

1. Summary information			
School	Morpeth Road Primary Academy	Total Catch Up budget	£29,040

2. Autumn 2020 Baseline Assessment - % of pupils at Age Related Expectations ( data to be added week of 28th September)			
	Reading	Mathematics	SPAG
Year 2	17%	35%	13%
Year 3	22%	16%	24%
Year 4	39%	29%	30%
Year 5	64%	57%	53%
Year 6	63%	36%	43%

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

**5. Planned expenditure**

Academic year		2020-2021			
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?
<p><b>A - Reading (phonics)</b> Pupils catch up basic skills in reading, to what they were prior to the COVID-19 outbreak.</p>	<p>Mini LID Session (RWI)- Virtual classroom with every speed sound lesson Set 1-3 with every sound you can use to teach pupils</p> <p><b>Cost- £1150</b></p> <p>Train staff, Parental area, Phonics area on the website</p> <p>Extra phonics sessions included in KS1 timetables</p>	<p>Basic skills in reading, writing, SPAG and mathematics may be significantly below age related expectations EEF</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>Laura Locking</p> <p>Felicity and Deb</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>A Reading</b> Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak</p>	<p>Guided reading sessions. Development of a progressive reading scheme to allow targeted teaching</p>	<p>Children haven't been in school for so long and have had limited access to books at home due to covid restrictions.</p> <p>Lack of parental involvement during school closures.</p> <p>To develop basic skills through a focused programme.</p>	<p>Monitoring of STAR reading data/phonics dependent on age and need</p> <p>Reading assessment data September, December, March, June</p> <p>Learning walks and monitoring to show progress of pupils basic skills in reading</p>	<p>Laura Locking</p> <p>Felicity/Deb/Laura Locking</p>	<p>Half termly (see assessment schedule)</p> <p><a href="https://docs.google.com/document/d/1oZPuAZe0RwsM3TvJvBz19mIx8sZcyqR3lypET3vuVbE/edit">https://docs.google.com/document/d/1oZPuAZe0RwsM3TvJvBz19mIx8sZcyqR3lypET3vuVbE/edit</a></p>
<p><b>A:</b> Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak.</p> <p><b>C:</b> Pupils who are furthest behind their normal ability are prioritised for catch up.</p>	<p>Additional Y6 Teacher to allow us to split the classes into three in the morning (smaller classes therefore more individualised support) in the afternoon the class teacher will take smaller groups for tutoring and interventions</p>	<p>With smaller groups in each classroom Y6 can provide more personalised and targeted Quality First Teaching and feedback to assist pupil catch up. (EEF strategy, moderate impact measured to date)</p> <p>With an additional teacher - targeted tutoring can take place each afternoon to plug any gaps in learning (EEF approved strategy moderate impact measured to date) .</p> <p>Experienced class teachers to undertake booster and interventions in the afternoon as they are best placed to accelerate learning</p>	<p>Regular Y6 meetings held to talk about specific children, their barriers and next step actions to secure swift catch up</p> <p>Y6 team PPA together weekly to plan, target and secure rapid progress.</p> <p>Regular data capture and team analysis for gaps and adjust planning/ lesson content and targeted interventions accordingly.</p>	<p>Felicity Randell</p> <p>Rebecca Killinger</p>	<p>December 2020</p> <p>February 2021</p> <p>April 2021</p> <p>July 2021</p>
<p><b>A</b> Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak</p>	<p>Basic skills fortnight to recap on prior learning from previous two year groups (EYFS for Year 1)</p>	<p>Children's data is below national expectation.</p> <p>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.</p>	<p>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)</p>	<p>Fel, Deb, Alex and Tony</p>	<p>Monitoring schedule <a href="https://docs.google.com/document/d/1jfl_Kz7_WTFlXZicWOgMitUi7ipmHl6wTgvK8QxmhlRqQ/edit?ts=5f4ce514">https://docs.google.com/document/d/1jfl_Kz7_WTFlXZicWOgMitUi7ipmHl6wTgvK8QxmhlRqQ/edit?ts=5f4ce514</a></p>

	<p>Curriculum adapted to incorporate lost learning from March - July 2020</p> <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>Assessment information from teacher assessment and assessment week 4 informing planning and additional sessions for tutors and learning mentors</p>	<p>To ensure staff are delivering reading, writing and maths in line with the recovery curriculum. Monitoring schedule ( <a href="https://docs.google.com/document/d/1oZPuAZe0RwsM3TvJvBz19mlx8sZcyqR3lypET3vuVbE/edit">https://docs.google.com/document/d/1oZPuAZe0RwsM3TvJvBz19mlx8sZcyqR3lypET3vuVbE/edit</a> )</p> <p>Subject leader expectation (23.9.2020, 30.9.2020, 25.11.2020) including monitoring.</p> <p>Monitoring schedule -</p>	<p>Rebecca Steph H Alex Laura L Emma</p> <p>Jo Holmes</p> <p>Fel and Deb</p>	<p>Observation schedule</p> <p><a href="https://docs.google.com/document/d/1oZPuAZe0RwsM3TvJvBz19mlx8sZcyqR3lypET3vuVbE/edit">https://docs.google.com/document/d/1oZPuAZe0RwsM3TvJvBz19mlx8sZcyqR3lypET3vuVbE/edit</a></p> <p>wb 28th September 2020</p>
<p><b>A</b> Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak</p>	<p>Support and specific training for NQT Bespoke programme ECT Mentor/Tutor in school</p> <p>Academic Mentor £5500 (Wage= £19,000 difference to be claimed back from the DFE)</p> <p>Academic Mentor £5500 (Wage= £19,000 difference to be claimed back from the DFE)</p> <p>Second Academic mentor still to be appointed</p>	<p>Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest. Teachers in the first years of their career require high quality, structured support in order to begin the journey towards becoming an expert. The Early Career Framework (ECF) underpins an entitlement to a fully-funded, two-year package of structured training and support for early career teachers linked to the best available research evidence in partnership with the DfE.</p>	<p>Monitoring- Fortnightly meetings with mentors Half-termly monitoring by ECT lead Paper work filled in termly by ECT lead</p> <p>Further details to follow once training completed by ECT lead</p>	<p>Alex Deb</p>	<p>Key Diary Dates</p> <p><a href="https://docs.google.com/document/d/1oZPuAZe0RwsM3TvJvBz19mlx8sZcyqR3lypET3vuVbE/edit?usp=sharing">https://docs.google.com/document/d/1oZPuAZe0RwsM3TvJvBz19mlx8sZcyqR3lypET3vuVbE/edit?usp=sharing</a></p>
<p><b>A</b> Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak</p>	<p>Pay for a supply teacher for 15 weeks to cover class teachers Class teachers will run targeted interventions based on QLA and lost learning</p> <p>Cost= £6750</p>	<p>Year 1-Year 4 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 1:1 tutoring will be provided for children in the alternative provision if identified as fitting the criteria The tutoring will be in specified blocks and intervention timed Careful communication with parents explaining why their child has been chosen for tutoring and the positive benefits of it Breakfast club and afternoons will be used for tutoring predominantly. 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>Felicity and AHT</p>	<p>Baseline completed week 4. Review after 12 weeks of tutoring with a follow up assessment</p>

			<p>Teacher and tutor plan together and plans and focus on communicating with parents. 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>		
<p><b>B</b> Core knowledge is priorities for teaching in foundation stage subjects</p>	<p>Mini LID Session (RWI)- Virtual classroom with every speed sound lesson 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 Parental area Phonics area on the website Launchpad for learning</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>Emma Deb Di Jeffries Fel</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> Core knowledge is prioritised for teaching in foundation stage subjects / RE and science.</p>	<p>Retrieval training and metacognition (09.09.2020) 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 Monitoring of planning on a half termly cycle Increased memory retrieval</p>	<p>Jo Holmes Alex</p>	<p>Autumn 2 Half Termly</p>
<p><b>C</b> Pupils who are furthest behind their normal ability are prioritised for catch up.</p>	<p>Rising Stars baseline assessments Reception baseline pilot Phonics screening AR assessments Times Tables Rockstars</p>	<p>During Covid, children have had limited teaching at home due to remote leaning/lack of parental support. Households haven't been able to access online learning.</p> <p>Children are significantly behind their peers.</p> <p>Targeted support during the day to develop basic skills in reading, writing and maths.</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>Pupil progress meetings to identify actions for teacher and tutor/mentor to focus on the priority children and the specific</p>	<p>Tony Alex Laura</p> <p>SLT and Deb</p> <p>Fel and Deb</p>	<p>Weekly please see key diary dates</p> <p>Weekly please see key diary dates</p>

			aspects of the curriculum identified and prioritised for scratch up		Half termly (Autumn term)
<b>C</b> Pupils who are furthest behind their normal ability are prioritised for catch up	Number counts Cost of training: £950 Better Reading Partnership Cost of training: £600 Phonics parental engagement AR reading home access Fresh Start  Focus on Year 6 pupils	Assessment from teachers and from assessment tests and tasks  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 Children timetable to access additional catch up programmes during Monday to Thursday pm sessions.  AR and phonics advertised to parents with support provided (socially distanced and face masks in small groups with the lead teacher) CPOMs doc vault to track participation in on- line training for mental wellbeing CPD	External CPD Internal CPD from staff already trained Laura Rebecca Fel  Deb	Assessment periods as denoted from the catch up programme.  Assessment schedule (Wise) Monitoring schedule
<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)  Report will be produced highlighting specific Literacy strengths and weaknesses.  Those identified as needing further support will have a dyslexia profile completed to give a diagnosis where appropriate	Enable staff to differentiate between those with SPLD and those who are behind ARE due to missing a long period of school.  Targeted support can be given to improve specific areas of literacy.  Support children with individual needs specific to their areas of strength and weakness	All KS2 children to be screened in small groups in Autumn Term	Jo Holmes, Corrin Watson, Keren Wood, Aimee Alderson, Rachel Quinn	As each group is screened, reports will be generated, filtered and shared with class teachers and TAs
<b>D</b> 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.  Staff training 1/9/20 using government training module Parental resources shared over social media Follow up assemblies where needed  Teachers to flag concern pupils (following this session) to family team to identify necessary individual support  New nurture teacher to be appointed to support identified pupils	To enable children to access learning earlier and address potential trauma  To promote positive mental health following varied learning and conditions/experiences at home during covid  Boxes to focus on creative expression and positive mental health in support of those affected by Covid.	PSHE class books to gather class evidence  Google survey following the day for parents and pupil voice within school  Assessment tool to be used for children using the alternative provision.	Eleanor Z./Alex/FR  Eleanor/Verena  New nurture teacher/Vicky Palamountin/Keren	Pupil voice 8-10th September Monitoring of floor books 8th-10th September  SUrvey 9th September analysed 11th and shared with family team for further support for parents/pupils  Autumn 1 profiles completed 9th-11th September) followed up Autumn 2 (December 11th)

	<p>New assessment tool designed and peer 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> 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) 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</p> <p>AHT</p> <p>Tony</p> <p>Fel</p> <p>Deb</p> <p>Admin</p>	<p>Weekly</p>
<p><b>F</b> 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>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</p>	<p>Physical activity will increase. Children will access the space provided by school and develop their well being and mental state.</p> <p>Pupils physical health will improve- sleep, exercise and diets</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>PSHE class books to gather class evidence</p>	<p>Alex Wood and Emma Miller</p> <p>Debbie Dixon/FR/DW</p> <p>Debbie Dixon</p> <p>Elenoar Zoryk</p> <p>Elenoar Zoryk</p>	<p>Pupil voice before 28/9/20 Mid way- Feb 21 End Year July 21</p> <p>5/10/20, 25/1/20, 8/3/21, 22/3/21, 12/7/21</p> <p>Every three weeks on a Thursday</p> <p>Monitor 22/10/20</p>

	parents to promote healthy lifestyles at home		Google survey following the day for parents and pupil voice within school		Send ou 20/10/20 analyse results 26/10/20t
<b>G</b> 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 Attendance rewards to be weekly, half termly and termly to increase attendance Support from family team with struggling families either with absence or lateness  <a href="https://docs.google.com/document/d/16e7HvAb-2nvoGwiCSJjExLxdH_DHxipF1wyxMdl4A/edit">https://docs.google.com/document/d/16e7HvAb-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  Pupils may not want to attend having been off school for up to 6 months  Lateness as children are used to getting up much later	Daily register check for PA pupils then followed up by EWO  Vulnerable check for attendance completed by family team  Lateness to be checked by EWO/targeted pupils (family team)  Survey following targeted support	Carolyn  Carolyn then gives data to FT  Neil, Julie and FT  FT	Daily  Daily  Daily  Following support  Attendance meetings regularly include in attendance strategy:  <a href="https://docs.google.com/document/d/16e7HvAb-2nvoGwiCSJjExLxdH_DHxipF1wyxMdl4A/edit">https://docs.google.com/document/d/16e7HvAb-2nvoGwiCSJjExLxdH_DHxipF1wyxMdl4A/edit</a>
<b>Total budgeted cost</b>					£ 21,180

**ii. Targeted support**

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</b> Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak	Appoint tutors from the National Tutoring Programme to support targeted pupils in Year 6 and Year 2. Tutors will follow selected programmes (see below)  Cost=£5500 per tutor. Currently one employed as of 1/11/20	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.	Sessions will 30-60 mins No more than 3:1 or 6:1 in exceptional circumstances. The groups will have similar attainment levels 1:1 tutoring will be provided for children in the alternative provision if identified as fitting the criteria The tutoring will be in specified blocks and intervention timed eg Fresh Start Careful communication with parents explaining why their child has been chosen for tutoring and the positive benefits of it Breakfast club and afternoons will be used for tutoring predominantly. 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 Teacher and tutor plan together and plans and focus on communicating with parents.	Felicity	Baseline completed week 4. Review after 12 weeks of tutoring with a follow up assessment

			<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>		
<p><b>A</b> Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak</p>	<p>Number counts First Class at Number Fresh Start (English) 3rd Space Better reading programme</p>	<p>Basic skills in reading, writing, SPAG and mathematics may be significantly below age related expectations EEF</p> <p>Assessment data that may require further more individualized assessments</p>	<p>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.</p> <p>Monitoring schedule Pupil voice Reading age improvement.</p>	<p>Trained teachers TA's Tutors and mentors</p>	<p>ASAP Baseline assessment at the beginning of the programme and end assessment for impact.</p>
<p><b>C</b> Pupils who are furthest behind their normal ability are prioritised for catch up</p>	<p>Subject -specific work with small groups (pm) 1:1 subject -specific work in lessons (am) Revision lessons (after school) Additional support for those shielding or not in school Literacy and numeracy</p> <p>Dyslexia screening and Sandwell screening on identified pupils to support with targeted support</p>	<p>Basic skills in reading, writing, SPAG and mathematics may be significantly below age related expectations EEF</p>	<p>Teach First student additional funding direct from Government <b>Cost to be confirmed=£5500</b> Teach First Academic Mentors</p> <p>SLT monitoring of provision and progress using selected baseline and subsequent assessment data</p>	<p>AHT English and Maths</p>	<p><b>Half termly</b></p>
<p><b>C</b> EYFS pupils who are furthest behind their normal ability are prioritised for catch up.</p>	<p>Nuffield Early years language Intervention catch up programme <b>Cost=£400</b></p>	<p>Baseline assessment Children's attainment through observation Regression using Launchpad for Learning and development Matters</p>	<p>EYFS monitoring and observation Tracking of children identified as needing the early years language intervention through the assessment tool</p>	<p>Deb Di Jeffries Emma</p>	<p>Every three weeks Monitoring schedule (Key Diary Dates)</p>
<p><b>D</b> Pupils whose mental health has been affected during the pandemic are prioritised for support.</p>	<p>Drawing and Talking therapy Lego therapy Holding Hands (bereavement) <b>Costs=£5500</b></p>	<p>CPOMs audit Cause for concern forms Parental concerns Children's self referral Changes in behaviour/presentation</p>	<p>Pupil Voice is positive Behaviour improves and the child is happier Learning attitudes and behaviour improve (teacher audit and reduction of CPOMs entry) Sessions will be SMART using targets and measurements such as Boxhall profiles,</p>	<p>Hollie Alex AHT's Ann Danielle Tahli</p>	<p>Weekly in Family Team meetings using up to date information from staff, parents and the children themselves.</p>



			SDQ's, parent and child voice where appropriate. Improvement in academic work. Improvement in attendance/punctuality.		
<b>E</b> Pupils quickly settle into school routines and adhere to the school behaviour policy.	Wise Blyth behaviour assessment Behaviour mentor who checks in with them daily and implements individualised strategies Semi-structured interviews to support behaviour for learning	Routines and strategies will have been lost/unused during home learning.  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  Reduction in internal/external exclusions  Pupil/staff voice related to behaviour	Alex Wood/Felicity	Implemented by 15th September once pupils identified Half termly follow up (last week of each half term)  Data reviewed at the end of each half term  Pupil interviews at end of each half term (and additional if needed)
<b>F</b> Pupils physical health improves	Targeted sports extra curricular for children identified as being affected most significantly during Covid .  Use Facebook to share ideas for exercise and activities to do at home	Children who present as overweight in comparison to before Covid Children whose parents have express concern about their physical health Children who ask for support with their health or their weight	Use of SSP Debbie Dixon, Teachers and Teaching assistants to run extra curricular classes External providers (once Covid restrictions allow)  Children can sustain physical activity for longer periods of time Higher number of children attend sports based extra curricular clubs	Family team  Debbie Dixon  Debbie Dixon  Debbie Dixon	ASAP
<b>G</b> 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 Attendance rewards to be weekly, half termly and termly to increase attendance Support from family team with struggling families either with absence or lateness  <a href="https://docs.google.com/document/d/16e7HvIAb-2nvoGwiCS.LjjExLxdH_DHxjpF1wyxMdl4A/edit">https://docs.google.com/document/d/16e7HvIAb-2nvoGwiCS.LjjExLxdH_DHxjpF1wyxMdl4A/edit</a>	Parents and carers may not send their children to school due to concerns over whether the will be expose to Covid-19  Pupils may not want to attend having been off school for up to 6 months  Lateness as children are used to getting up much later	Daily register check for PA pupils then followed up by EWO  Vulnerable check for attendance completed by family team  Lateness to be checked by EWO/targeted pupils (family team)  Survey following targeted support	Carolyn  Carolyn then gives data to FT  Neil, Julie and FT  FT	Daily  Daily  Daily  Following support  Attendance meetings regularity include in attendance strategy:  <a href="https://docs.google.com/document/d/16e7HvIAb-2nvoGwiCS.LjjExLxdH_DHxjpF1wyxMdl4A/edit">https://docs.google.com/document/d/16e7HvIAb-2nvoGwiCS.LjjExLxdH_DHxjpF1wyxMdl4A/edit</a>
<b>SEND</b> <b>A</b> Pupils catch up basic skills in reading, writing, SPAG and mathematics to	For EHCP pupils specific strategies have been developed to support pupils with individual needs and	Children working from home have had limited support from experienced teaching staff due to remote learning.	Pupil profile books to show swift progress made for targets	Corrin Watson, Keren Wood	

<p>what they were prior to the COVID-19 outbreak</p> <p><b>C</b> Pupils who are furthest behind their normal ability are prioritised for catch up</p>	<p>interventions. Document to be shared with all staff with expectations within lessons Adaptations made for pupils within lessons to allow catch up.</p> <p>External professionals alerted to children most in need of support during the planning meetings in week 3.</p> <p>SNAP profiles completed</p> <p>Speech and language priority pupils identified following assessments by teachers</p>	<p>Support children with individual plans and accelerate learning through carefully thought out plans/support.</p>			<p>Input from external professionals measured at the end of their input</p>
<b>Total budgeted cost</b>					£5900
<b>iii. Other approaches</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>
	EAL HUb £250				
<p><b>D</b> Pupils with mental health has been affected during the pandemic are prioritised for support</p>	<p>Mental Health lead from Government training PPP parenting courses Referral to outside agencies where appropriate Lego therapy where needed Drawing and Talking work to be completed Work with parents around their own mental health and how to support their child's - where appropriate. One to one short term counselling sessions focussing on coping strategies (if required while waiting for another service) Holding Hearts boxes to be allocated to certain children who are struggling in order to support their mental health. Information to be shared with all parents on how best to</p>	<p>CPOMs audit Cause for concern forms Parental concerns Children's self referral Changes in behaviour/presentation</p>	<p>Pupil Voice is positive Behaviour improves and the child is happier Learning attitudes and behaviour improve (teacher audit and reduction of CPOMs entry) Sessions will be SMART using targets and measurements such as Boxhall profiles, SDQ's, parent and child voice where appropriate. Improvement in academic work. Improvement in attendance/punctuality.</p>	<p>Hollie Alex AHT's Ann Danielle Tahli</p>	<p>Weekly in Family Team meetings using up to date information from staff, parents and the children themselves.</p>

	support their child's mental health. Lunch time Nurture groups to be held.				
<b>H</b> Level of parental engagement increases	Learning projects for parents using Facebook whilst parents can't come on site due to Covid health and safety, followed by workshops in schools  Use of Evidence Me in EYFS to share learning ideas and strategies Use of google forms to quickly engage parents with school issues and to gather opinions  Develop new facebook group to allow us to upload documents and files to Facebook pages  Develop a new parent friendly website with a google translate button to enable EAL parents to access all information	To get parents more involved/engaged with how children learn in school.  To get parents more involved in home learning  Photos of learning projects shared with parents  Share regular information with parents particular in relation to mental and physical health (see above)	Directive to teachers to add photographs and comments to the learning platform, weekly.	Fel  Teachers        Fel        Deb David Gardener	
	Early Career Teaching	To create more opportunities for new teachers.		Alex	
<b>H</b> Level of parental engagement increases  <b>A</b> Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak.	Remote Learning Strategy: Google classroom RWI virtual platform Oxford Owl Oak National Academy White Rose Maths Learning packs with feedback from staff Google classroom from children who are shielding with an Ipad provided Academic mentor records videos for children who shielding/self-isolating  Pay £5 per child for completing remote learning  £2000 for remote learning rewards	In case of a local lockdown situation, children will be supported through remote learning.  Teachers will provide an online platform to support and guide children through their learning. This will allow teachers to monitor the progress of the children.	Remote learning strategy from Wise  Parental surveys after a bubble has returned to ask for improvement of support  Staff surveys after a bubble has returned to make any tweaks to support	EHT,HOS, Class teachers	When a bubble goes down

<p><b>H</b> Level of parental engagement increases</p>	<p>Citizens advice bureau to be set up at school A member of the family team to be trained during the Autumn term Danielle <b>Cost £200</b>  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  Housing and financial advice  Basic law support    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  Parents are in crisis for less time Parents able to access the full range of support agencies  Parents supported with basic advice for matters in law    Canvass parents for need of food and also the use of the vulnerable request text line use.</p>	<p>Danielle Robinson Hollie Rankin  Deb      Ann Paxton</p>	<p>Family team meetings and requests and support given record on CPOms.            Log of use</p>
<b>Total budgeted cost</b>					£2450

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

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