

# St Lawrence CE Primary School

## COVID-19 catch-up premium report

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### Funding Allocation

Coronavirus (Covid-19) catch-up premium funding is available for all state-funded mainstream and special schools and alternative provision (AP) at rates of £80 per pupil for mainstream and £240 per place for special and AP.

Funding is provided in three tranches, two of which fall in the current financial year and amount to £46.67 per pupil for mainstream and £140 per place for special and AP. A further £33.33 per pupil to be paid during the Summer Term 2021.

Estimated funding included in this report is based on 189 pupils. Schools should use this funding for specific activities to support pupils to catch up for lost teaching over the previous months, therefore it is assumed this funding will be fully spent.

### Use of funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. (See also EEF - School Planning Guide 2020-21)

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

### Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium)

## COVID-19 catch-up premium spending: summary

| SUMMARY INFORMATION                 |     |  |   |
|-------------------------------------|-----|--|---|
| Total number of pupils:             | 189 | Amount of catch-up premium received per pupil:                               | Total: £80.00<br>Current Financial Year: £46.67 |
| Proportion of disadvantaged pupils: | 6%  | Total catch-up premium budget:<br>Allocation for the Current Financial Year: | £15,120.00<br>£8,820.63                         |

## Context of the school and rationale for the strategy (with specific reference to the impact of COVID 19)

- Our proportion of disadvantaged pupils across the school is relatively low compared to both a local and national picture at 5.8% or 11 children in total.
- Throughout the Summer Term, the vast majority of children from Reception to Year 6 engaged with the detailed online learning that the school provided. Out of 186 children on roll we had five children who, despite our best efforts, did not engage in any school directed learning which equates to 2.7% of the school population. Teachers had regular contact with these pupils and were satisfied that some form of learning was taking place.
- Upon re-opening on September 2nd 2020 we had an excellent response to children coming back to school (100% attendance in the first week). Attendance remained stable across all year groups. Reception children were brought back on a staggered basis over 2 weeks to ease the transition process as our usual induction sessions had not been possible during the Summer Term.
- Due to no parental demand our school was fully closed over the summer holiday period which meant that no school based or remote learning took place over the summer break. From a school management point of view, this was crucial in terms of staff workload and their mental health and emotional well being.
- As a staff we have discussed the need for the use of consistent cohort baselines to enable internal assessment tracking of Reading, Writing and Mathematics. Staff will use formative assessments during the first few weeks of the Autumn Term in order to establish progress and identify gaps in attainment. Informal intervention will begin immediately and formal intervention will follow as soon as the children have settled back into school routines. Teachers will also take time to monitor pupils' mental health and well-being and will not start any interventions until pupils are emotionally ready.

## Aims

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March. This means that if a child was working at an age-related expectation in a subject in March 2020, they are working least to at least an age-related expectation in the same subject by July 2021.

- By the end of the 2020-2021 year, attainment outcomes will be at least in line with those at the end of the 2019-2020 year.
- The vast majority of pupils will be on track to achieve their personal targets by the end of the Autumn Term. Additional targeted support and intervention during the Spring and Summer Terms will enable further pupils to reach their personal targets by the end of the year. A small percentage of pupils may require continued support into the 2021-2022 academic year.
- The mental health needs of pupils, arising as a result of the pandemic, are met and supported by the school.

## Strategy Statement (updated March 2021)

At Barton St Lawrence CE Primary School, catch up is:

(For all children)

- **Pastoral Support throughout the remaining weeks of the Spring Term.** When pupils return to school, they may need support as they readjust to extended periods of learning and working to a timetable. Some pupils may also have Covid-related anxiety issues. Being at home for extended periods may have affected the emotional health and well-being of some pupils.
- **Working through well-sequenced, purposeful learning schemes.** In literacy, we are using the Lancashire Bridging Units, in maths we are using the Lancashire Plans and have used catch up premium to purchase “White Rose Maths”. “On Track Maths” is used to identify and plug gaps in pupils knowledge and understanding. Subject leaders have spent time identifying missed units in non-core subjects and have made plans for gaps in knowledge to be addressed as pupils move through school
- **Focus on consolidation of basic skills.** The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age. Catch-up premium has been used to purchase computer packages and schemes to assist with this including Purple Mash and Rock Star Maths
- **Additional lesson time on core teaching.** Reading, writing and maths teaching was given increased teaching time during the Autumn Term to cover missed learning. Following the second school closure, this will now continue during the remaining three weeks of the Spring Term. Every child has accessed high quality teacher-led remote learning during the recent school closure. This has included daily marking and feedback from class teachers. We are therefore confident that the vast majority of pupils will have very little gaps in learning. In order to keep a broad and balanced curriculum, some subject areas will be taught as blocked days rather than weekly lessons.

- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop reading ability and vocabulary.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly.
- **Time spent on mental health, wellbeing and social skills development.** This will be at the core of all catch up work as many children have not been in a formal school setting for a number of months.

**(For some children)**

- **Ongoing Pastoral Support.** Some pupils will need support beyond the Spring Term or require more targeted intervention for specific anxieties. These children will be supported by trained personnel, either in house or as part of a bought-in service.
- **Additional support and focus on basic core skills.** Supported in class through increased staffing utilising catch up premium – dependent on need as identified through ongoing assessment.
- **Additional time to practice basic skills.** This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this. This will be completed in class and at home in short, frequent bursts, using ICT packages where possible – IDL for example.
- **Targeted Intervention.** This will be implemented by teachers and teaching assistants as we feel that children would make greater progress with a person who knows them well, know their gaps in learning and is able to provide regular support for rapid progress. Covid catch up funding to be allocated to providing enrichment for the whole class (music specialists, sports coaches, forest schools etc.) in order to free up school personnel. Staff will then work with pupils from their previous year group so that no child is missing the enrichment activities in their year group.
- **Catch up on FUN!** Lockdown has been particularly hard for children, especially those who have no siblings. Throughout the remainder of the school year, and in line with government's guidance and restriction, we aim to ensure that every child is able to catch up on fun. This will be done through play, art and craft, additional music and sports sessions, forest schools and class visits.

**At Barton St Lawrence CE Primary School, catch up is NOT:**

- Cramming missed learning
- Pressuring children and families into rapid learning
- Teacher time spent highlighting missed objectives

- Teacher time spent ticking off assessment points and extra tracking
- Blanket revisiting of chunks of learning for whole cohorts of pupils
- A heavy focus on core subjects at the expense of a wide, varied, exciting curriculum
- Pupils feeling that they are missing out on “fun” activities whilst they catch up on missed learning.

## Barriers to Learning

| BARRIERS TO FUTURE ATTAINMENT  |   |   |  |
|--|---|---|--|
| Academic barriers: (issues addressed in school such as low levels of literacy/maths) |   |   |  |
| Teaching Priorities  |   | Barrier   | Desired Outcome and Timescale  |
|  | A | Staff to develop a greater understanding of children’s mental health needs so that they have a greater understanding of how to help and support children who may be struggling as a result of the pandemic and/or being away from school. | Staff are better informed and have greater clarity about how to support children with mental health needs. This needs to be a focus of daily/ weekly teaching <b>throughout the Autumn Term 2020. Staff CPD to be arranged for September</b> |

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|---------------------------|---|---|--|
|                           | B | Home learning is rather limited due to the current platforms used and needs to be developed further during this academic year to improve access to learning at home for all pupils  | <p>A strong remote learning offer to be in place. A new and improved platform is in place and all staff are trained in its use (Zoom or Teams). This for pupils who are isolating either as a full class or as individuals.</p> <p>Additional software packages, e.g. TT Rockstars, Purple Mash, Epic Reading, purchased to support home learning, including homework activities and for pupils isolating</p> <p>Weekly homework activities are uploaded to the class page on the website with links to class dojo and feedback to pupils given as and when appropriate</p> <p>New platforms fully established by the <b>end of the Autumn Term 2020</b></p> |
|                           | C | To focus upon strategies and support which develop greater resilience and self confidence in our children   | To have an overall increase in children's resilience and self-confidence by the <b>end of Summer Term 2021</b> .   |
| Targeted Academic Support | D | Gaps in knowledge due to missed learning during the Summer Term and through interruptions in learning during the Autumn Term due to staff/pupil absences for isolation and due to prioritising core subjects during autumn 1. | <p>The vast majority of pupils are back on track by the <b>end of the Autumn Term</b></p> <p>Targeted intervention and support for some pupils <b>during the spring and Summer Terms</b></p> <p>Internal tracking at the <b>end of the academic year</b> is in line with tracking from previous years – e.g. the number of pupils who are “off track” in July 2021 is not significantly different from the numbers of pupils “off track” in July 2019</p>  |
|                           | E | Formative assessments during the Autumn Term to identify gaps in knowledge and understanding in core subjects and to identify any gains.  | Pupils make accelerated progress in key areas from their starting points at the beginning of the Autumn Term. The vast majority of pupils are back on track by the <b>end of the Autumn Term</b>   |

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|------------------|---|--|--|
|                  | F | <p>Gaps in knowledge and understanding of key skills – reading, spelling, handwriting, times tables.</p> <p>Some pupils may have had limited access to reading materials during the Summer Term and therefore, their reading ages may be lower than expected at the beginning of Autumn 2020.</p> <p>Pupils may not be up to speed with times tables</p> <p>Some pupils may have regressed with spelling and handwriting, particularly in households where written work has not been a priority during school closure.</p> | <p>Significant improvement is made by the <b>end of the Spring Term</b>:</p> <ul style="list-style-type: none"> <li>• Reading skills are much improved and accelerated progress in reading ages can be demonstrated on a term by term basis from <b>Autumn 2020 to Summer 2021</b></li> <li>• Times tables given a priority focus with awards for success. TT Rockstars used to generate healthy competition amongst pupils in order to instill a desire to achieve. <b>Ongoing</b></li> <li>• Handwriting practice completed frequently in short, focused tasks. Additional support, including OT exercises given for those in greatest need. <b>Ongoing</b></li> <li>• Intervention strategies are of the highest possible standard. Personalised targets identify specific short-term fixes and pupils make excellent progress and gain increased confidence. <b>Autumn and Spring Terms</b></li> </ul> |
| Wider Strategies | G | <p>Parents will be worried about the impact of school closure on their children's progress</p>   | <p>Regular correspondence between home and school in the form of zoom parent/teacher sessions (<b>Autumn 1</b>) and interim school reports (<b>Autumn 2</b>) ensure parents have a full picture of their child's progress and areas for development. <b>Throughout the year</b>, whilst access to school is limited, additional contact made as required (email, zoom, phone etc).</p> <p>Parents continue to feel supported and engaged (<b>ongoing</b>)</p> <p>Home/school links remain strong and parents are willing to support learning (<b>ongoing</b>)</p>  |

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|  | H | These are unprecedented times. Schools have not witnessed long-term closure before. Staff may not have the expertise needed to address such wide-sweeping gaps in education. Whole staff CPD for research based high quality teaching (EFF) – metacognition, working memory, low stakes assessments etc should be put in place | Staff have quickly upskilled their ability to make rapid adjustments to learning whilst strengthening pupils' emotional health and well-being <b>(by Autumn 2)</b><br>Pupils show confidence and demonstrate resilience <b>(Autumn Term)</b>                                      |
|  | I | Some pupils may struggle to settle back into school and class routines and may have limited attention span due to COVID 19 and lack of structured learning experiences since school closures in March 2020   | The vast majority of pupils are able to focus on their learning during lessons and concentration levels show a marked improvement <b>by the end of the Autumn Term.</b><br>During the <b>Spring and Summer Terms</b> , targeted support will be given to those pupils who need it |

## Planned expenditure for current academic year

| Identified Spending   | Cost     |
|---|----------|
| Resources:  |          |
| <ul style="list-style-type: none"> <li>Purchase yearly subscription to “Purple Mash” to facilitate quality homework and home-learning activities across the curriculum through cloud-based, personalised learning</li> </ul>  | £950.00  |
| <ul style="list-style-type: none"> <li>Purchase yearly subscription to TT Rockstars, a carefully sequenced programme of daily times tables practice, to enable rapid catch up of times tables facts across the school and at home</li> </ul>                            | £135.00  |
| <ul style="list-style-type: none"> <li>Part fund the purchase of additional iPads to support class teaching, intervention groups, remote learning and minimise sharing between bubbles, thus ensuring pupils are “IT savvy” when they are learning from home</li> </ul> | £3000.00 |
| Staffing:   | £8000.00 |



|   |                  |
|---|------------------|
| <ul style="list-style-type: none"> <li>Part fund additional TA staffing hours (25 additional hours per week over 32 weeks)</li> <li>Staff CPD for Covid-related training (emotional health and well-being, accelerated learning, remote education)</li> <li>Specialist tutors and coaches to provide high quality enrichment activities whilst releasing teachers and teaching assistants to lead intervention groups.</li> </ul> | £300.00          |
|   | £2500.00         |
| <b>TOTAL PLANNED EXPENDITURE</b>  | <b>£14885.00</b> |
| <b>CONTINGENCY</b>  | £235.00          |
| <b>COVID-19 CATCH UP PREMIUM ALLOCATION</b>   | £15120.00        |

## Impact of Actions - December 2020

|                             |   |   |
|-----------------------------|---|---|
| Evaluation (by Headteacher) | A | Staff Development – Staff attended CPD in September - <i>How do schools heal after Covid-19?</i> This gave staff increased knowledge and understanding of how to identify and address trauma in children, staff and the wider community (including parents) and were able to use this knowledge and to develop curriculum plans that address well-being, recovery and the lessons from lock down learning alongside national curriculum requirements and expectations.  |
|                             | B | <ul style="list-style-type: none"> <li>TT Rockstars is being used widely in school and has been well received by parents and pupils. Pupils have renewed their desire to achieve their times tables award. Assessments show that this is having a positive impact on “number”.</li> <li>Purple Mash has replaced “Education City”. The resource offers increased flexibility with regard to remote learning and digital platforms. Teachers are able to monitor pupils’ interaction and progress. Differentiated activities can be set.</li> <li>Pupils who have been isolating, either as a class bubble or individually have been able to access work through the new platforms and teachers have been able to teach using zoom.</li> <li>Teachers express increased confidence in the ability to set quality remote learning exercises and have regular engagement with pupils.</li> </ul> |
|                             | C | Vast majority of pupils have settled well into the school routine and appear happy and confident. Staff have identified pupils in class who will need ongoing support.  |
|                             | D | Vast majority of pupils are now on track. Staff have identified pupils who require continued support as follows:  |

| E                          |   | <table><tr><th>WHOLE SCHOOL</th><th colspan="2">READING</th><th colspan="2">WRITING</th><th colspan="2">MATHS</th></tr><tr><th></th><th>Some*</th><th>Significant**</th><th>Some</th><th>Significant</th><th>Some</th><th>Significant</th></tr><tr><td>YEAR 1 (26)</td><td>10</td><td>0</td><td>12</td><td>0</td><td>8</td><td>0</td></tr><tr><td>YEAR 2 (25)</td><td>4</td><td>3</td><td>5</td><td>2</td><td>6</td><td>2</td></tr><tr><td>YEAR 3 (26)</td><td>4</td><td>1</td><td>2</td><td>5</td><td>5</td><td>3</td></tr><tr><td>YEAR 4 (28)</td><td>6</td><td>2</td><td>7</td><td>1</td><td>3</td><td>2</td></tr><tr><td>YEAR 5 (26)</td><td>3</td><td>1</td><td>5</td><td>2</td><td>5</td><td>2</td></tr><tr><td>YEAR 6 (28)</td><td>2</td><td>2</td><td>2</td><td></td><td>5</td><td>1</td></tr><tr><td></td><td>29</td><td>9</td><td>33</td><td>10</td><td>32</td><td>10</td></tr><tr><td>Percentage of school (159)</td><td>18%</td><td>6%</td><td>21%</td><td>6%</td><td>20%</td><td>6%</td></tr></table> | WHOLE SCHOOL  | READING |             | WRITING |             | MATHS |  |  | Some* | Significant** | Some | Significant | Some | Significant | YEAR 1 (26) | 10 | 0 | 12 | 0 | 8 | 0 | YEAR 2 (25) | 4 | 3 | 5 | 2 | 6 | 2 | YEAR 3 (26) | 4 | 1 | 2 | 5 | 5 | 3 | YEAR 4 (28) | 6 | 2 | 7 | 1 | 3 | 2 | YEAR 5 (26) | 3 | 1 | 5 | 2 | 5 | 2 | YEAR 6 (28) | 2 | 2 | 2 |  | 5 | 1 |  | 29 | 9 | 33 | 10 | 32 | 10 | Percentage of school (159) | 18% | 6% | 21% | 6% | 20% | 6% |
|----------------------------|---|--|---------------|---------|-------------|---------|-------------|-------|--|--|-------|---------------|------|-------------|------|-------------|-------------|----|---|----|---|---|---|-------------|---|---|---|---|---|---|-------------|---|---|---|---|---|---|-------------|---|---|---|---|---|---|-------------|---|---|---|---|---|---|-------------|---|---|---|--|---|---|--|----|---|----|----|----|----|----------------------------|-----|----|-----|----|-----|----|
|                            | WHOLE SCHOOL  | READING  |               | WRITING |             | MATHS   |             |       |  |  |       |               |      |             |      |             |             |    |   |    |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |  |   |   |  |    |   |    |    |    |    |                            |     |    |     |    |     |    |
|                            |   | Some*  | Significant** | Some    | Significant | Some    | Significant |       |  |  |       |               |      |             |      |             |             |    |   |    |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |  |   |   |  |    |   |    |    |    |    |                            |     |    |     |    |     |    |
|                            | YEAR 1 (26)   | 10   | 0             | 12      | 0           | 8       | 0           |       |  |  |       |               |      |             |      |             |             |    |   |    |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |  |   |   |  |    |   |    |    |    |    |                            |     |    |     |    |     |    |
|                            | YEAR 2 (25)   | 4  | 3             | 5       | 2           | 6       | 2           |       |  |  |       |               |      |             |      |             |             |    |   |    |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |  |   |   |  |    |   |    |    |    |    |                            |     |    |     |    |     |    |
|                            | YEAR 3 (26)   | 4  | 1             | 2       | 5           | 5       | 3           |       |  |  |       |               |      |             |      |             |             |    |   |    |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |  |   |   |  |    |   |    |    |    |    |                            |     |    |     |    |     |    |
|                            | YEAR 4 (28)   | 6  | 2             | 7       | 1           | 3       | 2           |       |  |  |       |               |      |             |      |             |             |    |   |    |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |  |   |   |  |    |   |    |    |    |    |                            |     |    |     |    |     |    |
|                            | YEAR 5 (26)   | 3  | 1             | 5       | 2           | 5       | 2           |       |  |  |       |               |      |             |      |             |             |    |   |    |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |  |   |   |  |    |   |    |    |    |    |                            |     |    |     |    |     |    |
|                            | YEAR 6 (28)   | 2  | 2             | 2       |             | 5       | 1           |       |  |  |       |               |      |             |      |             |             |    |   |    |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |  |   |   |  |    |   |    |    |    |    |                            |     |    |     |    |     |    |
|                            |   | 29   | 9             | 33      | 10          | 32      | 10          |       |  |  |       |               |      |             |      |             |             |    |   |    |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |  |   |   |  |    |   |    |    |    |    |                            |     |    |     |    |     |    |
| Percentage of school (159) | 18%   | 6%   | 21%           | 6%      | 20%         | 6%      |             |       |  |  |       |               |      |             |      |             |             |    |   |    |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |  |   |   |  |    |   |    |    |    |    |                            |     |    |     |    |     |    |
|                            | <p>*Some gaps still evident but should be back on track by the end of the academic year.</p> <p>**Significant gaps – these pupils require intensive support and may still not be back on track at the end of the academic year.</p> <p>End of term interim reports have been sent to parents. These identify whether or not pupils are on track to achieve their personal targets and include pupils’ personal targets.</p>       |  |               |         |             |         |             |       |  |  |       |               |      |             |      |             |             |    |   |    |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |  |   |   |  |    |   |    |    |    |    |                            |     |    |     |    |     |    |
| F                          | Good progress has been made with key skills. Intervention groups have been established for pupils who need targeted support. These will continue during the spring and summer terms   |  |               |         |             |         |             |       |  |  |       |               |      |             |      |             |             |    |   |    |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |  |   |   |  |    |   |    |    |    |    |                            |     |    |     |    |     |    |
| G                          | Individual zoom parents’ evenings were conducted in September. Interim reports were sent home at the end of term. Class teachers have made regular contact with parents throughout the autumn term via text message, email and class dojo. This has been followed up with individual correspondence on a needs basis.<br>I have received lots of positive feedback from parents that illustrate the support they have been given. |  |               |         |             |         |             |       |  |  |       |               |      |             |      |             |             |    |   |    |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |  |   |   |  |    |   |    |    |    |    |                            |     |    |     |    |     |    |
| H                          | Staff have quickly upskilled their ability to make rapid adjustments to learning whilst strengthening pupils’ emotional health and well-being.<br>Pupils show confidence and demonstrate resilience   |  |               |         |             |         |             |       |  |  |       |               |      |             |      |             |             |    |   |    |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |  |   |   |  |    |   |    |    |    |    |                            |     |    |     |    |     |    |
| I                          | Staff report that pupils are showing increased focus and ability to concentrate. Some pupils continue to need support with this and are working in short bursts with regular breaks or engaging in supported group learning.  |  |               |         |             |         |             |       |  |  |       |               |      |             |      |             |             |    |   |    |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |   |   |   |             |   |   |   |  |   |   |  |    |   |    |    |    |    |                            |     |    |     |    |     |    |

## Impact of Actions – June 2021

|                             |   |  |
|-----------------------------|---|--|
| Evaluation (by Headteacher) | A | Staff Development – Staff have worked together to embed and develop the strategies learned in CPD - <i>How do schools heal after Covid-19?</i> Practice across school has been revised as a result of the training and the improved understanding of “warning signs”. Mr Ponde is now a fully trained Emotional Literacy Support Assistant (ELSA) and has been working with individuals across school. There has been a significant increase in the number of pupils needing ELSA support and/or being referred to Child and Adolescent Mental Health Service (CAMHS). Additional TA support hours are planned for September. Time is put aside during staff meetings to offer support and guidance to staff.  |
|                             | B | I would now class remote learning as a strength of the school. Staff have worked closely together to upskill, share resources and ideas and deliver quality remote education. The resources we purchased in the Autumn Term have proved invaluable and have been added to as required. We are now delivering whole school worship via Zoom. Three classes (KS1 or KS2) are present in the hall, with a member of staff leading worship. Another member of staff streams the worship to other classes in school using zoom on an iPad. Every class is included, with class-based year groups responding via chat facility.<br>Homework activities are shared via class Dojo or the school website and, wherever possible, are returned to school virtually for marking. Pupils who are self-isolating as a class have at least two live, remote lessons each day – literacy and numeracy and will also have 1:1 zoom meetings when needed. Some pupils have 1:1 live sessions on a daily basis, particularly those with SEND, have ELSA support or are identified as vulnerable.<br>Pupils who are self-isolating as an individual contact remote into the class literacy and numeracy lessons via zoom and are given additional cross-curricular projects to complete at home. |
|                             | C | See section A above. Some pupils and their teachers are also working with the Educational Psychologist.  |
|                             | D | An intervention programme was established for the Spring Term. Unfortunately, the closure of schools was announced 1 day into the Spring   |

Term. Determined that all the work of the Autumn Term, should not be wasted, class teachers and TAs decided to continue with the programme we had set up and organised zoom catch-up sessions with groups and individuals. This in addition to the daily literacy and numeracy zoom lessons. As a result, when pupils returned to school, we found that little ground had been lost and, for the vast majority of our pupils, any gaps in learning should be filled swiftly.

Intervention continued through the first half of the Summer Term. Pupil progress meetings were held towards the end of May. Intervention sessions were working well for the vast majority of pupils and most are now on track to achieve their personal targets. Some pupil have been identified as needing more intensive support. These pupils will move to an IEP for the remainder of the school year.

| % ON TRACK BY THE END OF THE SCHOOL YEAR |                  |                  |                  |
|--|------------------|------------------|------------------|
|  | READING          | WRITING          | MATHS            |
| YEAR 1 – 26 pupils                       | 96% (25 pupils)  | 96% (25 pupils)  | 96% (25 pupils)  |
| YEAR 2 – 25 pupils                       | 88% (22 pupils)  | 92% (23 pupils)  | 96% (24 pupils)  |
| YEAR 3 – 26 pupils                       | 96% (25 pupils)  | 92% (24 pupils)  | 85% (24 pupils)  |
| YEAR 4 – 28 pupils                       | 93% (26 pupils)  | 96% (27 pupils)  | 100% (28 pupils) |
| YEAR 5 – 26 pupils                       | 92% (24 pupils)  | 96% (25 pupils)  | 100% (26 pupils) |
| YEAR 6 – 28 pupils                       | 96% (27 pupils)  | 93% (26 pupils)  | 96% (27 pupils)  |
| PUPIL PREMIUM – 8 pupils                 | 100% (8 pupils)  | 100% (8 pupils)  | 100% ( 8 pupils) |
| WHOLE SCHOOL (Y1-Y6) - 159 pupils        | 94% - 149 pupils | 94% - 150 pupils | 97% - 154 pupils |

Catch up funding is continuing next year. We will therefore continue with the strategies we have put in place as these routines are working well and giving very positive outcomes. Curriculum specialist teachers and coaches have been bought in to teach whole year groups. This has released teaching staff from class to deliver intervention and catch-up to pupils in the *next* class, i.e. pupils who are well known to the teacher. Continue in this way next year will ensure smooth transition for those more vulnerable or less able pupils in particular.

A small number of pupils across the school have made excellent progress and are ahead of their personal target. There are also some pupils who have been identified as being ahead of their personal target by the end of next year.

Figures above compare favourably with our normal end of year assessments, i.e. we would normally have similar numbers of pupils who are “off track” and in need of intervention.

Good progress has been made with key skills. Intervention groups have been established for pupils who need targeted support. These have continued during the spring and summer terms. Some pupils have made such progress that they no longer need support, while others have taken their place or have continued. During the Spring closure, staff held virtual intervention sessions with these groups.

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|  | G | <p>Interim reports were sent home at the end of the Spring Term. Class teachers continue to make regular contact with parents via phone, email and class dojo. This has been followed up with individual correspondence from class teachers on a needs basis.</p> <p>I have received lots of positive feedback from parents that illustrate the support they have been given.</p> <p>Safeguarding leads continue to work closely with families who are “of concern” and with additional families as and when needed. Face to face sessions are accessed if needed. There has been a significant increase in caseload over the past twelve months.</p> |
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