



Back on Track Planning and Impact Report



Yorke Mead Primary School

Autumn Term 2020

Key Action	Targeted group	Action	Cost	Impact
Develop and extend the use of formative assessment strategies to improve the day to day assessment of gaps in children's learning	All children	<ul style="list-style-type: none"> Senior leaders to complete the HfL Back on Track Assessment training days Staff INSET to share strategies based on the training Staff to implement strategies to assess gaps in learning that have developed resulting from the lockdown Senior leaders, subject leaders and phase leaders complete monitoring triangulation to assess impact of strategies Delay the use of any summative assessment strategies until at least November to allow children to settle emotionally Initial pupil progress meetings held with teachers to plan focus children for autumn term and end of term reviews to establish impact of the work 	£2K + SLT time	<p><i>Training reinforced the focus on effective quality first teaching and supported staff in developing clear strategies. Teaching approaches developed to be in line with the planning and staff very confident explaining the gaps they had seen and planning for these.</i></p> <p><i>Children returned to school positively, identified emotional health needs met and generally happy children and approaches</i></p>
Re-establish the metacognitive processes so that there is a clear focus on establish children as 'thinkers' as well as 'learners'.	All children	<ul style="list-style-type: none"> Ensure staff have clear understanding of the direct link between metacognitive practises and successful learning Establish effective peer work reviewing an purple pen strategies Ensure staff are confident identifying and using the hinge points in learning so that learning builds effectively on prior learning. Recap key learning at the start of the next session to ensure learning builds on key points 	INSET Time	<p><i>Performance management processed improved and staff engaging in deeper conversations around the teaching and learning – staff held to account more effectively and improved focused on key areas.</i></p>
Review the teacher performance management process so that the individual needs of the cohort of each class lies at the heart of the process	All children off track in terms of progress	<ul style="list-style-type: none"> Establish key areas of focus for each year group to understand the main development points Identify targeted children who will be able to be quickly supported to be back on track – these will generally be children who were on track prior to lockdown Target pupil premium children to make accelerated progress 	Time	<p><i>Percentage of children back to working at age related levels significantly improved in all year groups – with year</i></p>

		<ul style="list-style-type: none"> Review impact of work at the end of the autumn term and adjust planning in preparation for the spring term. 		<i>groups requiring additional targeting identified and prioritised for spring term</i>
Increase targeted teaching of key groups for whom catch up is proving increasingly challenging	Vulnerable grps	<ul style="list-style-type: none"> Additional teaching hours in Year 4,5,6 to support the catch up provision with Year 2 staff supported to develop effective phonics teaching to support strengthened teaching of phase 5 phonics 	£4K	
Re-establish the Yorke Mead way with a focus on quality first teaching	All children	<ul style="list-style-type: none"> Utilise training opportunities to establish understanding of key elements of successful teaching including Rosenshine’s principles, cognitive load theory and scaffolding Establish effective modelling as part of the day to day teaching processes and development through units Utilise the super/mega/ultra challenges and the use of flexible groupings to allow targeting of needs as they occur rather than assumed need Re-establish the use of ‘immediate interventions’ to quickly address any misconceptions and learning gaps Ensure strong use of scaffolding to support Develop effective scaffolding techniques to provide support for children’s learning to enable them to successfully access learning that appropriately challenges them 	INSET Time	
Continue to support children’s emotional well-being through the use of whole school, whole class and individual approaches as required	All children	<ul style="list-style-type: none"> Effective appointment of the new pastoral team staff to replace staff member emigrating – increasing capacity by 2 days Continue to develop the core breathing, mindful practises and wider aspects of well-being practises Forest schools sessions in place for all Extent pastoral team training so all are trained to deliver drawing and talking Penn Resilience Training to support Year 6 with particular focus on PPG children 	£1.5K/ term £1.2K £750	

ARE	Reading Sept	Reading Dec	
Year 1	67%	71%	↑
Year 2	29%	70%	↑
Year 3	24%	43%	↑
Year 4	36%	60%	↑
Year 5	34%	55%	↑
Year 6	38%	71%	↑

ARE	Writing Sept	Writing Dec	
Year 1	63%	50%	↓
Year 2	16%	57%	↑
Year 3	17%	28%	↑
Year 4	22%	48%	↑
Year 5	16%	38%	↑
Year 6	30%	66%	↑

ARE	Maths Sept	Maths Dec	
Year 1	78%	71%	↓
Year 2	22%	72%	↑
Year 3	25%	50%	↑
Year 4	36%	62%	↑
Year 5	36%	58%	↑
Year 6	42%	66%	↑

Effective online learning in place in case of any future lockdowns due to bubble closures or national restrictions	All children	<ul style="list-style-type: none"> • Train staff in remote learning platform • SLT vision of what remote learning will look like and expectations • Develop staff confidence at delivering an interactive lesson • Disadvantaged and learning behaviours with remote learning 	£2K	<p>Staff still feeling unsure of the TEAMS process, but increasing confidence using the system. Year 5 team leading the way and one or two staff members identified as TEAMS champions to support others.</p> <p>System now fully embedded on the school network and links created with support network.</p>
Spring Term 2021				
Increase targeted teaching of key groups for whom progress has not enabled catch up	Vulnerable grps	<ul style="list-style-type: none"> • Continue to offer increased teaching hours to Year 4,5 and 6 to enable targeted teaching and smaller pupil to teacher ratios • Adjusted plan to allow additional hours to Year 3 allowing teachers to focus greater on planning for effective remote teaching 	£6K	<p>Much of the planned work for this term has been impacted by the school closure, the emotional impact on staff around the national restrictions and high numbers in school and some staff feeling unable to work in the classroom.</p> <p>Additional teaching support, although lost, meant that the children did have a 'teacher' in the classroom available to them and whilst this was not the intended impact, it meant the children in school could be better supported.</p> <p>The school managed to secure many of the vulnerable children into school – though there were a core of FSM/PPG children for whom parents were reluctant to engage with us.</p> <p>Data analysis completed to look at the progress of children who accessed school in Spring term:</p>
Pupil progress meetings to focus on the impact of work from autumn term and planned support and interventions during the autumn term	All children	<ul style="list-style-type: none"> • Complete pupil progress discussions delayed from the end of the autumn term to establish the targeted children for the spring term • Rebuild the INSET timetable around the greatest need of the children/teachers 	Time	
Support effective speech and language development and catch up within Early Years	Vulnerable grps - EYFS	<ul style="list-style-type: none"> • Investigate the NELI programme • Invest in staff training to support facilitating the programme – 6 hours training/staff member 	£750	
Support staff understanding of the direct impact of the first lockdown on the progress and attainment of the most vulnerable pupils	Vulnerable grps	<ul style="list-style-type: none"> • Share the impact report EEF January 2021 analysing the attainment gaps that developed nationally over the lockdown period • Look at YM data for PPG children and consider impact of work so far on our own group of disadvantaged children • Utilise the barriers toolkit to consider the specific barriers of individuals in our school and strategies to overcome these 	INSET Time	
Targeted support for the high prior attaining pupils to ensure	HPA	<ul style="list-style-type: none"> • Inset planned to re-established practise aimed at the highest attaining pupils and meeting their needs including Bloom's 	INSET Time	

the needs of this cohort are met whilst those off track are also supported		taxonomy, concept cartoons, higher order thinking and questioning techniques etc.			<i>READ</i>	<i>WRIT</i>	<i>MATHS</i>
				<i>ARE/ARE +</i>	56%	48%	57%
				<i>+ progress</i>	70%	62%	68%
				<i>In year accelerated progress</i>	55%	52%	51%
<i>NB: Children accessing school are either vulnerable (SEND or other) or key worker. Not all children accessed 5 days/week</i>							

Summer Term 2021

Support effective speech and language development and catch up within Early Years	Vulnerable grps- EYFS	<ul style="list-style-type: none"> Investigate the NELI programme Invest in staff training to support facilitating the programme 	£60/chil d X 12 children £1500	
Pupil progress meetings to focus on the impact of work from autumn term and planned support and interventions during the autumn term	All children	<ul style="list-style-type: none"> Three weekly pupil progress discussions to ensure targeted provision over this time and to ensure the focus maintains priority and plans can be adjusted and adapted. INSET timetable focused around the greatest need of the children/teachers 	INSET Time	
Continue to ensure effective Forest School Provision	All children	<ul style="list-style-type: none"> Maternity leaves mean school is now 2 x Forest School trained staff down. Add one more staff member to trained staff to ensure provision maintained moving forward 	£1.6K	
Targeted provision around supporting quality first teaching and effective planning for learning in identified year groups	Children in specified cohort	<ul style="list-style-type: none"> Deputy Head Teacher supporting planning of core subjects to ensure effective modelling and build of learning Science leader supporting science planning 	£500 DHT time	