

William Law CofE Primary School – Catch-up Premium Strategy 2020 - 2021

Funding allocation (Mainstream Schools)

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

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 our 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 - updated 24/08/2020)

School Overview

Number of pupils in school YR – Y6	617
Proportion of disadvantaged	24%
Catch-up Premium allocation (No. of pupils x £80)	£49,360
Publish Date	Nov 2020
Review Dates	Jan 2021 April 2021 July 2021
Statement created by	Darren Smith
Governor Lead and Chair of Finance Committee	Mr Kristian Toms/Eugene Renehan

		Barrier	Desired outcome
Teaching priorities	A	Home learning is limited due to the current provision and can be developed further to improve access to learning at home for all pupils.	<p>A strong remote learning offer is in place. A new and improved platform is in place (Zoom and Parents Evening Website) and all staff are trained in its use. In the event of home learning being needed, learning packs are sent home for individuals self-isolating and a process is now in place in the event of a bubble having to isolate. This process involves CPG learning packs and supporting website recommendations including National Oak Academy, BBC Bitesize and White Rose Maths materials.</p> <p>Teacher to do 2 x 15 min whole class Zooms for pastoral support, whole class mini-demos, PSHRE and/or reading a story. 15 min Parents Evening Website appointment every week for feedback. TA to contact every child for 10 mins everyday where possible dependent TA contracted hours.</p> <p>We will do all we can do to encourage children to engage e.g. phone calls, zooms, 15-minute conferencing, office phone calls, chasing children who we have not been able to contact, letters etc.</p>

		Online platforms are being used for remote learning. Tapestry EYFS, DoJo Key Stage 1, Google Classrooms Yr3,4 and 6 and Seesaw in year 5.
B	Pupils who have fallen behind in learning due to lack of support from home during lockdown.	<p>A full-time teacher to support small group and 1:1 catch-up in year 5.</p> <p>Use of catch-up funding to pay for tuition for pupils, through the national tutoring programme, who have moved backwards during 1st lockdown. List of pupils who will be targeted across Year 3 and 4 for this support</p> <p>Intervention to take place as part of first quality teaching and is planned for within the lessons</p> <p>Pupils who receive provision make accelerated progress</p>
C	Access to online home learning for pupils without technology.	<p>iPad and Laptops distributed from existing old stock for those pupils who need it.</p> <p>Registered on the government website for government learning scheme.</p> <p>Create a register of those who do and do not have access to WIFI, tablets and or laptops. Order required amount from government.</p> <p>Use funding to buy additional resources where needed.</p> <p>All pupils can access online learning</p> <p>50 laptops provided by government</p>
D	Children have gaps in learning due to lockdown in the summer term 2020.	<p>Pixl transition package used to identify gaps in September.</p> <p>QLA used to inform planning and plug the gaps.</p> <p>Pixl 10-week plans produced to demonstrate what needs to be taught when to effectively close the gap.</p> <p>Use of the NCETM and DFE maths document to prioritise key skills in maths that need to be plugged so that not all prior learning needs as much focus.</p> <p>Use of LA English priority objectives to plug gaps used in planning.</p> <p>SLT to look at structure of lessons, providing a 10 min recap opportunity in all lessons to recall prior learning.</p> <p>English and maths taught across the foundation subjects.</p> <p>Children make accelerated progress in their learning at each assessment point.</p> <p>Balance in lessons of catch-up and teaching current year group objectives.</p>

Targeted academic support	E	Some pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected.	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis. Year 3 and 4 use accelerated reader to track this. It is also used to engage readers and encourage them to finish books. See-saw in year 5 to record reading so that this can be tracked and monitored. Reading encouraged in all lessons and in self-isolation packs.
	F	Baseline in EYFS is significantly below compared to previous years due to most children not attending nursery or pre-school during lockdown.	Pupils make accelerated progress in all areas of learning Phonics, Maths, Writing second week back Guided reading January Sending home key words Children having intervention when not secure in skills at the end of the week.
Wider Strategies	G	Pupils' mental health and wellbeing has been impacted on during lockdown.	Learning mentors to conduct welcome back surveys. Complete 1:1 work with all those who need it. Group and 1:1 work to recommence in Autumn 2. Children's mental health is addressed Spring term training for all teaching staff on supporting pupils' mental health Learning mentor who is designated lead for mental health
	H	Due to children being indoors and less active during Covid isolation, children's health and well-being have decreased, making it even more essential that children are engaging in high levels of physical activity and establishing good active behaviours for later life.	PE lessons to commence. These will be led by MS as the PE lead. The purpose will be to offer CPD opportunities to all staff and team teaching of PE. Fitness levels of pupils return to pre-covid standards.
	I	Children have spent a lot of time during Covid indoors and using technology for both school work and entertainment. Many have become dependent on this resource and are lacking the confidence to take risks and be independent.	Children are engaged in an outdoor lifestyle which encourages a love of nature and builds confidence and independence. Training has been delivered on outdoor learning to staff. Forest school individual lessons shared Online safety taught 6 times a year in each year group.

Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	<p>Procedure in place for home learning involving teachers and support staff setting and feeding back on work</p> <p>CPG learning packs are ready in classrooms to go home when bubble self-isolates</p> <p>Teachers and support staff made aware of home learning requirements through CPD</p> <p>Parents and carers informed of the provision for home learning through a newsletter and a letter accompanying learning packs</p> <p>Parents evening system setup and ready to be implemented when needed</p>	<p>Children continue to learn in the event of home learning</p> <p>Gaps in learning continue to close</p> <p>Children continue to receive feedback on their work</p>	<p>EEF Teaching and Learning toolkit</p> <p>Parental engagement (+3)</p> <p>Homework, Primary (+ 2), Feedback (+8)</p>	<p>Parents evening platform £346</p> <p>Zoom</p> <p>CPG learning packs £7,000</p>	<p>Baseline data English and maths</p>	DHT	<ul style="list-style-type: none"> In the Autumn term, any child self-isolating was given a 14-day work pack which covered the learning objectives being taught in school. There was contact twice a week by the teacher via a 15-minute phone call to check in how they were getting on and provide any support. In a parent survey (Feb 2021) relating to remote learning, we received a response of 176 surveys, which represented 213 pupils out of the 360, who were being educated at home. 97% of parents stated that they were satisfied with the provision made by the school for remote learning. 93% of parents were confident that their child was making progress at home in their remote learning. Recovery is beginning to happen for attainment but still remains turbulent because of the 3rd lockdown. Children have not gone back in learning as much as the first lockdown and in most cases a small step in attainment has been made.

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Mathematics

Year	BL	Aut 2	Spr 2
1	36.36% (28)	55.84% (43)	66.67% (50)
2	36.47% (31)	63.53% (54)	53.49% (46)
3	32.22% (29)	38.46% (35)	42.86% (39)
4	19.32% (17)	46.59% (41)	66.67% (58)
5	25.84% (23)	60.67% (54)	58.43% (52)
6	29.89% (26)	69.32% (61)	60.23% (53)

SPAG

Year	BL	Aut 2	Spr 2
1	33.77% (26)	55.84% (43)	65.79% (50)
2	16.47% (14)	42.35% (36)	41.86% (36)
3	30.0% (27)	40.66% (37)	43.96% (40)
4	5.75% (5)	52.27% (46)	45.98% (40)
5	14.61% (13)	69.66% (62)	53.93% (48)
6	33.72% (29)	62.5% (55)	70.45% (62)

<p>B</p>	<p>2 x Academic mentors employed through National Tutoring Programme to work with small groups and individuals for years 3 and 4</p> <p>Existing teacher in school to provide 1:1 or small group tuition for year 5 pupils Aut 1.</p> <p>Children identified for 1:1 or small group tuition. Prioritising reading in the first instance</p> <p>Part-Time staff to spoken to about exploring to become tutors for National Tutoring Programme (KC, BJ, CC, LT, LC)</p> <p>GD in summer term to provide catch-up sessions with children in school.</p>	<p>One to one or small group tuition given to individuals to provide intensive support.</p>	<p>EEF Teaching and Learning toolkit – One to one tuition (+5)</p>	<p>Salary provide by DFE – School to fund on-costs involved £3708 x2</p> <p>(25% paid by school 75% paid by DFE)</p> <p>Half a terms salary for RM £7,607</p> <p>GD Salary for summer term £19,637</p>	<p>Baseline Data across maths and English</p>	<p>DHT</p>	<ul style="list-style-type: none"> Mentoring from the National Tutoring Programme has not happened due to the nearest tutor being 80+ miles away. This is a national and local issue with other schools. Tutoring took place for half a term in year 5 with RM and groups of children. The impact of this was greater depth children made more than expected progress in reading (4.8) and maths (4.17). The expected children made on average good progress for maths (2.16). <p>Progress in the autumn term was as follows:</p> <table border="1" data-bbox="1597 783 2020 1043"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Yr1</td> <td>2.95</td> <td>2.78</td> <td>2.68</td> </tr> <tr> <td>Yr2</td> <td>2.45</td> <td>2.08</td> <td>2.32</td> </tr> <tr> <td>Yr3</td> <td>3.07</td> <td>2.75</td> <td>2.51</td> </tr> <tr> <td>Yr4</td> <td>3.19</td> <td>3.04</td> <td>2.76</td> </tr> <tr> <td>Yr5</td> <td>4.16</td> <td>2.91</td> <td>3.3</td> </tr> <tr> <td>Yr6</td> <td>4.58</td> <td>2.47</td> <td>3.85</td> </tr> </tbody> </table> <p>Dark Green= Accelerated Progress Light Green= Expected Progress Amber= Below Expected Red= Significantly below</p> <ul style="list-style-type: none"> Catch-up tutoring has started internally with targeted maths support in year 3 and 4. 		R	W	M	Yr1	2.95	2.78	2.68	Yr2	2.45	2.08	2.32	Yr3	3.07	2.75	2.51	Yr4	3.19	3.04	2.76	Yr5	4.16	2.91	3.3	Yr6	4.58	2.47	3.85
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							<ul style="list-style-type: none"> Starting the summer term a national tutoring programme tutor will tutor year 4 in maths. Progress rates slowed down in the Spring when compared to the autumn. This was partly due to a 3rd lockdown. All rates remained good or better with the expectation of on year group <p>Progress in the Spring was as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Yr1</td> <td>5.22</td> <td>4.96</td> <td>4.8</td> </tr> <tr> <td>Yr2</td> <td>3.98</td> <td>3.46</td> <td>3.76</td> </tr> <tr> <td>Yr3</td> <td>5.02</td> <td>4.45</td> <td>4.55</td> </tr> <tr> <td>Yr4</td> <td>5.15</td> <td>5.13</td> <td>5.19</td> </tr> <tr> <td>Yr5</td> <td>5.68</td> <td>4.71</td> <td>4.86</td> </tr> <tr> <td>Yr6</td> <td>7.07</td> <td>4.42</td> <td>5.78</td> </tr> </tbody> </table>		R	W	M	Yr1	5.22	4.96	4.8	Yr2	3.98	3.46	3.76	Yr3	5.02	4.45	4.55	Yr4	5.15	5.13	5.19	Yr5	5.68	4.71	4.86	Yr6	7.07	4.42	5.78
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C	<p>Registers created from EYFS-Year 6, logging pupils who have access to a laptop/tablet and WI-FI</p> <p>School registered on the DFE Get Technology Portal to order technology for disadvantaged pupils</p> <p>Laptops/iPads/WI-FI ordered for pupils who do not have access</p>	<p>All pupils have access to online learning through weekly online video call</p> <p>All pupils have tablet/laptop</p> <p>All pupils have access to WI-FI</p>	EEF Teaching and Learning toolkit Homework Primary (+ 2)	<p>DFE Laptops</p> <p>Laptop replacement from own stock-£3,000</p> <p>Cost of WI-FI dongle £122</p>	Initial technology surveys	DHT	<ul style="list-style-type: none"> 10 Laptops received from DFE and ready to be distributed; Were distributed when one class in October 2020 had to self-isolate. During the Autumn term, this class made accelerated progress in reading, writing and maths, therefore demonstrating the success of the remote learning for isolation. Early January anyone without technology received a school laptop or iPad from existing school stock. Further allocation of 40 laptops received from the DFE in early January. These were all allocated to pupils so that each 																												

	<p>Use existing old stock or iPads or Laptops to provide for EYFS and Key Stage 1 pupils or to top up year 3-6 provision if needed</p> <p>Purchase top-up dongle Wi-Fi for those that need it and if government cannot provide</p>						<p>child had their own device to access home learning;</p> <ul style="list-style-type: none"> A further 28 laptops from DFE received mid-February. During the lockdown, which restricted attendance for education, resulted in every child having a laptop to support their remote education; School funded Wi-Fi dongles for those with limited access to the internet Progress rates slowed down in the Spring when compared to the autumn. This was partly due to a 3rd lockdown. All rates remained good or better with the expectation of on year group <p>Progress in the Spring was as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Yr1</td> <td>5.22</td> <td>4.96</td> <td>4.8</td> </tr> <tr> <td>Yr2</td> <td>3.98</td> <td>3.46</td> <td>3.76</td> </tr> <tr> <td>Yr3</td> <td>5.02</td> <td>4.45</td> <td>4.55</td> </tr> <tr> <td>Yr4</td> <td>5.15</td> <td>5.13</td> <td>5.19</td> </tr> <tr> <td>Yr5</td> <td>5.68</td> <td>4.71</td> <td>4.86</td> </tr> <tr> <td>Yr6</td> <td>7.07</td> <td>4.42</td> <td>5.78</td> </tr> </tbody> </table>		R	W	M	Yr1	5.22	4.96	4.8	Yr2	3.98	3.46	3.76	Yr3	5.02	4.45	4.55	Yr4	5.15	5.13	5.19	Yr5	5.68	4.71	4.86	Yr6	7.07	4.42	5.78
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D	<p>Baseline assessments completed in September and QLA analysed</p> <p>QLA to inform 10-week Pixl plan to close gaps in learning</p>	<p>Children make accelerated progress</p> <p>Gaps in learning reduce</p>		Pixl £1500	English and maths baseline data	DHT	<ul style="list-style-type: none"> Baseline assessments were used to inform gaps in knowledge; Maths lead supported planning at least fortnightly to ensure that pitch and expectations were correct. This gave the opportunity for discussing NCTEM materials to support key objectives to focus on. 																												

QLA to inform short term planning to close gaps in learning

SLT to explore lesson structure for English and maths to recap and reactivate prior learning at the beginning of lessons

NCTEM and DFE Non-Statutory guidance used for planning in maths

LA SPAG key priority objectives document obtained by English lead and used as part of year group planning

Maths lead to plan with year group teams for each term ensuring consistency in approach, correct pitch and moving learning on.

Progress in the autumn term was as follows:

	R	W	M
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Dark Green= Accelerated Progress

Light Green= Expected Progress

Amber= Below Expected

Red= Significantly below

- AHT leading on new planning format which focusses on learning theory and is research-informed in its approach. This will be trialled in the Summer term 2021;
- Return to school 8.03.21 DHT focussed on maths and English focus in wider curriculum. DHT gave training on White Rose Maths and how it identified key priorities for teaching. Staff were asked to ensure this was the key focus rather than covering everything in the curriculum.
- Progress rates slowed down in the Spring when compared to the autumn. This was partly due to a 3rd lockdown. All rates remained good or better with

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Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
E	<p>Year 3 and 4 staff to receive training on how to implement Accelerated Reader</p> <p>Incentives in place for reading across the whole-school. Book marks EYFS reading prizes, KS1, Raffle Prizes Year 3 and 4, Starbooks/Netflixs incentive year 5, Chocolate prizes for improvements in raw scores year 6</p>	<p>All Key Stage 2 staff are aware of the children who need to be targeted for reading intervention and able to use</p> <p>Accelerated Reader implemented and children completing quizzes</p>	<p>Reading comprehension strategies that are computer based can be successful in improving reading comprehension, particularly when they focus on the development of strategies and self-questioning skills (EEF toolkit)</p> <p>Reading comprehension +6</p> <p>Feedback +8</p>	<p>£5,656</p> <p>£600</p>	Baseline Reading	AHT and Reading Lead	<ul style="list-style-type: none"> Accelerated Reader in place and launched in the Autumn 2020 with year 3 and 4 pupils; Reading progress in the Autumn term was accelerated in year 3 and 4; Incentive in place with points related to the reading prizes; Reading progress accelerated in all subjects with the exception of year 2. Progress in year 2 was good but not accelerated. This is a focus moving into the Spring term; Phonics books in EYFS and Key Stage 1 audited and aligned with phonics; Year 1 phonics mock-screening demonstrates that

	<p>EYFS and Key Stage 1 phonic aligned books sent home</p> <p>KS1 and KS2 libraries operational and books sent home</p>						<p>pupils are accelerating in their phonic knowledge and are in a better position than previous years. 41% of children had already passed 2017 screening compared to 21% the previous year;</p> <ul style="list-style-type: none"> • Libraries in use. • Reading progress is accelerated throughout the school with the exception of one year group • Year 1 phonics screening indicates on track for 90% pass rate in phonics; • Year 2 phonics screening indicates a 98% pass rate in phonics.
F-EYFS	<p>Phonics, Writing and maths teaching starts in Autumn term 1 (L R, W) (M- N and SSM)</p> <p>Planned opportunities to develop speaking and listening skills (CL LA, U and S)</p> <p>Intervention and pre-teach planned weekly using TAs to complete targeted key words, group intervention for</p>	<p>To develop children's oral language skills therefore decrease the likelihood of experiencing difficulty with reading.</p> <p>To develop children's personal, social and emotional development</p> <p>To develop children's physical development</p>	EEF Teaching and Learning Toolkit Early Years Interventions +5 Teaching assistants +1	DFE funded	EYFS Baseline Assessments	Early Years Lead	<ul style="list-style-type: none"> • PSHRE was taught in the autumn term by CC; • Monitoring indicates that EYFS pupils are settled into school and no issues have arisen; • Progress in reading, writing, number and SSM was all good or better; • Communication showed accelerated progress. • Reading, writing and maths is around 75% expected. • Key words are being sent home and revisiting phase 3 for security • Plans to sit a phonics screening 20 words in the summer term to test phase 3 security. Pupils will be

	<p>core areas of learning</p> <p>Dedicated PSHRE slot each week taught by CC as PPA to close gaps in Early Learning Goals. (PD HS-C, PSED S-C and S-A, R)</p> <p>Guided reading sessions to start in January 2021</p>	<p>To develop children's literacy and mathematical skills</p> <p>Close the attainment gap to be in line with previous years</p>					<p>identified for intervention in summer term 2 and beginning of year 1.</p>
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Wider strategies i.e. Behaviour approaches, recommendations made in "Safe, Happy, Settled".

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
G	<p>Learning mentors to conduct individual well-being surveys with pupils</p> <p>Key children working through books related to SEMH e.g Controlling your chimp, the red beast</p> <p>1:1 session with all pupils who are flagged as a concern from the well-being survey.</p>	<p>Staff are equipped to identify gaps in children's emotional development</p>	<p>(EEF Teaching and Learning Toolkit – interventions which target social and emotional learning - SEL +4)</p>	<p>1 term of a Learning Mentor Cost £8,327</p>	<p>Individual questionnaires</p>	<p>Inclusion manager</p> <p>Senior mental health lead (SJ)</p>	<ul style="list-style-type: none"> All individual well-being surveys were conducted with pupils. Learning mentors assessed these and had 1:1 session with 162 pupils as a result; 42 children were working on a SEMH programme in the autumn term; PSHRE was a focus in the autumn term particularly in the first week of the autumn term SEMH training for staff delayed until Summer term due to national lockdown.

	<p>These are to be discussed as part of weekly welfare meeting</p> <p>Autumn 2 groups and 1:1 learning mentor sessions commence</p> <p>First week back PSHRE to be a focus on learning settling children back into school and identifying any concerns</p> <p>Spring term focus on SEMH training</p>						<p>Inclusion lead, focussing on Connected Communities project and Senior Mental Health Lead focussing on YMCA training.</p>
H	<p>PE Lesson once a week with a specialist teacher</p> <p>Professional development for all teachers in how deliver high quality PE, through team teaching and modelling</p>	<p>Weekly PE session recommences</p> <p>Staff have increased confidence in delivering high quality PE</p> <p>Fitness levels return to pre-covid standards</p>	<p>EEF Teaching and Learning toolkit – Outdoor adventure Learning +4 Sports Participation + 2</p>	<p>Salary accounted for in the PE Premium</p>		PE lead	<ul style="list-style-type: none"> • This happened for half a term but due to a teacher been absent, sports leader was redeployed to the classroom; • The half term of sports team teaching was excellent CPD for all staff and this helped maintain the standard for outdoor PE when the sports leader was redeployed; • This potentially could recommence in the summer term with the Sports Leader measuring the impact of the support in autumn 1.

							<ul style="list-style-type: none"> PE has resumed outdoors. PE specialist is now evaluating the impact of team teaching during the summer term, now that he has returned to delivering PE sessions alongside the class teacher.
I	<p>Forest school activities planned for year groups 2 and 3 not involving saws, knives etc</p> <p>Forest school activities commence in Spring term</p> <p>Training on outdoor learning delivered in Summer 2020</p> <p>National Curriculum Outdoor learning books purchased for each year group</p>	<p>Each child in year 2 and 3 takes part in Forest school sessions where they are encouraged to manage risks and build confidence, mental well-being</p> <p>Planning indicates outdoor learning opportunities</p> <p>Leaders have evidence of forest school and outdoor learning</p>	<p>EEF Teaching and Learning toolkit – Outdoor adventure Learning +4</p> <p>Sports Participation + 2</p>	<p>NC outdoor learning books</p> <p>£132</p>		<p>Forest School Teacher</p> <p>Trips and Visits Lead</p>	<ul style="list-style-type: none"> Reintroduced Forest School in the Spring term, when pupils returned to school on 8.03.21 for year 2 and 3 pupils.
Total Spent				£60,901			

Additional funding supporting provision

Funding for wider strategies is to be shared across Pupil Premium funding and Sports Premium funding.

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved: <ul style="list-style-type: none">- Chair of Governors- Chair of Finance- Headteacher- Deputy Headteacher
Review dates Autumn: January 2021 Spring: April 2021 Summer: July 2021
Autumn summary <p>Catch up in the autumn term demonstrated that accelerated progress was been made across the school; this was encouraging. Reading is recovering as demonstrated in the internal data which is encouraging. The children are settled back into school routines and are happy. The learning mentors have been able to offer support for individuals who needed this, which is roughly 26% of the school population. Tutoring has taken place within school using existing members of staff to support this catch up. We hope that by the Spring term that tutoring will begin using the National Tutoring Programme.</p>
Spring summary <p>All but one year group has good or better progress but rates have slowed compared to the autumn term; this is partly due to the 3rd lockdown in the beginning of the Spring term. Feedback from teachers indicates that children are starting to make that rapid recovery but children have only been back at school for 3 weeks before assessments were undertaken. Attainment is recovering but writing remains a concern overall. Reading is a strength and is continuing to make accelerated progress.</p> <p>Forest school and PE have recommenced as well as Music, MFL and RE. Music, MFL and RE are usually taken by specialist teachers but this has not recommenced due to protecting the integrity of bubbles. These specialist teachers are supporting with planning and giving guidance to class teachers. A full curriculum has resumed.</p>
Summer summary