

# COVID - 19 Costed Catch Up Strategy

2020 - 2021

| 1. Summary information |                        |                       |         |
|------------------------|------------------------|-----------------------|---------|
| School                 | Malvin's Close Academy | Total Catch Up budget | £31,928 |

| 2. Autumn 2020 Baseline Assessment - % of pupils at Age Related Expectations |         |             |      |
|--|---------|-------------|------|
|  | Reading | Mathematics | SPAG |
| Year 2   | 23%     | 33%         | 29%  |
| Year 3   | 27%     | 16%         | 27%  |
| Year 4   | 68%     | 58%         | 45%  |
| Year 5   | 69%     | 47%         | 45%  |
| Year 6   | 61%     | 41%         | 48%  |

| 3. Barriers to future attainment   |  |
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| The majority of pupils have not accessed school for over 5 months meaning that barriers to future attainment are significant. These include: |  |
| A.   | Basic skills in reading, writing, SPAG and mathematics may be significantly below age related expectations.  |
| B.   | Key elements of the curriculum in foundation stage subjects as well as science and RE have been missed.  |
| C.   | Widening gaps between pupils who have not been supported at home with learning and those who have.   |
| D.   | Pupils' mental health may have been significantly affected during due to the pandemic for a number of reasons such as bereavement, lack of socialisation, lack of routine. |
| E.   | Pupils' behaviour and ability to comply with school routines may have been adversely affected.   |
| F.   | Pupils' physical health may have been significantly affected during the pandemic due to lack of exercise and unhealthy food.   |
| G.   | Parents / carers may not send their children to school due to concerns over whether they will be exposed to COVID – 19.  |

| 4. Desired outcomes |  |   |
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|                     | <i>Desired outcomes</i>  | <i>Measure</i>  |
| A.                  | Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak. | Summer 2021 assessments compared with summer 2019 assessments.                            |
| B.                  | Core knowledge is prioritised for teaching in foundation stage subjects / RE and science.                                | Plans detail core knowledge that is being prioritised.                                    |
| C.                  | Pupils who are furthest behind their normal ability are prioritised for catch up.  | Catch up evident from autumn baseline 2020 assessment compared to summer 2021 assessment. |

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| <b>D.</b> | Pupils whose mental health has been affected during the pandemic are prioritised for support. | Boxhall profiles used to measure impact of support.                               |
| <b>E.</b> | Pupils quickly settle into school routines and adhere to the school behaviour policy.         | Observation of behaviour in school. Measure of incidents of disruptive behaviour. |
| <b>F.</b> | Pupils physical health improves.  | Observations of pupil's ability to complete physical activity                     |
| <b>G.</b> | Level of attendance improves to pre-COVID levels.   | Comparison of weekly and overall attendance with 2019 / 2018 levels.              |

| 5. Planned expenditure  |   |  |  |   |   |
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| Academic year   |   | 2021-2021  |  |   |   |
| The three headings below enable schools to demonstrate how they are using the Catch Up funding to catch up on lost learning or all, provide targeted support and support whole school strategies. |   |  |  |   |   |
| i. Quality of teaching for all  |   |  |  |   |   |
| Desired outcome   | Chosen action / approach  | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?  | Staff lead  | When will you review implementation?  |
| <b>A - Reading (phonics)</b><br>Pupils catch up basic skills in reading, to what they were prior to the COVID-19 outbreak.  | Mini LID Session (RWI)- Virtual classroom with every speed sound lesson<br>Set 1-3 with every sound you can use to teach pupils<br><br><b>Cost- £1150</b><br><br>Train staff, Parental area, Phonics area on the website<br><br>Extra phonics sessions included in KS1 timetables | Basic skills in reading, writing, SPAG and mathematics may be significantly below age related expectations EEF<br><br>Phonics- will prioritise the youngest children in school to ensure basic skills are developed.<br><br>To ensure gaps are filled and children embed early reading skills that will enable them to become competent and efficient readers.               | Staff training during directed time (AHT for phonics to monitor)<br><br>Google form for parents to identify parents who have undertaken the training.<br><br>Tutor to lead pm sessions for phonics with focus on Pupil premium and lower attaining children<br><br>Extra phonics sessions within the school timetables monitored by HOS and EHT. | Melissa Stonebanks<br><br><br><br><br><br><br><br><br>Jo Holmes and DebWard                                 | 14th October with Debbie Wilson RWI assessor<br><br>November 2020<br><br><br>Autumn 2 once tutor list is available<br><br>Every three weeks   |
| <b>A Reading</b><br>Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak   | Guided reading sessions. Development of a progressive reading scheme to allow targeted teaching   | Children haven't been in school for so long and have had limited access to books at home due to covid restrictions.<br><br>Lack of parental involvement during school closures.<br><br>To develop basic skills through a focused programme.  | Monitoring of STAR reading data/phonics dependent on age and need<br><br>Reading assessment data September, December, March, June<br><br>Learning walks and monitoring to show progress of pupils basic skills in reading  | Bethany Jones (KS2) Melissa Stonebanks (KS1)<br><br><br>Jo Homes/Deb Ward/Melissa Stonebanks/ Bethany Jones | Half termly (see assessment schedule)<br><br><br><a href="https://docs.google.com/document/d/1oZPuAZe0RwsM3TvJvBz19mlx8sZcyqR3lypET3vuVbE/edit">https://docs.google.com/document/d/1oZPuAZe0RwsM3TvJvBz19mlx8sZcyqR3lypET3vuVbE/edit</a>  |
| <b>A</b><br>Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak   | Basic skills fortnight to recap on prior learning from previous two year groups (EYFS for Year 1)<br><br>Curriculum adapted to incorporate lost learning from March - July 2020   | Children's data is below national expectation.<br><br>To ensure gaps are filled and children embed early reading/writing/maths skills that will give them the necessary skills to keep up not catch up with learning.<br><br>Assessment information from teacher assessment and assessment week 3 informing planning and additional sessions for tutors and learning mentors | To ensure teachers and teaching assistants are aware of all new updates to support a catch up programme. Staff meeting and directed time (writing 7.10.20 maths reasoning 4.11.20)<br><br>To ensure staff are delivering reading, writing and maths in line with the recovery curriculum. Monitoring schedule (                                  | Jo Holmes/Deb Ward/Melissa Stonebanks/ Rachel Campbell/Tony Irvine<br><br><br>Melissa Stonebanks/ Rachel    | Monitoring schedule<br><a href="https://docs.google.com/document/d/1jfl_Kz7_WTFlXZjcWQgMtUj7ipmHl6wTgyK8QxmhIRqQ/edit?ts=5f4ce514">https://docs.google.com/document/d/1jfl_Kz7_WTFlXZjcWQgMtUj7ipmHl6wTgyK8QxmhIRqQ/edit?ts=5f4ce514</a><br><br>Observation schedule<br><a href="https://docs.google.com/document/d/1oZPuAZe0">https://docs.google.com/document/d/1oZPuAZe0</a> |

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|   | <p>Adaptation of wider curriculum to slim down knowledge (more specific)</p> <p>Science adapted to allow for missed knowledge and units not covered in following year groups (July 2020 and shared with staff)</p>   |  | <p><a href="https://docs.google.com/document/d/1oZPuAZe0RwsM3TvJvBz19mlx8sZcyqR3lypET3yuVbE/edit">https://docs.google.com/document/d/1oZPuAZe0RwsM3TvJvBz19mlx8sZcyqR3lypET3yuVbE/edit</a> )</p> <p>Subject leader expectation (23.9.2020, 30.9.2020, 25.11.2020) including monitoring.</p> <p>Monitoring schedule<br/>-<a href="https://docs.google.com/document/d/1jflKz7_WTFIXZjcWOgMtUi7ipmHl6wTgvK8QxmhlRqQ/edit">https://docs.google.com/document/d/1jflKz7_WTFIXZjcWOgMtUi7ipmHl6wTgvK8QxmhlRqQ/edit</a></p> | <p>Campbell/<br/>Alison<br/>O'Halloran</p> <p>Jo Holmes</p> <p>Fel and Deb</p>  | <p><a href="https://docs.google.com/document/d/1oZPuAZe0RwsM3TvJvBz19mlx8sZcyqR3lypET3yuVbE/edit">RwsM3TvJvBz19mlx8sZcyqR3lypET3yuVbE/edit</a></p> <p>wb 28th September 2020</p> |
| <b>ALEX</b>   |  |  |   |   |  |
| <p><b>B</b><br/>Core knowledge is priorities for teaching in foundation stage subjects</p>                    | <p>Mini LID Session (RWI)- Virtual classroom with every speed sound lesson<br/>Set 1-3 with every sound you can use to teach pupils</p> <p><b>Cost- £1150</b></p> <p>Train staff</p> <p>Nuffield Early years language Intervention catch up programme<br/>Parental area<br/>Phonics area on the website<br/>Launchpad for learning <b>£400</b></p> | <p>Basic skills in reading, writing, SPAG and mathematics may be significantly below age related expectations.</p> <p>Phonics- will prioritise the youngest children in school to ensure basic skills are developed.</p> <p>To ensure gaps are filled and children embed early reading skills that will enable them to become competent and efficient readers.</p> | <p>Staff training during directed time (AHT for phonics to monitor)</p> <p>Google form for parents to identify parents who have undertaken the training.</p> <p>Tutor to lead pm sessions for phonics with focus on Pupil premium and lower attaining children</p> <p>Extra phonics sessions within the school timetables monitored by HOS and EHT.</p>   | <p>Alison<br/>O'Halloran/<br/>Deb Ward/<br/>Di Jeffries/ Jo<br/>Holmes</p>  | <p>14th October with Debbie Wilson RWI assessor</p> <p>November 2020</p> <p>Autumn 2 once tutor list is available</p> <p>Every three weeks</p>                                   |
| <p><b>B</b><br/>Core knowledge is prioritised for teaching in foundation stage subjects / RE and science.</p> | <p>Retrieval training and metacognition (09.09.2020)<br/>18/11/20- follow up</p>   | <p>Children struggle to retain knowledge/struggle to access learning in lessons.</p> <p>Memory activities and dual coding to promote retrieval. Lessons and classrooms promote daily practice.</p>   | <p>Staff survey responses<br/>Monitoring of planning on a half termly cycle<br/>Increased memory retrieval</p>  | <p>Jo Holmes/<br/>Alex Wood</p>   | <p>Autumn 2<br/>Half Termly</p>  |
| <p><b>C</b><br/>Pupils who are furthest behind their normal ability are prioritised for catch up.</p>         | <p>Rising Stars baseline assessments<br/>Reception baseline pilot<br/>Phonics screening<br/>AR assessments<br/>Times Tables Rockstars</p>  | <p>During Covid, children have had limited teaching at home due to remote learning/lack of parental support. Households haven't been able to access online learning.</p> <p>Children are significantly behind their peers.</p>   | <p>Planning monitoring to identify pitch of planning against the assessment data.</p> <p>Lesson observation, sampling, learning walks to focus on children who are significantly behind their peers and national expectations.</p>  | <p><b>Tony Irvine/</b><br/>Clare<br/>Sanders/ Anna<br/>Steele/<br/><b>Melissa</b><br/><b>Stonebanks/</b><br/>Bethany<br/>Jones/ Steph<br/>Rollinson</p> | <p>Weekly please see key diary dates</p> <p>Weekly please see key diary dates</p>  |

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|   |   | Targeted support during the day to develop basic skills in reading, writing and maths.   |  | SLT/ Jo Holmes/ Deb Ward   | Half termly (Autumn term)   |
| <b>C</b><br>Pupils who are furthest behind their normal ability are prioritised for catch up              | Number counts<br>Better Reading Partnership<br>Phonics parental engagement<br>AR reading home access<br>Fresh Start £600<br><br>Focus on Year 6 pupils  | Assessment from teachers and from assessment tests and tasks<br><br>Children's presentation when back in school to assess their mental wellbeing and ability to access learning. CPD Mental Wellbeing 1.9.2020 PDD   | TA's T Tutors and monitors trained in the programmes<br>Children timetable to access additional catch up programmes during Monday to Thursday pm sessions.<br><br>AR and phonics advertised to parents with support provided (socially distanced and face masks in small groups with the lead teacher)<br>CPOMs doc vault to track participation in on- line training for mental wellbeing CPD | External CPD<br>Internal CPD from staff already trained<br><br>Melissa Stonebanks/<br>Rachel Campbell/<br>Alison O'Halloran<br><br>Jo Holmes<br><br>Deb Ward | Assessment periods as denoted from the catch up programme.<br><br>Assessment schedule (Wise)<br>Monitoring schedule   |
| <b>D</b><br>Pupils whose mental health has been affected during the pandemic are prioritised for support. | PSHE Mental Health Day on 7th September following PSHE association scheme and using minded.org.uk.<br><br>Staff training 1/9/20 using government training module<br>Parental resources shared over social media<br>Follow up assemblies where needed<br><br>Teachers to flag concern pupils (following this session) to family team to identify necessary individual support<br><br>New nurture teacher to be appointed to support identified pupils<br><br>New assessment tool designed and peer | To enable children to access learning earlier and address potential trauma<br><br>To promote positive mental health following varied learning and conditions/experiences at home during covid cost £110 day supply cover for implementation and preparation<br><br>Boxes to focus on creative expression and positive mental health in support of those affected by Covid. | PSHE class books to gather class evidence<br><br>Google survey following the day for parents and pupil voice within school<br><br>Assessment tool to be used for children using the alternative provision.   | Helen Swinney/<br>Steph Rollinson/ Jo Holmes<br><br>Helen Swinney/ Jo Holmes<br><br>Hayley Carroll/<br>Rachel Quinn  | Pupil voice 8-10th September<br>Monitoring of floor books 8th-10th September<br><br>Survey 9th September analysed 11th and shared with family team for further support for parents/pupils<br><br>Autumn 1 profiles completed 9th-11th September) followed up Autumn 2 (December 11th) |

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|   | <p>reviewed. Tool designed to focus on our cohort and focuses on the family as a whole.</p> <p>35 Wellbeing boxes sourced through Holding Hearts CIC. These are to be distributed to those most in need in KS2.</p> <p>Zones of Regulation to be embedded in the alternative provision to help children to manage their feelings.</p>       |   |  |  |  |
| <p><b>E</b><br/>Pupils quickly settle into school routines and adhere to the school behaviour policy.</p> | <p>Behaviour assembly through Google</p> <p>Posters around school in child friendly terms for Covid behaviour</p> <p>Teachers will revise the school behaviour policy and expectations; rewards and sanctions, during the first and second week. Then periodically as required. Focus on positive behaviour and good learning attitudes</p> | <p>Behaviour chart data (positive)<br/>Phone class home, postcards, face to face (masks) positive feedback. Audit</p> <p>Sanctions reasons and impact of reflection time</p> <p>Parental meetings (virtually or socially distanced)</p> <p>Exclusions rates</p> <p>Feedback from tutors and mentors</p> | <p>Data collection weekly and rate of rewards</p> <p>Audit of positive feedback (admin, teachers, teaching assistants) log to be kept.</p> <p>Outcomes, plans and impact of the meeting on behaviour</p> <p>Governors and Wise and LA reporting</p> <p>Log</p> | <p>Alex Wood</p> <p>Steph Rollinson</p> <p>AHT</p> <p>Jo Holmes</p> <p>Deb Ward</p> <p>Admin</p>   | <p>Weekly</p>  |
| <p><b>F</b><br/>Pupils physical health improves</p>   | <p>To introduce OPAL to improve behaviour at playtimes and lunchtimes and improve physical health.</p> <p>Real PE- focussed on using sports for the areas of- personal, cognitive, social and creative</p>  | <p>Physical activity will increase. Children will access the space provided by school and develop their well being and mental state.</p>  | <p>Pupil voice before and after introduction of OPAL</p> <p>Lesson learning walks and pupil voices with subject leader</p> <p>Lesson learning walks and pupil voices with subject leader</p>   | <p>Alex Wood/<br/>Nicola Buckle</p> <p>Nicola Buckle/ Jo Holmes/ Deb Ward</p> <p>Nicola Buckle</p> | <p>Pupil voice before 28/9/20<br/>Mid way- Feb 21<br/>End Year July 21</p> <p>5/10/20, 25/1/20, 8/3/21, 22/3/21, 12/7/21</p> <p><b>Every three weeks</b></p> |

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|   | <p>School Sports Partnership TEacher once a week with the older pupils</p> <p>PSHE day 19/10/20 focussing physical health and safety with a strong focus on need for exercise, sleep and healthy eating. Resources shared with parents to promote healthy lifestyles at home</p>  | <p>Pupils physical health will improve- sleep, exercise and diets</p>  | <p>PSHE class books to gather class evidence</p> <p>Google survey following the day for parents and pupil voice within school</p>   | <p>Elenoar Zoryk</p> <p>Elenoar Zoryk</p>  | <p>Monitor 22/10/20</p> <p>Send ou 20/10/20 analyse results 26/10/20t</p>  |
| <p><b>G</b><br/>Level of attendance improves to pre-COVID levels.</p>   | <p>Attendance/lateness- PAs Education Welfare Officer to monitor Persistent Absentees daily and complete home visits to increase attendance Attendance rewards to be weekly, half termly and termly to increase attendance Support from family team with struggling families either with absence or lateness</p> <p><a href="https://docs.google.com/document/d/16e7HvIAb-2nvoGwiCSJjExLxdH_DHxjpF1wyxMdl4A/edit">https://docs.google.com/document/d/16e7HvIAb-2nvoGwiCSJjExLxdH_DHxjpF1wyxMdl4A/edit</a></p> | <p>Parents and carers may not send their children to school due to concerns over whether the will be expose to Covid-19</p> <p>Pupils may not want to attend having been off school for up to 6 months</p> <p>Lateness as children are used to getting up much later</p> | <p>Daily register check for PA pupils then followed up by EWO</p> <p>Vulnerable check for attendance completed by family team</p> <p>Lateness to be checked by EWO/targeted pupils (family team)</p> <p>Survey following targeted support</p> | <p>Gillian Doyle</p> <p>Gillian Doyle/Lesley Felgate</p> <p>Gillian Doyle/Lesley Felgate/ Julie Ekocha</p> <p>Lesley Felgate/ Julie Ekocha</p> | <p>Daily</p> <p>Daily</p> <p>Daily</p> <p>Following support</p> <p>Attendance meetings regularity include in attendance strategy:</p> <p><a href="https://docs.google.com/document/d/16e7HvIAb-2nvoGwiCSJjExLxdH_DHxjpF1wyxMdl4A/edit">https://docs.google.com/document/d/16e7HvIAb-2nvoGwiCSJjExLxdH_DHxjpF1wyxMdl4A/edit</a></p> |
| <b>Total budgeted cost</b>  |   |  |   |  | £2260  |
| <b>ii. Targeted support</b>   |   |  |   |  |  |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>   | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>  | <b>When will you review implementation?</b>  |
| <p><b>A</b><br/>Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak</p> | <p>Appoint tutors from the National Tutoring Programme to support targeted pupils in Year 6 and Year 2. Tutors will follow selected programmes (see below)</p>  | <p>Y6 and Y2 Pupil premium, Low ability and Free school meals children are the focus for catch up tutoring. There will be other children included based on data requirements and this will prevent children feeling stigmatised.</p>                                     | <p>Sessions will 30-60 mins No more than 3:1 or 6:1 in exceptional circumstances. The groups will have similar attainment levels</p>  | <p>Jo Holmes</p>   | <p>Baseline completed week3. Review after 12 weeks of tutoring with a follow up assessment</p>   |

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|   | Cost=£5,500 x2 (difference of £27,500 to claim back from DfE)  |  | <p>1:1 tutoring will be provided for children in the alternative provision if identified as fitting the criteria</p> <p>The tutoring will be in specified blocks and intervention timed eg Fresh Start</p> <p>Careful communication with parents explaining why their child has been chosen for tutoring and the positive benefits of it</p> <p>Breakfast club and afternoons will be used for tutoring predominantly.</p> <p>Tutoring will be clearly timetables so that the tuition can be taught consistently and must not be in the same lessons. It cannot be during speech and language</p> <p>Teacher and tutor plan together and plans and focus on communicating with parents.</p> <p>Teacher turo parents weekly communication and class lessons support the tutors assessment of net steps and reinforcement</p> <p>Blocks of tuition planning :- what, when, feedback and planning, homework/home learning.</p> <p>Monitoring of attendance to evaluate the impact of attendance on intervention.</p> <p>Monitoring of the tutors work with the children, observation, books, data, pupil voice, teacher voice.</p> |   |  |
| <b>A</b><br>Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak | Number counts<br>First Class at Number<br>Fresh Start (English)<br>3rd Space<br>Better reading programme   | Basic skills in reading, writing, SPAG and mathematics may be significantly below age related expectations EEF<br><br>Assessment data that may require further more individualized assessments | Targeted support for children They made an average Reading Age gain of 12 months in only 3 month. Average Comprehension Age gain of 10 months. Every pupil showed more interest and confidence in reading.<br>Monitoring schedule<br>Pupil voice<br>Reading age improvement.  | Trained teachers TA's<br>Tutors and mentors   | ASAP<br>Baseline assessment at the beginning of the programme and end assessment for impact. |
| <b>C</b><br>Pupils who are furthest behind their normal ability are prioritised for catch up  | Subject -specific work with small groups (pm)<br>1:1 subject -specific work in lessons (am)<br>Revision lessons (after school)<br>Additional support for those shielding or not in school<br>Literacy and numeracy<br><br>Dyslexia screening and Sandwell screening on | Basic skills in reading, writing, SPAG and mathematics may be significantly below age related expectations EEF   | Teach First student additional funding direct from Government<br><b>Cost to be confirmed=£19,000 x2</b><br>Teach First Academic Mentors<br><br>SLT monitoring of provision and progress using selected baseline and subsequent assessment data  | Melissa Stonebanks,<br>Bethany Jones, Steph Rollinson,<br>Claire Sanders, Anna Steele | Half termly  |

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|   | identified pupils to support with targeted support  |   |  |   |  |
| <b>C</b><br>Pupils who are furthest behind their normal ability are prioritised for catch up              | Subject -specific work with small groups (pm)<br>1:1 subject -specific work in lessons (am)<br>Revision lessons (after school)<br>Additional support for those shielding or not in school<br>Literacy and numeracy<br><br>Dyslexia screening and Sandwell screening on identified pupils to support with targeted support | Basic skills in reading, writing, SPAG and mathematics may be significantly below age related expectations EEF  | Mid range supply teacher for x15 weeks at £450/week <b>£6750</b> to release teachers to target groups<br><br>SLT monitoring of provision and progress using selected baseline and subsequent assessment data   | Melissa Stonebanks, Bethany Jones, Steph Rollinson, Claire Sanders, Anna Steele                   | <b>Every three weeks</b>   |
| <b>C</b><br>EYFS pupils who are furthest behind their normal ability are prioritised for catch up.        | Nuffield Early years language Intervention catch up programme<br><b>Cost=400</b>  | Baseline assessment<br>Children's attainment through observation<br>Regression using Launchpad for Learning and development Matters   | EYFS monitoring and observation<br>Tracking of children identified as needing the early years language intervention through the assessment tool  | Deb Ward<br>Di Jeffries<br>Alison O'Halloran  | Every three weeks<br>Monitoring schedule (Key Diary Dates)   |
| <b>D</b><br>Pupils whose mental health has been affected during the pandemic are prioritised for support. | Drawing and Talking therapy<br>Lego therapy<br>Holding Hands (bereavement)<br><b>Costs=£5500</b>  | CPOMs audit<br>Cause for concern forms<br>Parental concerns<br>Children's self referral<br>Changes in behaviour/presentation  | Pupil Voice is positive<br>Behaviour improves and the child is happier<br>Learning attitudes and behaviour improve (teacher audit and reduction of CPOMs entry)<br>Sessions will be SMART using targets and measurements such as Boxhall profiles, SDQ's, parent and child voice where appropriate.<br>Improvement in academic work.<br>Improvement in attendance/punctuality. | Hollie Rankin<br>Alex Wood<br>Rachel Campbell<br>Lesley Felgate<br>Hayley Carroll<br>Rachel Quinn | Weekly in Family Team meetings using up to date information from staff, parents and the children themselves.   |
| <b>E</b><br>Pupils quickly settle into school routines and adhere to the school behaviour policy.         | Wise Blyth behaviour assessment<br>Behaviour mentor who checks in with them daily and implements individualised strategies<br>Semi-structured interviews to support behaviour for learning  | Routines and strategies will have been lost/unused during home learning.<br><br>Children to be supported with school rules and ensure school behaviour policy is adhered too. e.g moving around school, social interaction, playing together in the yard. | Follow up of Wise Blyth Behavior assessment o look at strategies implement and tweak as needed<br><br>Reduction in internal/external exclusions<br><br>Pupil/staff voice related to behaviour  | Alex Wood Jo Holmes Steph Rollinson Rachel Quinn  | Implemented by 15th September once pupils identified Half termly follow up (last week of each half term)<br><br>Data reviewed at the end of each half term<br><br>Pupil interviews at end of each half term (and additional if needed) |
| <b>F</b><br>Pupils physical health improves   | Targeted sports extra curricular for children identified as being affected most significantly during Covid .  | Children who present as overweight in comparison to before Covid<br>Children whose parents have express concern about their physical health   | Use of SSP<br>Nicola Buckle Teachers and Teaching assistants to run extra curricular classes<br>External providers (once Covid restrictions allow)   | Family team<br><br>Nicola Buckle  | ASAP   |

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|   | Use Facebook to share ideas for exercise and activities to do at home  | Children who ask for support with their health or their weight  | Children can sustain physical activity for longer periods of time<br>Higher number of children attend sports based extra curricular clubs  |  |  |
| <b>G</b><br>Level of attendance improves to pre-COVID levels.   | Attendance/lateness- PAs Education Welfare Officer to monitor Persistent Absentees daily and complete home visits to increase attendance<br>Attendance rewards to be weekly, half termly and termly to increase attendance<br>Support from family team with struggling families either with absence or lateness<br><br><a href="https://docs.google.com/document/d/16e7HvIAb-2nvoGwiCSJjExLxdH_DHxipF1wyxMdl4A/edit">https://docs.google.com/document/d/16e7HvIAb-2nvoGwiCSJjExLxdH_DHxipF1wyxMdl4A/edit</a> | Parents and carers may not send their children to school due to concerns over whether they will be exposed to Covid-19<br><br>Pupils may not want to attend having been off school for up to 6 months<br><br>Lateness as children are used to getting up much later | Daily register check for PA pupils then followed up by EWO<br><br>Vulnerable check for attendance completed by family team<br><br>Lateness to be checked by EWO/targeted pupils (family team)<br><br>Survey following targeted support | Gillian Doyle<br><br>Gillian then gives data to FT<br><br>Gillian, Julie EKOCHA and FT<br><br>FT | Daily<br><br>Daily<br><br>Daily<br><br>Following support<br><br>Attendance meetings regularly include in attendance strategy:<br><br><a href="https://docs.google.com/document/d/16e7HvIAb-2nvoGwiCSJjExLxdH_DHxipF1wyxMdl4A/edit">https://docs.google.com/document/d/16e7HvIAb-2nvoGwiCSJjExLxdH_DHxipF1wyxMdl4A/edit</a> |
| SEND<br><b>A</b> Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak<br><br><b>C</b> Pupils who are furthest behind their normal ability are prioritised for catch up | For EHCP pupils specific strategies have been developed to support pupils with individual needs and interventions. Document to be shared with all staff with expectations within lessons<br>Adaptations made for pupils within lessons to allow catch up.<br><br>External professionals alerted to children most in need of support during the planning meetings in week 3.<br><br>SNAP profiles completed<br><br>Speech and language priority pupils identified following assessments by teachers           | Children working from home have had limited support from experienced teaching staff due to remote learning.<br><br>Support children with individual plans and accelerate learning through carefully thought out plans/support.                                      | Pupil profile books to show swift progress made for targets  | Corrin Watson,<br>Rachel Quinn   | Input from external professionals measured at the end of their input   |
| <b>C</b> Pupils who are furthest behind their normal ability are prioritised for catch up   | All KS2 children to be screened for dyslexia using the GL assessment (£330)<br><br>Report will be produced highlighting specific Literacy strengths and weaknesses.  | Enable staff to differentiate between those with SPLD and those who are behind ARE due to missing a long period of school.<br><br>Targeted support can be given to improve specific areas of literacy.  | All KS2 children to be screened in small groups in Autumn Term   | Jo Holmes, Corrin Watson,<br>Keren Wood,<br>Aimee Alderson,<br>Rachel Quinn                      | As each group is screened, reports will be generated, filtered and shared with class teachers and TAs  |

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|  | <p>Those identified as needing further support will have a dyslexia profile completed to give a diagnosis where appropriate</p> <p>TA working hours to be altered to allow for more time for targeted group work. Breakfast club supervisor to be employed to enable this <b>£3988</b></p> | Support children with individual needs specific to their areas of strength and weakness |  |  |  |
|--|--|---|--|--|--|

**Total budgeted cost**

£10,748

### iii. Other approaches

| Desired outcome   | Chosen action/approach   | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?  | Staff lead   | When will you review implementation?  |
|---|--|---|--|--|---|
| <p><b>D</b><br/>Pupils with mental health has been affected during the pandemic are prioritised for support</p> | <p>Mental Health lead from Government training<br/>PPP parenting courses<br/>Referral to outside agencies where appropriate<br/>Lego therapy where needed<br/>Drawing and Talking work to be completed<br/>Work with parents around their own mental health and how to support their child's - where appropriate.<br/>One to one short term counselling sessions focussing on coping strategies (if required while waiting for another service)<br/>Holding Hearts boxes to be allocated to certain children who are struggling in order to support their mental health.<br/>Information to be shared with all parents on how best to support their child's mental health.<br/>Lunch time Nurture groups to be held.</p> | <p>CPOMs audit<br/>Cause for concern forms<br/>Parental concerns<br/>Children's self referral<br/>Changes in behaviour/presentation</p> | <p>Pupil Voice is positive<br/>Behaviour improves and the child is happier<br/>Learning attitudes and behaviour improve (teacher audit and reduction of CPOMs entry)<br/>Sessions will be SMART using targets and measurements such as Boxhall profiles, SDQ's, parent and child voice where appropriate.<br/>Improvement in academic work.<br/>Improvement in attendance/punctuality.</p> | <p>Hollie Rankin<br/>Alex Wood<br/>AHT's<br/>Lesley Felgate<br/>Hayley Carroll</p> | <p>Weekly in Family Team meetings using up to date information from staff, parents and the children themselves.</p> |

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|--|--|--|--|--|---|
| <p><b>H</b><br/>Level of parental engagement increases</p> | <p>Learning projects for parents using Facebook whilst parents can't come on site due to Covid health and safety, followed by workshops in schools</p> <p>Use of Evidence Me in EYFS to share learning ideas and strategies</p> <p>Use of google forms to quickly engage parents with school issues and to gather opinions</p> <p>Develop new facebook group to allow us to upload documents and files to Facebook pages</p> <p>Develop a new parent friendly website with a google translate button to enable EAL parents to access all information<br/>=£250</p> | <p>To get parents more involved/engaged with how children learn in school.</p> <p>To get parents more involved in home learning<br/>=£2,000 engagement (rewards)</p> <p>Photos of learning projects shared with parents</p> <p>Share regular information with parents particular in relation to mental and physical health (see above)</p> | <p>Directive to teachers to add photographs and comments to the learning platform, weekly.</p>   | <p>Jo Holmes<br/>Teachers</p> <p>Jo Holmes</p> <p>DebWard<br/>David<br/>Gardener</p> |   |
| <p><b>H</b><br/>Level of parental engagement increases</p> | <p>Citizens advice bureau to be set up (at Morpeth Road)<br/>A member of the family team to be trained during the Autumn term Danielle</p> <p>Food bank and clothes bank based at school with regular signposting on social media to the local food bank</p>   | <p>Support for parents following difficulties faced before/during and after covid</p> <p>Housing and financial advice</p> <p>Basic law support</p> <p>Following from the start of lockdown, we had increased requests for food and clothes parcels. Requests put into food bank on a weekly basis to support families</p>                  | <p>Parental surveys in regards to the support</p> <p>Parents are in crisis for less time<br/>Parents able to access the full range of support agencies</p> <p>Parents supported with basic advice for matters in law</p> <p>Canvass parents for need of food and also the use of the vulnerable request text line use.</p> | <p>Lesley Felgate<br/>Hollie Rankin</p> <p>Deb Ward</p> <p>Lesley Felgate</p>        | <p>Family team meetings and requests and support given record on CPOms.</p> <p>Log of use</p> |
| <b>Total budgeted cost</b>                                 |  |  |  |  | <p>£31,928<br/>£59,318 (£27,500 to be claimed from DfE)</p>                                   |

**6. Summer 2021 Assessment - % of pupils at Age Related Expectations**

|        | Reading | Mathematics | SPAG |
|--------|---------|-------------|------|
| Year 2 |         |             |      |
| Year 3 |         |             |      |
| Year 4 |         |             |      |
| Year 5 |         |             |      |
| Year 6 |         |             |      |