

CATCH-UP FUNDING IMPACT 2020/21

Barriers	<ol style="list-style-type: none"> 1) An opportunity to continue to attend school with interruption and consistency due to further COVID outbreaks 2) Full attendance for individual children due to the nervousness of individual families 3) The gap between families which was present before COVID 19 has now increased. Vulnerable families are more vulnerable and the inequality of opportunity has increased 4) Although we have all experienced the pandemic the journey that we have had through it will be very different 5) As yet we do not know the full fallout for families e.g. the impact of local redundancy and job losses 6) Identifying too many areas to focus on and not being focused to the main areas that need addressing within our school 7) Implementing the new approaches in the midst of routines that are already embedded within the school 8) Change will not be sustainable due to the workforce within school becoming sick 9) A lack of shared understanding across the teaching and learning team leading to an inconsistent approach 10) Data used to inform decisions made will not be robust and rigorous to inform reliable teacher assessment 	
Priority 1: High Quality Teaching	<p>A recovery curriculum: <i>'Teach an ambitious and broad curriculum in all subjects from the start of the Autumn term, but make use of existing flexibilities to create time to cover the most important missed content'. DfE Guidance for wider opening July 2020. We want to formalise a curriculum of compassion. To respond to the lived experience for ALL pupils through a consistently sensitive approach for all pupils to rebuild relationships by having a supported transition through time to repair. We want the children to have the space to rediscover their self-image, confidence, self-esteem and concept of self. It is the unwritten relationships that will repair this period of neglect so we want all staff to be caring, open, accepting to ensure that they connect with each child. (Dr Barry Carpenter 'Recovery Curriculum')</i></p> <p>EEF: <i>'Schools may want to consider assessing the SEMH outcomes that relate to how well children learn. What approaches to social and emotional learning will best support pupils to reconnect with their peers and to re-establish positive learning behaviours?'</i></p>	
	What?	Monitoring & Review

	<p>Staff INSET on supporting pupil well-being.</p> <p>'Well-being Audit Tool' to be used to assess needs to be addressed in curriculum sessions.</p>	<p>Staff participated in the INSET day and reflected on the importance of the 3Rs underpinning our recovery. LT also shared the outcomes from the COVID impact questionnaire that had been sent to parents at the end of the summer term. The opportunity for a flexible timetable during this period enabled children to rebuild their stamina for learning after a long period of absence from focused learning.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • All children accessed weekly 'Well-being Wednesday' sessions. • Parents: Commented on how happy the children were to be back at school. • Pupils: When observed on LT learning walks pupils were settled and working well in their classrooms.
<p>Priority 1: High Quality Teaching</p>	<p>Autumn term 1: A period of effective diagnostic assessment:</p> <p><i>EEF documentation: 'Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by COVID 19.' 'Schools will have to deploy their own assessment approaches to sensitively diagnose the actual impact that COVID 19 school closures may have had on their pupils. Teachers need to recognise the importance of every small piece of information which contributes towards the bigger picture of the child'.</i></p>	
	<p>What?</p>	<p>Monitoring & Review</p>
	<p>NFER Assessment materials to be purchased to support diagnostic testing and enable baseline assessment.</p>	<p>Senior leaders and teachers ensured that they considered questions such as those highlighted in the EEF document e.g.</p> <ul style="list-style-type: none"> * What learning has been lost or misunderstood? * What new knowledge and experiences have been gained? * Should we re-teach that material to the whole group, or move on? * What is the right balance between standardised assessments and classroom-based diagnostic assessments? <p>Baseline data was compiled for pupil progress meetings to share with senior leaders, the SENDCo and the Head Teacher. A realistic overview showed</p>

		<p>the gaps and pupils who would need additional support to make rapid progress to enable the difference between them and their peers to be diminished. The SEND register was updated and interventions began for children who were requiring small group or 1:1 support. Additional professionals such as the educational psychologist were engaged to assess one pupil with a view to the SENDCO completing an EHCP for this pupil later in the school year. NFER assessments were used to inform target setting and identify gaps.</p> <p>Evidence: Whole school data showed that overall there was a much lower baseline for all three core areas of reading, writing and maths. (September 2020)- see detailed progress summary.</p> <p>July 2021 data shows the positive impact of teaching and learning on progress- see detailed progress summary. Also, we can now identify which groups are slow movers and can consider how we meet their needs into Year 2 of our 'Education Recovery'.</p>
<p>Priority 1: High Quality Teaching</p>	<p>Diminishing the difference within phonics and reading</p> <p>EEF: <i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</i></p> <p>EEF: <i>'On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Reading aloud is valuable insofar as it improves students' reading fluency, which is strongly associated with comprehension.'</i></p>	

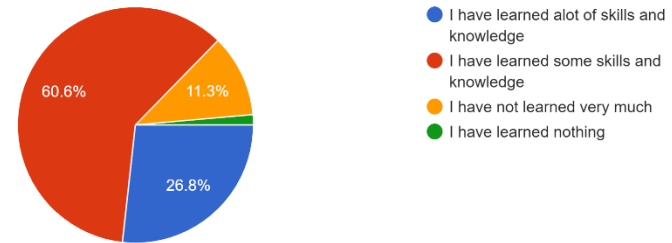
	What?	Monitoring & Review
	<p>Engagement with the DfE English Hub, including training of new Phonics Lead and a whole school audit of Phonics</p> <p>Phonically decodable books</p> <p>Training in use of Accelerated Reader (AR) and effective use of AfL for AR.</p> <p>Introduce whole class guided reading to KS2</p>	<p>Teachers made the teaching of phonics a priority within their timetables. Observations showed that children were happy to return to the familiar teaching routines of the school phonics program, but we recognized there were some inconsistencies., particularly with regard to supporting the lowest 20%. Engagement with the hub, including training ALL staff on Letters and Sounds, means we are developing consistent systems of teaching and assessing phonics.</p> <p>The English Lead has ensured that there are enough phonically decodable books for the children in KS1. Further books were located and added into the reading scheme to help support a balance of low levels of attainment but a high level of appeal for those children who were maturing in their interests but did not have the skills to access more challenging texts. Accelerated Reader was introduced and individual reading was prioritized for homework.</p> <p>Evidence: Ofsted monitoring visit report (May 2021) stated: 'The teaching of reading has improved across the school. Newly appointed leaders in early reading and English are enthusiastic and knowledgeable. You have made sure that all staff are well-trained to teach phonics. You ensure that books match pupils' phonic knowledge. Pupils who are at risk of falling behind have appropriate support to help them to keep up. These improvements are helping pupils to become confident readers who enjoy reading.'</p> <p>Data: December 2021 Year 2 screening results: 19/23 pupils passed</p>

		<p>Reading age increases on AR over 8 months: Gala (Year 2): 13 months Discovery: 10 months Camelot: 12 months Blenheim: 18 months</p>
Priority 1: High Quality Teaching	Develop understanding of Maths Mastery	
	What? Subject leader to be supported in attending 'Mastery Readiness Programme' training and meetings. Use DfE Maths 'Ready to Progress' document to underpin prioritization.	Monitoring & Review Data: See data summary showing significant progress in maths. Ofsted Monitoring Visit March 2021: 'The curriculum planning in mathematics is more advanced than in other subjects. The leader for mathematics makes good use of the valuable external support available. As a result, she has restructured the curriculum so that pupils' mathematical knowledge builds well over time. She has made appropriate changes to ensure that pupils catch up on any learning that is not secure.'
Priority 1: High Quality Teaching	Providing a high-quality remote learning package: EEF: <i>'There is still a great deal of uncertainty as to whether the academic year will be interrupted by Covid-19 outbreaks. School leaders will therefore have to plan for a range of eventualities that will likely involve high-quality remote learning. Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning.'</i> Questions to consider: <i>'How will remote learning provision be provided for pupils who are absent from school, in both planned or relatively unplanned circumstances? What aspects of remote learning provision will be integrated in school policies attending homework, feedback, teaching and learning? How well do school practices align with the best available evidence on remote learning?'</i>	

	<p>What?</p>	<p>Monitoring & Review</p>
	<p>Deliver Remote Learning policy using Google Classroom as the key platform.</p> <p>Provide SATs revision books for Year 6</p>	<p>The HT drove the development and implementation of a remote learning package. A clear policy has been written with supportive materials for parents and staff which enables them to then implement a period of home learning if required. Parents and staff have trailed homework tasks to ensure that they are able to access the learning platforms. INSET time was allocated to enable teachers and TAs to attend training delivered by the HT & the computing Lead was available to support staff and parents. The program was written in line with the requirements of the ELIM and National guidance and the priorities highlighted by the EEF documentation e.g.</p> <ol style="list-style-type: none"> 1. Teaching quality is more important than how lessons are delivered 2. Ensuring access to technology is key, particularly for disadvantaged pupils 3. Peer interactions can provide motivation and improve learning outcomes 4. Supporting pupils to work independently can improve learning outcomes 5. Different approaches to remote learning suit different tasks and types of content <p>Evidence:</p> <p>An audit tool was also used to check full compliance and all policies were in place for the national deadline of 22/10/20. Class teachers were very grateful of the support given to ensure that they had the skills necessary.</p> <p>Pupil Survey March 2021(KS2)</p>

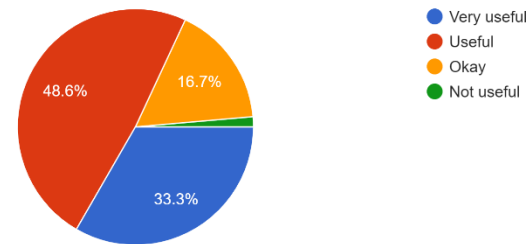
How much have you learned on Google Classroom?

71 responses



How useful have your teacher comments and feedback been?

72 responses



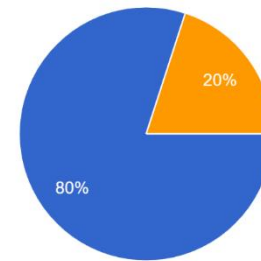
Ofsted Monitoring Visit March 2021:

'Leaders and those responsible for governance are taking effective action to provide education in the current circumstances. You have ensured that pupils have appropriate technology and support to access learning when at home. Such actions mean that all pupils are being provided with education either remotely or onsite. At the same time, you have continued to work on the areas identified for improvement at the previous section 5 inspection, such as reading.'

		<p>Data:</p> <p>Year 6 Outcomes Show some good progress from baseline</p> <p>Reading: ARE+ 85% GDS: 22% (Baseline: 66%)</p> <p>Writing: ARE+ 77% GDS: 11%</p> <p>Reading: ARE+ 70% GDS: 26% (Baseline: 66%)</p>
Priority 2: Targeted Academic Support	<p>Providing targeted intervention</p> <p>EEF: <i>'High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group intervention to address gaps. We can also anticipate that pupils with SEND will need specific support in the academic year ahead. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.'</i></p>	
	<p>What?</p>	<p>Monitoring & Review</p>
	<p>High quality intervention by well-qualified intervention teacher.</p> <p>High quality intervention by well-trained Teaching Assistants (ILI, Spelling Detectives, Maths Detectives, Comprehension, Maths, Talkboost)</p>	<p>A review of the base line assessments is demonstrating a clear need for a very large percentage of pupils in Years 3, 4 and 5. Working alongside the class teacher they planned alongside the class teacher to meet the specific needs of these pupils in English.</p> <p>Evidence:</p> <p>Intervention progress summary shows some pupils making good/remarkable progress. This analysis also show which interventions were less successful and which pupils made slow progress- this is informing Year 2 of our 'Education Recovery'.</p> <p>Pupil Survey:</p>

What did you feel about your daily English sessions?

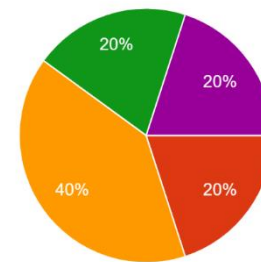
5 responses



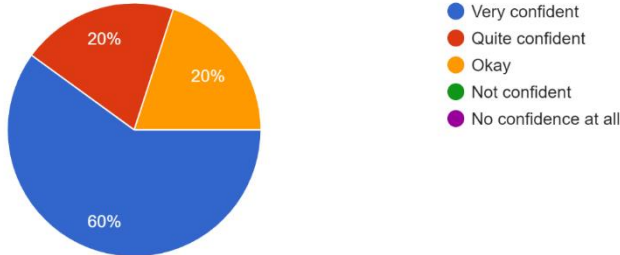
- I loved them
- They were okay
- I don't know
- I didn't enjoy it

Before you started these sessions, how confident were you in your learning?

5 responses



- Very confident
- Quite confident
- Okay
- Not confident
- No confidence at all

		<p>Now you have been taught by Mrs Collard, how confident are you feeling? 5 responses</p>  <table border="1"> <caption>Confidence Levels</caption> <thead> <tr> <th>Confidence Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very confident</td> <td>60%</td> </tr> <tr> <td>Quite confident</td> <td>20%</td> </tr> <tr> <td>Okay</td> <td>20%</td> </tr> <tr> <td>Not confident</td> <td>0%</td> </tr> <tr> <td>No confidence at all</td> <td>0%</td> </tr> </tbody> </table>	Confidence Level	Percentage	Very confident	60%	Quite confident	20%	Okay	20%	Not confident	0%	No confidence at all	0%
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Priority 3: Wider Strategies	<p>Supporting SEMH: EEF: <i>'A common misconception can be that pupils' wellbeing and social emotional learning is separate from their academic, curriculum-based learning. What opportunities are there to meaningfully combine SEL and the academic curriculum? How can we draw out the children's emotions in relation to their experiences?'</i></p>	
	<p>What?</p>	<p>Monitoring & Review</p>
	<p>Well-being Audit Tool' to be used to assess needs to be addressed in curriculum sessions. Also used to identify pupils who require further support E.g ELSA, Lego Therapy</p>	<ul style="list-style-type: none"> • <i>ELSA appointed and trained.</i> • <i>ELSA has undertaken Lego Therapy Training</i> • <i>LT used Well-Being Audit Tool to prioritise Interventions with ELSA and for talking interventions such as Talkboost.</i> • <i>Intervention progress summary shows significant impact of Lego Therapy and ELSA.</i>

- Attendance good. E.g:

	W34 17 May 21	W35 24 May 21	W36 7 Jun 21	W37 14 Jun 21	W38 21 Jun 21	W39 28 Jun 21	W40 5 Jul 21	W41 12 Jul 21
Pupils	146	146	146	146	146	146	146	146
School attendance	96.4%	98.1%	97.1%	97.3%	95.1%	95.6%	96.8%	94.2%
FFT national attendance	94.7%	93.9%	95.4%	93.4%	91.9%	88.9%	86.8%	83.9%
Difference	+1.7%	+4.2%	+1.7%	+3.9%	+3.1%	+6.7%	-10.1%	-10.2%

- Staff reported improvements in behaviour at playtimes, backed up by pupils:

How would you rate the behaviour of the children at playtimes now compared to behaviour before COVID (when classes had freedom to go to all areas and staffing was organised differently)?

44 responses

