and stamina to complete task is an issue. • Pupils not achieving Phonics at tend of KS1 are still struggling with decoding | <ul style="list-style-type: none"> • Emphasis on developing reading comprehension skills and stamina • Priority teaching of Reading and class / group time to enjoy reading and stories. Verbal comprehensions and daily written comprehension tasks. • Additional teacher to provide 1:1, small group support • Class teacher released to deliver some interventions • Quality first teaching in smaller and whole class groups. • Detailed and rigorous analysis and tracking which then swiftly informs teaching. • Additional teacher targets more able pupils and pupils with the ability to move to greater depth standard | <ul style="list-style-type: none"> • Increased attainment and progress in reading • Pleasure for reading embedded • Phonics attainment and confidence raised. • Pupils become fluent, confident readers who enjoy reading • Pupils are confident in reading and use this to access the curriculum and all aspects of learning | SLT Leads – Maths, reading & Writing Assessment Linked Governor |

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| | <ul style="list-style-type: none"> Increased number of pupils needing 'Rapid Reading' recovery programme | <ul style="list-style-type: none"> Use of an Academic mentor from Teach First Use of new writing scheme 'Write stuff' to address writing standards for all pupils | <ul style="list-style-type: none"> Assessment is rigorous and new class tracker shows progression and informs planning and teaching | |
| | Evidence & Rationale | Chosen approach/approaches | Desired outcome | Monitoring |
| 5 | <ul style="list-style-type: none"> Pupils are not on – track to meet their end of Key Stage attainment in reading, writing and / or maths due to lack of teaching in Spring and Summer 2020. Completed assessments in March indicated gaps in core subjects. Pupils with potential to meet ARE not on track and would benefit from basic skills interventions in small groups/1:1 Pupils are not on track with their writing; there are gaps in their understanding of GPS. | <ul style="list-style-type: none"> Pupil progress meetings identify pupils benefiting from interventions – small group, 1:1 Teachers complete teacher assessments to inform groupings Teachers then SLT identify those with gaps and allocate interventions (as stated above) Additional teacher releases class teacher to deliver some intervention groups Additional teacher delivers small group sessions for more able mathematicians Baseline testing using elements of NFER, White Rose Hub - Maths Mastery. Question Level Analysis identifies specific gaps to be planned for taught and embedded. Additional teacher targets more able pupils and pupils with the ability to move to greater depth standard Use of new writing scheme 'Write stuff' to address writing standards for all pupils Use of new writing scheme 'Write stuff' to address writing standards for all pupils | <ul style="list-style-type: none"> Pupils not on track to achieve ARE or GDS at the end of Summer term (but previously predicted to meet end of term targets) are no in line with targets set for end of Summer 2021 Pupils receive Quality intervention through teaching from a highly knowledgeable and experienced dedicated teacher. Teaching is rigorous to close gaps but is strong to achieve end of year expectations Termly assessments show progress, in scaled scores and attainment. Assessment is rigorous and new class tracker shows progression and informs planning and teaching | SLT Leads – Maths, reading & Writing Assessment Linked Governor |
| | Evidence & Rationale | Chosen approach/approaches | Desired outcome | Monitoring |
| 6 | <ul style="list-style-type: none"> Pupils are not on – track to meet their end of Key Stage attainment in reading, writing and / or | <ul style="list-style-type: none"> Teachers complete baseline assessments to identify gaps in learning with reading and maths Teachers meet with SLT to identify support needed Baseline testing using SATS, NFER reading papers | <ul style="list-style-type: none"> Pupils who were on – track pre Covid 19 closure and were not then on – track at the end of Summer 2020 are back on – Track to meet their end of year | SLT Leads – Maths, reading & Writing |

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| | <p>maths due to lack of teaching in Spring and Summer 2020.</p> <ul style="list-style-type: none"> Teachers (Autumn1, 2020) observe, discuss and then report of pupils needing additional or intensive support to catch – up. Pupils require additional support in core subjects Pupils are not on track with their writing; there are gaps in their understanding of GPS. | <ul style="list-style-type: none"> Question Level Analysis identifies specific gaps to be planned for taught . Liaise with maths and English leads Booster groups for whole year group. SLT to deliver support with Class teachers Use of an Academic mentor from Teach First Additional teacher to deliver small group support for maths and reading Use of new writing scheme 'Write stuff' to address writing standards for all pupils | <p>and end of Key Stage attainment.</p> <ul style="list-style-type: none"> Pupils receive Quality intervention through teaching from an additional teacher Termly assessments show progress, in scaled scores and attainment. Assessment is rigorous and new class tracker shows progression and informs planning and teaching | Assessment Linked Governor |
| Impact measures | | | | |
| Year Group | Autumn | Spring | Summer | |
| 1 | <ul style="list-style-type: none"> Successful transition to Year 1, pupils are settled and confident. Pupils meeting expected targets for GLD, as set for the end of summer term (76%) Most pupils have made at least expected progress from their baseline Most pupils are consistently showing evidence of being on track to meet end of Y1 targets Interventions show impact and staff address individuals making limited progress | <ul style="list-style-type: none"> Phonics screening check – 60% of pupils pass the phonics screening check. Reading skills have improved alongside comprehension Increased opportunities to read a range of text and develop verbal and written comprehension Children are more confident and articulate when presenting their ideas and explaining reasoning The gap between attainment prediction and end of Autumn attainment is diminishing. Pupils are tracked, assessments are analysed and QLA informs teaching The gap between identified pupil groups and all other pupils is narrowing. Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. Recovery of lost learning time as evidenced in data | <ul style="list-style-type: none"> Phonics screening check –85% of pupils pass the phonics screening check. Pupils attain end of year expectations in line with previous predications for those achieving GLD at the end of Reception All pupils have made at least good progress Pupils are in – line for their age as a result of Quality First Teaching and interventions implemented. The gap between identified pupil groups and all other pupils has diminished. On track for end of KS target outcomes | SLT Subject Leads Link Governors |

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| | <ul style="list-style-type: none"> Children are consistently showing good learning characteristics PPM and analysis inform actions for vulnerable pupils Staff/parent consultations clearly inform parents of strengths and areas to address. Parents clear of expectations and support available Whole class sessions delivered as part of RE/PHSE curriculum to support wellbeing Pupil behaviour is strong and pupils are happy and confident. Mentoring is available for children requiring additional support/nurturing Targets set for end of year | <ul style="list-style-type: none"> Children's reasoning skills have improved as a result of greater confidence with basic skills All children are attempting maths challenges with confidence – improved attainment | | |
| Year Group | Autumn | Spring | Summer | |
| 2 | <ul style="list-style-type: none"> Pupils successfully transition to Y2 and adapt to return to school Pupils have increased stamina to cope with learning Clear evidence of characteristics of good learning – independent learning, self-challenge | <ul style="list-style-type: none"> Phonics screening check – 86% of pupils pass the phonics screening check. Pupils enjoy reading; they have daily opportunities to read and share stories. This increased their vocabulary and impacts on writing The gap between attainment prediction and end of Autumn attainment is diminishing. Improved comprehension skills and pupils have increased stamina | <ul style="list-style-type: none"> Phonics screening check – 86% of pupils pass the phonics screening check. Pupils attain end of KS1 expectations if they attained GLD when they completed EYFS. Pupils who did not attain a GLD have made accelerated progress to be in – line with Age Expected expectations for the end of KS1. | SLT Subject Leads Link Governors |

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| | <ul style="list-style-type: none"> • Phonics screening check – 86% of pupils pass the phonics screening check. • All pupils make at least expected progress from baseline • Between 65-70% of pupils on track to meet ARE or above for Y2 • 22% pupils working at GDS • Increased number of Borderline GDS pupils moving into GDS • Increased number of Borderline pupils working at ARE for the Autumn term • Improved stamina and skills to cope with longer texts • Improved core skills • Teacher led interventions have impact on borderline and other identified pupils • PPM and analysis inform actions for vulnerable pupils • Staff/parent consultations clearly inform parents of strengths and areas to address. Parents clear of expectations and support available • Whole class sessions delivered as part of RE/PHSE curriculum to support wellbeing | <ul style="list-style-type: none"> • Pupils are tracked, assessments are analysed and QLA informs teaching (SATS past papers) • The gap between identified pupil groups and all other pupils is narrowing. • Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. • Recovery of lost learning time. • Improved reasoning and problem skills in maths • | <ul style="list-style-type: none"> • Pupils are in – line for their age expectations • Assessments; those who are not continue to receive additional mentoring support • The gap between identified pupil groups and all other pupils is closed | |
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| | <ul style="list-style-type: none"> • Pupil behaviour is strong and pupils are happy and confident. • Mentoring is available for children requiring additional support/nurturing • Targets set for end of year | | | |
| 3 | <ul style="list-style-type: none"> • Pupils successfully transition and settle to learn and enjoy Y3 • Pupils have 1:1 conferencing and Parent's Consultation about their strengths and development areas. • Pupils have formed excellent relationships with their adults and peers. • Pupils are tracked and supported as needed | <ul style="list-style-type: none"> • Pupils enjoy reading; they have daily opportunities to read. They know the importance of reading and being able to explain their reasoning with reference to texts. • Phonics screening check – 86% of pupils pass the phonics screening check. • The gap between attainment prediction and end of Autumn attainment is narrowed • Pupils are tracked, assessments are analysed and QLA informs teaching • The gap between identified pupil groups and all other pupils is narrowing. • Improved outcomes for all pupils, with a focus on identified groups | <ul style="list-style-type: none"> • Phonics screening check – 86% of pupils pass the phonics screening check. • Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations for the end of KS1. • Pupils who would have attained Age Related Expectations or Greater Depth at the end of KS1 continue to make at least good progress to maintain or surpass their end of KS1 attainment. • Pupils are in – line for their age expectations those who are not continue to receive additional mentoring support • The gap between identified pupil groups is closing | SLT Subject Leads Link Governors |
| 4 | <ul style="list-style-type: none"> • Pupils successfully transition and settle to learn and enjoy Y4 • Pupils have 1:1 pupil progress meetings and Parent's Consultation about | <ul style="list-style-type: none"> • Pupils enjoy reading; they have daily opportunities to read. They know the importance of reading and being able to explain their reasoning with reference to texts. • Phonics screening check – All pupils pass the phonics screening check. | <ul style="list-style-type: none"> • Rapid Reading has an impact on reading standards • Pupils who would have attained Age Related Expectations or Greater Depth continue to make at least good progress to | SLT Subject Leads Link Governors |

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| | <p>their strengths and development areas.</p> <ul style="list-style-type: none"> • Pupils have formed excellent relationships with their adults and peers. • Pupils are tracked and supported as needed | <ul style="list-style-type: none"> • The gap between attainment prediction and end of Autumn attainment is diminishing. • Pupils are tracked, assessments are analysed and QLA informs teaching • The gap between identified pupil groups and all other pupils is narrowing. • Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. • | <p>maintain or surpass their end of year attainment.</p> <ul style="list-style-type: none"> • Pupils are in – line for their age expectations those who are not continue to receive additional mentoring support • The gap between identified pupil groups is closing | |
| 5 | <ul style="list-style-type: none"> • Pupils successfully transition and settle to learn and enjoy Y5 • Pupils have 1:1 pupil progress meetings and Parent’s Consultation about their strengths and development areas. • Pupils have formed excellent relationships with their adults and peers. • Pupils are tracked and supported as needed emotionally | <ul style="list-style-type: none"> • Pupils enjoy reading; they have daily opportunities to read. They know the importance of reading and being able to explain their reasoning with reference to texts. • Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading. Vocabulary is extended and can be seen in writing • The gap between attainment prediction and end of Autumn attainment is diminishing. • Pupils are tracked, assessments are analysed and QLA informs teaching. • Pupils receive 1:1 feedback about their progress, next steps and understand their targets in Reading, Writing and Maths • The gap between identified pupil groups and all other pupils is narrowing. • Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. • | <ul style="list-style-type: none"> • Daily reading interventions have an impact on reading standards • Pupils who would have attained Age Related Expectations or Greater Depth continue to make at least good progress to maintain or surpass their end of year attainment. • Pupils are in – line for their age expectations those who are not continue to receive additional mentoring support • The gap between identified pupil groups is closing | <ul style="list-style-type: none"> • |
| 6 | <ul style="list-style-type: none"> • Pupils successfully transition and settle to learn and enjoy Y6 • Pupils have 1:1 pupil progress meetings and parents consultation about their strengths and | <ul style="list-style-type: none"> • Pupils enjoy reading; they have daily opportunities to read. They know the importance of reading and being able to explain their reasoning with reference to texts. • The gap between attainment prediction and end of Autumn attainment is diminishing. • Pupils are tracked, assessments are analysed and QLA informs teaching. | <ul style="list-style-type: none"> • Daily reading interventions have an impact on reading standards • Pupils who would have attained Age Related Expectations or Greater Depth continue to make at least good progress to | |

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| | <p>development areas, with specific targets set.</p> <ul style="list-style-type: none"> • Pupils have formed excellent relationships with their adults and peers. • Pupils are tracked and support targeted as needed. | <ul style="list-style-type: none"> • Pupils are well – prepared for their Statutory tests; they are encouraged to read dialogically and have Mock SATS weeks. • Pupils receive 1:1 feedback about their progress, next steps and understand their targets in Reading, Writing and Maths • The gap between identified pupil groups and all other pupils is narrowing. • Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. | <p>maintain or surpass their end of year attainment.</p> <ul style="list-style-type: none"> • Pupils are in – line for their age expectations those who are not continue to receive additional mentoring support • The gap between identified pupil groups is closing • Children achieve end of Key stage expectations and meet targets set. | |
| <p>Agreed</p> | <p>Shared with Linked Governor and other Governors December 2020 To be discussed at next curriculum meeting in Spring term and ratified at FGB</p> | | | |

Planned expenditure for current academic year

The headings below will help you demonstrate how you plan to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

| Quality of teaching for all | | | | | |
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| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| | | <p>Combine professional knowledge with robust evidence about approaches that are known to be effective. Refer to:</p> <ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools | | | <p>Our guidance on effective action planning may help with this section</p> |
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| Total budgeted cost: | | | | | |