

## Closing the gap strategy

*The information below, summarises our approach to identifying and addressing gaps in knowledge and understanding caused by the enforced closure of school between March and July 2020.*

Fortunately, for many pupils, gaps in learning were very minimal due to the high-quality remote learning we were able to provide during the period of school closure. However, we used a range of assessment methods including writing moderation, standardised tests, informal assessments and app-based assessments and discussions with children to identify where any such gaps might be.

Results varied across year groups, but the following areas were highlighted for a relatively small number of pupils:

- Reduced writing stamina – particularly amongst older children
- Reduced reading stamina
- A decline in phonic knowledge and understanding
- A decline in the quality of sentence structure and use of punctuation
- A decline in basic writing skills for some of our very youngest pupils and some of those with SEN
- A decline in spelling accuracy
- A decline in accuracy when using certain calculation methods in maths
- A decline in knowledge relating to number, place value, fractions and decimals
- An increase in the number of pupils exhibiting anxiety

In order to address these gaps, the school has purchased resources and adopted a number of strategies, in line with recommendations made by the Education Endowment Foundation. Where these involve specific interventions, they have been time-limited to ten weeks, at which point the effectiveness of the strategy will be measured and amended accordingly. Strategies and resources include:

- The purchase of a new range of phonics-based reading books for EYFS and KS1
- Author visits and workshops in KS2 to stimulate interest in writing
- The purchase of a range of phonics and spelling apps to use on pupil iPads
- The purchase of a range of physical resources to improve fine motor skills
- The purchase of a range of manipulatives to promote understanding in maths
- Additional hours given to key staff in order to run targeted intervention groups across all year groups
- Additional hours given to school counsellor to work with children to improve their emotional wellbeing

Further assessments will be made at key points throughout the year and provision will adapt depending on the outcome of these assessments.

The global amount (total amount allocated) is £24,900. This is broken down into the 3 Educational Endowment Foundation (EEF) tiers like this:

- High quality teaching: £8,704 (35%)
- Targeted academic support: £6,932 (28%)
- Wider strategies: £5,825 (23%)