

SUMMARY INFORMATION

Total number of pupils:	KM - 86 SNWT - 33	Amount of catch-up premium received per pupil:	£80 per pupil
Total catch-up premium budget:	KM - £6,803 SNWT - £2.806	Additional funding allocated from school's budget:	KM £ 11,564 SNWT £ 10.341

STRATEGY STATEMENT – SEPT 2020– JULY 2022

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Our COVID-19 response is a plan that has been out in place to support our children after the closure of school twice due to COVID-19.

It aims to address as far as possible, any issues that children and families may have faced on return to school and the impact of these on our children's mental and physical wellbeing and their education.

It recognises that all families have had very different experiences throughout lock down.

It should also celebrate the fact that many of our children and families, whilst facing different and challenging circumstances, may have also had very positive experiences during COVID and our language around this should always respect and reflect this.

We see our children as a generation who have had to adapt, built resilience and deal with ever changing circumstances. They have responded with creativity, love, kindness, patience, peace and compassion for others. They have shown us how to live out our Christian values and our school vision in our community through this time and this is something that should be celebrated. These qualities will serve them well as they continue their education and throughout their lives. Our children have continued to thrive in many ways and we are proud of them all.

Our role now is to meet our children where they are and ensure that they are well supported. To assess their academic attainment and progress and their and social and emotional mental health then provide the necessary adaptations in school to ensure that we understand what they need now to continue to succeed and ensure this is in place through a carefully planned curriculum and curriculum recovery plan, in both the short and long term.

SCHOOL PRIORITIES

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Our school long term priorities:

1. Mental health and wellbeing are good.
2. Physical fitness is improved.
3. A broad, balanced and cohesive curriculum is still offered.
4. A short and long-term curriculum recovery plan is in place to ensure our children do not have gaps in learning which may impact on their future successes.
5. Enrichment experiences, cultural capital, visitors in, visits out, forest school, variety of clubs, swimming, being social able, playing with peers, working in groups, residential, competitions are available to our children as this in one area where all our families have been unable to access. School recognises that these are vital to development of language and vocabulary, well-being and cultural capital.
6. Our SEN and vulnerable children make good progress.
7. Our attendance is good.

Core approaches:

1. All vulnerable and SEN children were offered full time places in school during both school closures. This resulted in over 60% attendance at both schools.
2. Careful monitoring of SEMH, strong nurture provision and increased timetabling of PSHE curriculum both during lockdown and on return.
3. Increased opportunities for physical activity throughout the school day.
4. Rigorous assessment to identify gaps and under achievement.
5. Curriculum recovery plan in place to address these that:
 - Quality first curriculum implementation and teaching throughout their time in school using a cognitive science approach– long term approach.
 - Whole school timetabling weighting for English and Maths
 - Three-tiered approach to plugging curriculum gaps in the short term - whole school and small group approaches for similar groups of children and a bespoke approach for our more vulnerable or SEN children where needed,

SCHOOL PRIORITIES

OVERALL AIM

Overall aim of our catch-up premium strategy:

- To reduce the attainment gap between our disadvantaged pupils and their peers
- To raise the attainment of all pupils and recover any curriculum gaps created by COVID-19 school closures

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Lower than average attainment in writing, reading and maths due to lock down
B	Mixed age classes with high levels of need
C	Gaps in curriculum coverage

ADDITIONAL BARRIERS

External barriers:

D	Poor attendance for a small number of children
E	Lack of support at home from a small cohort of families
F	

Planned expenditure for current academic year September 2020 – July 2021

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Robust assessment of academic and SEMH needs on return.</p>	<p>Smooth transition back to school for all pupils Clarity for teachers as each to child's social and emotional health and wellbeing. Any needs identified and pathway planned to address this. Robust assessment of core subjects in place. Clear baseline in place to demonstrate attainment and progress through the year.</p>	<p>EEF guidance https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf</p> <p>EEF guidance https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf</p> <p>White rose curriculum advice.</p> <p>EEF toolkit PSHE curriculum +3 rating</p>	<p>Timetabled assessment cycles. Pupil Progress meetings each term. Additional monitoring of vulnerable and SEN and reviews.</p>	<p>ST BW/LM/EO</p>	<p>Formally each term for all children. Vulnerable/SEN constant</p>
<p>Three-tiered approach to recovery curriculum. (White rose approach to recovery curriculum Maths). PSHE EEF +3 Review of timetabling/weighting of subjects alongside this.</p>	<p>Three-tiered approach for English and Maths planned to recover the curriculum over the short and long term. Any barriers to future attainment identified and addressed in the three-tiered approach and fed into the SDP in the longer term. Timetables adjusted to reflect these approaches and barriers.</p>	<p>Cognitive science curriculum implementation – Mary Myatt</p> <p>School diagnostic assessment shows that progress in writing was significantly slower than other subjects during remote learning.</p> <p>EEF toolkit Reduce class sizes +3 Mixed age classes make curriculum recovery even more challenging Reducing to single or two year, groups, in vulnerable classes will allow more support from the class teacher for live feedback (EEF toolkit +8) and class teacher intervention and support.</p>	<p>October planning day for SENCOs and SLT October planning time – all teachers at PP meetings Staff meetings x 3 Autumn 2020 April CPD day to review and adjust in light of new assessment.</p>	<p>ST BW/JG EO/LM</p>	<p>December 2020 April 2021 July 2021</p>

<p>Longer term projects: Jane Considine writing training project. 2021 - 2022</p> <p>Proposed class restructure – 1 year recovery program. 2021 - 202</p>	<p>Writing barriers to learning identified</p> <p>Quality first teaching and curriculum implementation approach.</p>		<p>BW training Summer/Autumn term 2021 All staff Autumn term 2021</p> <p>Proposed Sept 2021 To be agree at May budget meeting</p>	<p>BW</p> <p>ST</p>	<p>December 2021</p> <p>May budget meeting December 2021</p>
<p>Total budgeted cost:</p>					<p>KM - £1500 + £6500 SN £6500+ £1500</p>

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Rapid phonics intervention program and individual phonics intervention.</p> <p>Rapid reading intervention 20% vulnerable reader program</p>		<p>Phonics tracker: KS1 And EYFS SNWT - 09/ 2021 45% children KM – 09/2021 – 44% children below ARE in phonics EEF toolkit 6+</p> <p>Reading tracking: YR1-6 SNWT - 09/2021 46 % children KM - 09/2021 – 59% Children . below ARE in reading EEF toolkit +4+ reading intervention and daily reading +6</p> <p>Ofsted guidance on reading</p> <p>Ofsted guidance on reading</p>	<p>Planned for by subject lead. Monitored by SL each term Reviewed by subject leads</p> <p>Planned for by subject lead. Monitored by subject lead. Reviewed by subject lead</p>	<p>BW, GP and HC</p> <p>BW</p>	<p>July 2021 Ongoing each term</p> <p>July 2021 Ongoing each term</p>

					Total budgeted cost:	SNWT £2341 KM £2423 + £122
Other approaches						

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
All SEN and vulnerable in school	All vulnerable and SEN children accept a place at school and attend full time in lockdown.	DFE guidance	Use the SEN and vulnerable register. Review weekly at staff meeting and identify any families/children who may be in need.	BW/ST/LM/EO	Weekly
Nurture support	Any children who are identified to be vulnerable for SEMH have an identified time with an adult 1-1 each week/day as applicable; have a place at breakfast club and in some cases after school club for additional support.	EEF guidance – wider strategies https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf	KM – Pastoral support officer working alongside PP and vulnerable children. SEMH checks and baseline to target children and progress. SNWT – teachers and TAs to support.	BW/ST/LM/EO	Termly PP meetings IPM meetings Ongoing discussion
Behaviour policy +3 EEF	New behaviour policy is well embedded and positive behaviours are demonstrated.	EEF toolkit guidance +3	Robust staff CPD Staff meeting x 6 2020 – 2021 CPD day 2020 to set vision and policy Different focus on policy each term to develop and embed 2021 – 2022 Monitoring informally and formal monitoring	ST	Termly
Marking and feedback policy	Changes are further developed. Live feedback improved so further progress is made in lessons.	EEF toolkit guidance +6	CPD Continue to review and develop our policy with reference to live feedback and questioning.	EO	Termly
Increased physical fitness	Fitness levels are increased on return to school after lock downs.	DFE good practice 30 mins physical activity a day.	Baseline and end point data. PE subject leads to monitor and collate	AH and DA	Year end ¹
Total budgeted cost:					No cost

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Transition from Remote to Face to Face Education 22nd February – 25th March

Week Beginning	Pastoral Focus / Behaviours for learning	Academic Focus	Assessment for Learning	SLT
Lockdown return 22nd February onwards	<p>Focus on positives of being back. Identify any children who might be apprehensive and have a 1-1 with them.</p> <p>Remind children importance of coming back.</p> <p>Discuss and remind them of differences, preparing them for expectations, routines of face to face learning.</p> <p>All SEN/Vulnerable 1-1s</p>	<p>Continue with planned sequences delivered remotely.</p>	<p>Ongoing teacher assessment during live contact and assessment of submitted work. Only R or A to be used, not green, as unsure of how much adult support provided.</p> <p>Pupil voice questionnaire about return to school</p> <p>Parent questionnaire about return to school.</p>	
8th March – Until Easter	<p>Welcome and settle.</p> <p>Routines of each daily including COVID protocols.</p> <p>Behaviour for learning expectations. Re-establish the vision and values and behaviour system/blue print</p> <p>Nurture check in with all vulnerable and SEN 1-1 - CT to record and refer any children they are concerned about SEMH to SLT and SENCo.</p> <p>Outside agency involved if necessary</p> <p>Attendance monitored closely.</p> <p>Embed zones of regulation in class - both schools</p> <p>Pastoral support TA using sat KM for</p>	<p>Follow curriculum plans as normal but block. Time to be allocated to SEMH as necessary.</p>	<p>Whole school assessment – light touch not normal ‘test conditions’ small groups and over a three-week period.</p> <p>English Read/Writing</p> <p>KS1 and LKS2 listen to all readers.</p> <p>Update phonics tracker.</p> <p>Writing assessment</p> <p>PIRA</p> <p>AFL from remote</p> <p>Maths</p> <p>Use AFL from remote</p> <p>PUMA</p>	

	<p>nurture and in class support</p> <p>Timetable reflects additional time for PSHE/nurture daily</p> <p>Timetable to allow time activities such as forest school drama, circle time to allow re-establish friendships and class community</p> <p>Reintroduction of fit for 10 x 2 a day and the daily mile.</p> <p>Use of outside agencies such as EH</p> <p>Breakfast club free to all PP and some SEN and SEMH vulnerable children with opportunities to prepare for the day, complete homework and access nurture time. Both schools</p> <p>PP children and red/amber children invited to homework club at SN.</p> <p>PP at both schools offered all clubs for free</p> <p>Wide range of clubs for enrichment and mental health for all children.</p>		<p>Mental health and wellbeing</p> <p>Staff observations</p> <p>1-1 with vulnerable and SEN</p> <p>1-1 Return to school Q</p> <p>Parent referrals</p> <p>Outside agency joint working</p>	
<p>Easter Term</p>	<p>Continue all actions above</p>	<p>Implement road maps – yellow and blue actions.</p> <p>As above also</p> <p>Trial blocking and pre and post assessment</p>	<p>Whole school assessment –</p> <p>English Read/Writing</p> <p>KS1 and LKS2 listen to all readers.</p>	<p>New writing assessment rolled out –targets set from this.</p> <p>BW and JG to produce a timetable of assessment and a list of actions up until</p>

		Coverage plans in place	<p>Update phonics tracker. Writing assessment PIRA AFL</p> <p>Maths AFL PUMA</p> <p>Mental health and wellbeing Staff observations 1-2 with vulnerable and SEN 1-2 Return to school Q</p> <p>Parent referrals Outside agency joint working Pupil progress meetings</p>	<p>Summer regarding COVID catch up plan. (April 2021) Do PIRA. PUMA, Phonics, Writing assessment. SL to analyse and check that phase 1 is still relevant and tweak as necessary and prepare report from governors as start points.(April 2021) ST whole school tracker. (April 2021) Monitoring to include a meeting with class teachers and discussion around the CRP in place and SL directives around this. (April 2021) Reading assessment rolled out in Summer 2. Monitoring in class as normal – English and Maths (June 2021) Three year action plan in place from BW and JG, including CRP ready for (July 2021)</p>
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