

COVID Catch Up Funding: Ashlands Church of England First School Plan for allocation

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Background</p>	<p>In line with our school’s vision, ‘Love of Learning, Love of Life, Love of One Another’ we aim for every child to live life in ‘all its fullness’ and reduce any barriers to enable them to be aspirational. The COVID pandemic caused schools to close from March 20th 2020. Childcare provision was quickly established and opened for families from Monday March 23rd. Education for some of the children resumed in small pods and for a reduced number of hours between June 1st and July 20th. The whole school reopened to all pupils from September the 1st. This had left the children and families from our community with 14 weeks of interrupted education and a gap within their learning that will need to be addressed across this and subsequent academic years.</p> <p>Lockdown anxiety is becoming a new phenomenon. Victims of COVID 19 are presenting with PTSD due to their experiences within critical care units and children are increasingly presenting with panic attacks. We do not want this pandemic to rob our pupils of their childhood. Childhood should be built on hope. Recently in some homes it will have been filled with fear. We know that fear leads to anxiety which then results in the crippling of interactions and rigidity within our mental health. We need to rekindle hope and aspiration, and rebuild resilience. Remember resilience is that skill that if you get knocked down by life you can come back stronger than ever. If we plan time for a deep rediscovery of our children now, then we will benefit in the longer term. The Catch Up Premium is designed to mitigate the effects of the unique disruption of Covid 19.</p>												
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Aims and Priorities</p>	<p>Catch Up Premium is a nationally funded grant to support children with any gaps in their learning as a result of COVID-19 and school closures. The overall aim of our catch-up premium strategy is to raise the attainment of all pupils to close the gap created by COVID-19 school closures</p> <p>Our priorities:</p> <ul style="list-style-type: none"> • Phonics across the EYFS and KS1 • Writing at all ages with a focus on stamina Stamina in Writing in year 2, 3 and 4 • Recovery Curriculum for all with a focus on rebuilding relationships, self-confidence, self-esteem and love for learning • Raising attainment percentages for ARE back to levels measured in Spring 2020 pre-lockdown • SEMH Support <p>Core Approaches:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">*Fine Motor Skill Development</td> <td style="width: 33%;">* Focused Writing Interventions</td> <td style="width: 33%;">* Phonics Intervention Lessons</td> </tr> <tr> <td>*Reading Offer Review</td> <td>* Precision Teaching</td> <td>* Recovery Curriculum</td> </tr> <tr> <td>*Full access to online blended learning</td> <td>* Maths Ready to progress Criteria</td> <td></td> </tr> </table>				*Fine Motor Skill Development	* Focused Writing Interventions	* Phonics Intervention Lessons	*Reading Offer Review	* Precision Teaching	* Recovery Curriculum	*Full access to online blended learning	* Maths Ready to progress Criteria	
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<p style="text-align: center;">Allocation</p>	<p>£80 per pupil Ashlands school role was 130 so this totals £10,400</p>	<p>Autumn Payment: £2600</p>	<p>Spring Payment : £</p>	<p>Summer Payment : £</p>									
	<p>Review of progress and impact</p>	<p>December 20</p>	<p>March 21</p>	<p>July 21</p>									

Barriers to future attainment**Academic**

Some pupils are demonstrating lower levels of literacy, specifically phonics compared to where they may have been without school closure.

Some pupils are demonstrating lower spelling skills compared to where they may have been without school closure.

Some pupils are demonstrating lower writing skills compared to where they may have been without school closure.

Some pupils are demonstrating a lower stamina when it comes to writing compared to where they may have been without school closure.

Some pupils are demonstrating lower maths fluency skills compared to where they may have been pre COVID - 19

Additional barriers**Academic / External**

Personal, social and emotional barriers to learning

Some learners families found it challenging to support reading and home learning in general

Some pupils are demonstrating a decrease of independent learning skills.

A few pupils are demonstrating lower confidence and hesitation in learning.

High Quality Teaching for All

Rationale and reasoning	<p><u>A Recovery Curriculum:</u> <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'</i>. DfE Guidance for wider opening July 2020. We want 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')</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>				
	Action	Intended outcome and success criteria	Budget cost	How will you make sure it's implemented well? Monitoring & Review	Staff Lead
	<p>Develop a Recovery Curriculum with clear SEMH support embedded</p> <p>Support and training for all staff to understand next steps in Recovery Curriculum and Catch up Plan</p>	<p>All children to be confident and happy in the classroom.</p> <p>All staff to confidently plan and teach in line with our Recovery Programme Aims</p>	<p>Time to prep for PDM</p>	<ul style="list-style-type: none"> Staff participated in the INSET day and reflected on the importance of the transition back into school with the focus of tweaking our curriculum in line with the Recovery Curriculum focus. Staff were given the opportunity to participate in ELSA Support Training provided by the ELSA Team for successful transition back to school for all. Staff discussed 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. Regular staff share sessions reflecting on 'where the children are' with their learning and mental health were in place and practice in each class tweaked according to need. As a result, the children returned to school incredibly well. <p><i>Evidence: Staff and parent reflection</i> Across the school there is evidence of good planning in place for emotional wellbeing. A raised awareness of mindfulness is in place. Staff have also ensured a focus on 'spirituality'. A more flexible timetable has enabled the children to feel confident and comfortable about being in school. There has been a good balance of creative and core learning.</p>	<p>NB MH</p>

				<p><i>There is a good balance of focused tasks and children led learning. The outdoor environment is being used to create superb learning opportunities linked to core and foundation objectives. Parents : Parental feedback through emailed responses have been positive across the return. Pupils: When observed on SLT learning walks pupils were settled and working well in their classrooms.</i></p>	
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Rational and reasoning	A period of effective Diagnostic Assessment: <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>				
	Action	Intended outcome and success criteria	Budget cost	How will you make sure it's implemented well? Monitoring & Review	Staff Lead
	<p>Baseline data to be established for all children</p> <p>Discussion sessions with SEND Lead to update information and ensure intervention and support in place</p> <p>Discussions with Core Subject Leads for children who have gaps in attainment</p>	<p>Baseline of phonic understanding in place to ensure recovery programme for phonics is robust</p> <p>Baseline for each child re times tables /number to ensure catch up and individual progression targeted appropriately</p> <p>Support in place for vulnerable groups which results in accelerated progress and increased confidence in all subjects</p>	<p>Staff reviewing assess materials. No cost to date</p>	<p><i>Senior leaders and teachers ensured that they considered questions such as those highlighted in the EEF document e.g.</i></p> <ul style="list-style-type: none"> <i>* What learning has been lost or misunderstood?</i> <i>* What new knowledge and experiences have been gained?</i> <i>* Should we re-teach material to the whole group/move on?</i> <ul style="list-style-type: none"> • Base line data was compiled for early pupil progress meetings to share with SLT, the SENCO and the Head Teacher. • A realistic overview showed 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 were established in class for children who were requiring small group or 1:1 support. • SEND Lead has ensured additional professionals such as the educational psychologist, speech and language and music intervention teachers have continued to visit / remotely engage with the school to support our vulnerable children. <p><u>Evidence:</u> Whole school data shows that overall there is a much lower baseline for all three core areas of reading, writing and maths. KS1: 'There has been a loss of fluency of the phonic code, an impact on pencil control and scissor control. At this time, it appears that writing is our particular area of concern. The link back to reading is also very clear. It is very difficult as some families have done a lot during lockdown and some have done very little, every family circumstance has been different.' Across the school the children's reduced stamina for learning has been referenced.</p>	<p>NB KD WP MH</p>


Rationale and reasoning	<p>Diminishing the difference within phonics 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> <i>Baseline data shows children performing below expected ARE / progression through Phonic Phases (insert percentages where appropriate)</i> Year 1 - Initial assessment Sept 20 4% on track) – targeted groups for intervention Year 2 - Jan 20 Screening 27.5% (38% inc 1 pass mark off), Sept 20 Initial Practise screening 52%. Year 3 - Y1 Phonic Screen Data 5 children did not pass – targeted intervention</p>				
	Action	Intended outcome and success criteria	Budget cost	How will you make sure it's implemented well? Monitoring & Review	Staff Lead
	<p>Establish a baseline of progress and gaps for Y1/Y2</p> <p>Review of Previous Screening Tests for Y2</p> <p>Focus on phonics in EYFS / KS1 – ensure appropriate intervention in place</p> <p>Precision teaching</p> <p>Blending</p> <p>Segmenting</p> <p>Identification of phoneme and grapheme</p>	<p>Identification of gaps in Phonic Learning</p> <p>Children's attainment at ARE to reach standards measured pre-lockdown</p> <p>Increase number of children achieving ARE comparative to Autumn Data</p>	<p>Reading books linked purchase</p>	<ul style="list-style-type: none"> • EYFS and KS1 teachers have made the teaching of phonics a priority within their timetables. • Observations showed that children were happy to return to the familiar teaching routines of phonics. • Previous years phonics screening tests were used to ascertain a baseline in years 1 and 2 so that teachers and SLT could assess the level of learning lost for those children who had and had not been in school during the closure. • Catch up sessions are in place to support a large group of pupils who were working well below their peers. <p>Evidence: <i>KS1: 'There has been a loss of fluency of the phonic code.'</i></p> <p>Year 1 Initial assessment Sept 20 – targeted groups for intervention Nov 20 Year 1 Practise screening = 4% pass (one child)</p> <p>Year 2 Jan 20 Screening 27.5% (38% inc 1 pass mark off) Sept 20 Initial Practise screening 52%. Nov 20 Official Screening Results 75% (23% increase in data) 7 children targeted for further intervention.</p> <p>Year 3 Y1 Phonic Screen Data 5 children did not pass – targeted intervention Nov 20 Retest 20% pass - 80% continued support.</p> <p>Dec Next Steps Targeted additional support for individual children</p>	<p>CT SLT, SEND, HT</p>

				Lesson observations Spring Term. Initial Y1 assessment in place to track progression – review data March	
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Priority 1: High Quality Teaching	<p>Diminishing the difference within reading</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> <p><i>Baseline data headlines</i></p> <p><i>Low Early Years Data – Comprehension and Reading – No children entering Early Years at age related expectation – targeted 56% GLD</i></p> <p><i>Low Year One Data – Spring data showed 68% of EYFS children on target for GLD. Target for end of this academic year adjusted to 58% in line with 'Year One Ready' assessment</i></p>					
	Action	Intended outcome and success criteria	Budgeted cost	How will you make sure it's implemented well? Monitoring & Review	Staff Lead	Review
<p>Review the Reading Materials for Lower KS1 to ensure a good diet of phonically decodable books which are accessible for all</p> <p>Continue to develop comprehension materials linked to current reading offer</p>	<p>Identification of gaps in Reading</p> <p>Children's attainment at ARE to reach standards measured pre-lockdown</p> <p>Increase number of children achieving ARE comparative to Autumn Data</p>	<p>Alloc : £1000</p> <p>Spend to date; Story Sample packs £200</p> <p>Y1 reading rack £37.95</p>	<ul style="list-style-type: none"> •Additional books identified to supplement the current offer. •Books from alternate suppliers are being reviewed to help support a balance of texts •All classes have a teaching support in addition to the class teacher to supplement 1:1 reading for those children who need the most support. Individual reading was prioritised during the first 4 weeks. •Development of comprehension materials linked to the reading offer •Development of additional comprehension linked to excerpts <p>Evidence/Data :</p> <p><i>Year R: 'A level of flexibility will be needed within Reception as we may need to start guided reading at the tables with the children later in the term. Addressing gaps in early speaking and listening will also be a priority.'</i></p> <p><i>KS1: 'There has been a loss of fluency of the phonic code, an impact on pencil control and scissor control.'</i></p> <p><u>Data</u></p> <p><i>EYFS - Accelerated Autumn progression - 52.9% on track for GLD in reading and comprehension</i></p>	<p>CT SLT</p>	<p>Dec 2020</p> <p>March 2021</p>	

	<p>for Year 1 and 2</p> <p>Explore Rapid Reader Intervention for Y2</p>		<p>Bug Club quote : £883.74</p>	<p><i>Year One – 56% on track</i></p> <p><i>All other year groups accelerated progress evident – on track for ARE</i></p> <p><i>Story-Sample pack of books bought from letters and sounds- These books assessed and trailed on children in school during lock down. More bought to complete a key stage 1 strategy. These will boost phase 1,2 and 3. This will support the gapes we have in reading and phonics and the lower level.</i></p> <p><i>Further books to be bought from bug club linked with boosting phase 4 and 5 phonics. This will complete the range of book we already use.</i></p>		
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Rationale and reasoning	<p>Diminishing the difference within Writing EEF: <i>tbc</i> Resilience in this area has been our main concern. Our data reflects this as the biggest gap in the majority of classes between National ARE expectations and our school attainment. <i>Baseline data headlines</i> Early Years – No children entering Early Years at ARE in Writing – 2020/21 target 56% GLD Year One – Spring 2020 68% on track for GLD. Target for 2020/21 adjusted to 58% in line with ‘Year One Ready’ assessment Year Two – Spring 2020 60% on track for ARE. Target for 2020/21 69%. 72% now Year Three – Spring 2020 77.7% on track for ARE. Target for 2020/21 65.3% in line with ‘ready for Year Three’ learning. 62% now Year Four – Spring 2020/21 68% on track for ARE. Target for 2020/21 72.7% in line with ‘ready for Year Four’ learning. 68% now</p>				
	Action	Intended outcome and success criteria	Budgeted cost	How will you make sure it’s implemented well? Monitoring & Review	Staff Lead
	<p>Explore writing interventions</p> <p>Explore the capacity of an additional teacher for focused small group learning across each year group for identified children in line with class learning.</p>	<p>Increased capacity for high quality first teaching in every class in writing.</p> <p>Increased confidence and stamina for writing for our children.</p>	<p>Management time for MH £</p> <p>Costed plan for additional teacher timetable £</p> <p>Y1 Whiteboard £105 Tuff Tray £176 Writing Base £230</p>	<ul style="list-style-type: none"> • Following attendance at the Government Initiative for Teacher led intervention – comparative costing exercise for ‘unknown’ teacher vs known local support • <i>The Maths and English subject lead met to identify the most significant needs and a decision was made to focus on writing in the Aut and into Spring with a review on progress and a potential move to number focus in Summer.</i> • An initial assessment week has been completed and targets are in place for small groups across each class according to need. • A full programme starts in Spring 1. <p><u>Data</u> <i>EYFS - Accelerated Autumn progression – 64.7% on track for GLD in writing</i> <i>Year One – 44% on track – continue to prioritise</i> <i>All other year groups accelerated progress evident – on track for ARE</i></p>	MH WP

Rationale and reasoning	<p>Addressing the gap within fine motor skills development</p> <p><i>Fine motor skills involve the use of the smaller muscle of the hands, commonly in activities like using pencils, scissors, construction with lego or duplo, doing up buttons and opening lunch boxes. Fine motor skill efficiency significantly influences the quality of the task outcome as well as the speed of task performance. Efficient fine motor skills require a number of independent skills to work together to appropriately manipulate the object or perform the task</i></p> <p>Baseline Data</p> <p><i>Fine motor skills / Gross Motor skills 11.8% of EYFS entered at ARE.</i></p> <p><i>Handwriting intervention needed in Y1 38%</i></p> <p><i>Handwriting intervention needed in Y2 21%</i></p>			
	Action	Intended outcome & success criteria	Budgeted cost	How will you make sure it's implemented well? Monitoring & Review
<p>Explore the Pegs to Paper Programme in line with developing the low data on entry for Fine and Gross Motor skills / Year 1 and 2 Handwriting needs</p> 	<p>Pegs to Paper</p> <p>Develop physical progression to aid writing and recording</p> <p>Additional fine motor skills activity sessions to develop fine motor skills for EYFS/ Y1 / Y2</p>	£583.20	<ul style="list-style-type: none"> • Program identified to support those children who had been identified through the baselines taken by the teachers at the beginning to the term. • This program will promote the use of a tripod grip, help to develop finger isolation, wrist strength and shoulder pivot and as children are ready will support a transition from pegs to paper through the use of the stylus and thread boards. • Order a set of boards for YFS / Year 1 • Source separate materials to be purchased for individual intervention with Year 1 children. • Programme will commence in Spring 1. <p>Evidence:</p> <p><i>KS1: 'There has been a loss of fluency of the phonic code, an impact on pencil control and scissor control'</i></p> <p><i>Year R: 'Fine motor skills have been impacted particularly pencil grip and letter formation. On the whole fine motor skills are poor'</i></p> <p><i>Data - EYFS - Accelerated Autumn progression – 58.8% on track for GLD in Fine Motor Skills / Gross Motor Skills</i></p> <p><i>Year 1- 9 children 38%, Year 2- 6 children 21%</i></p>	WP

Rational and reasoning

Diminishing the difference within Maths
*Data across the school in Maths shows KS 1 working below National benchmarks and KS2 is in line with National benchmarks
 Focus now is to ensure children are provided with opportunities to diminish any gaps in knowledge and that the ready to progress criteria is utilised.*
Baseline data headlines
Only 35% entering EYFS at ARE for number and number patterns
End of year predicted data based on progress to April 2020 shows Y1 (74%) & Y2(60%) which is below national expectation for KS1 Maths (2018-2019 expectations)

Action	Intended outcome and success criteria	Budgeted cost	How will you make sure it's implemented well? Monitoring & Review	Staff Lead
<p>Gaps in knowledge to be quickly identified and addressed through pre-learning and over-learning.</p> <p>Focus on number skills – rapid recall of facts for fluency in problem solving</p> <p>Ensuring all children are ready to progress to their next stage using the DfE ready to progress criteria</p>	<p>Effective intervention by class teachers or teaching assistants used within each classroom to enable children to access their age related / appropriate (to SEND needs) curriculum</p> <p>Effective teaching of number skills to enable children to rapidly recall these facts for problem solving in real life contexts</p> <p>Focus on ready to progress criteria ensuring all children are able to move on to the next stage of their mathematics curriculum at the end of the academic year</p>	<p>Possible additional teacher for Summer Review</p>	<ul style="list-style-type: none"> • Whole school access to WRM (White Rose Maths), providing cohesive lesson progression and clearly identified ready to progress criteria • Whole school access to WRM, providing continuity for children self-isolating and remote learning • Planning effective intervention for pre and over-learning • Teachers to accurately assess and record children's attainment • Use of TTRockstars and Numbots in school and at home to develop rapid recall of number facts, alongside effective teaching within the classroom • Drop-in observations and book scrutinies to ensure all children are making expected progress • Small group intervention to be implemented in Spring 2 / Summer 1 for children who are not attaining the ready to progress criteria <p>Evidence: Drop-in observation showed all classes effectively using WRM alongside additional resources to develop children's fluency, reasoning and problem-solving Drop-in showed intervention groups / classroom assistants being used to develop children's confidence in mathematics WRM video lessons used effectively to continue children's mathematical learning during whole class self-isolation.</p> <p>Data EYFS 58.8% Positive increase but still below national exp.</p>	<p>MH</p>

			<p>Y1 48% Dip in data - class teacher addressing bigger gaps in knowledge than predicted.</p> <p>Y2 / Y3 positive progress</p> <p>Y4 55% Dip in data - class teacher addressing bigger gaps in times table knowledge.</p>	
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Rational and reasoning

Autumn term : Providing a high quality remote learning package:
 EEF: *‘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.’. Questions to consider: ‘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?’*

Action	Intended outcome and success criteria	Budgeted cost	How will you make sure it’s implemented well? Monitoring & Review	Staff Lead
<p>Review 2020 Offer in line with parent feedback and current ongoing expectations from the DfE</p> <p>Assessment Team to explore TEAMS for our Online Offer</p> <p>Explore additional funding / resourcing for technology support at home</p> <p>Teams Investment £supported by Government funding</p> <p>Identify any additional apps to be used effectively to support home learning</p>	<p>A remote offer that encompasses the range of teaching and learning required to provide a broad and balanced education both in school and in the home.</p> <p>To ensure the home and outdoor environment is used to enhance and develop key learning and skills</p>	<p>Teams – Gov funded</p> <p>Training – Gov funded</p> <p>Management time in whole school budget</p>	<ul style="list-style-type: none"> HT & Curriculum Lead drove the development and implementation of our remote learning package. Clear offer developed with supportive materials for parents and staff which enables them to then implement a period of home learning if required. Two tiers to the home learning program – isolation / school closure PDM ‘s training programme - delivered by Praestancia and Curriculum Lead. Offer written in line with; requirements of the ELIM and National guidance, Priorities highlighted by the EEF <p>Evidence: Final Offer to be sent to parents Spring 1 Online page for support Next steps</p> <ul style="list-style-type: none"> Further development of live and recorded learning via TEAMS <p>Further development with teacher assessment through questionnaire or individual templates</p>	<p>MH NB</p>

Targeted Academic Support					
Rational and Reasoning					
Autumn term 1: Providing targeted intervention 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 tuition 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>					
Action	Intended outcome and success criteria	Budgeted cost	How will you make sure it's implemented well? Review	Monitoring &	Staff Lead
Review of staffing across each bubble Review of need within each bubble Timetable of support for identified small groups / individuals within bubbles	Ongoing targeted and effective support/intervention in place for identified vulnerable children Children to feel supported and engaged with their learning	Staff time Costing for staff already in place	<ul style="list-style-type: none"> A review of the base line assessments is demonstrating a clear need for a very large percentage of pupils. Restrictions of CV19 has restricted the normal practice of supporting across classes as it would mean children crossing bubbles. Each class teacher has been given responsibility for their supporting teaching staff. They are allocating additional activities and interventions where appropriate. We have ensured additional support in the EYFS and Year One to support transition. In addition these two cohorts have the most evidence of negative impact from disrupted schooling. Evidence – please see reading, phonic, writing and maths data above		NB WP MH KD

Rational and reasoning	Supporting pupils with SEND EEF: 'High quality teaching for SEND children is high quality teaching for all children. 'Questions to consider, how do staff know their pupils, including those pupils with SEND? How is this communicated widely? How will your school plan for effective teaching assistant deployment to offer both targeted interventions and supplementary classroom provision? How are supportive relationships with an adult in school developed for pupils with SEND?'				
	Action	Intended outcome and success criteria	Budgeted cost	How will you make sure it's implemented well? Review	Monitoring & Staff Lead
Ensure SEND Lead is given time within INSET and PDM to review individual need and allocate appropriate support	Staff to maintain their high quality knowledge and understanding of their children and ensure effective transition both to and from each class is in place and reviewed for success	Lead Time	<ul style="list-style-type: none"> Inset Day : SEND Lead shared SEND personal plan and ensured all staff were aware of vulnerable children PSHE PDM focus on mindfulness and importance of relationship building All teachers were provided with an SEND register for their new class at the end of the summer term. This enabled them to be prepared for the needs of the children before they returned in September and ensure that their needs were planned for. This was then updated once the recovery curriculum had been completed and teacher assessments were complied. <p><i>Parents</i> - Positive reflections from parents with vulnerable children</p> <p><i>Pupils</i> – children settled and actively engaging with learning</p>	KD LG	

<p>Priority 2: Targeted Academic Support Step 3:</p>	<p>Autumn term 1: Supporting pupils with low levels of vocabulary EEF: <i>'Children's oral language ability during their early years is one of the strongest predictors of success in literacy and numeracy and later employment and wellbeing.'</i></p> <p>Early Years – <i>Listening, Attention and Understanding – 17.6%. 2020/21 56% Target. Current 70.5%</i> <i>Speaking - 17.6%. 2020/21 56% Target. Current 52.9%</i> <i>Year One – identified Listening and Attention barrier identified from Autumn Baseline</i></p>			
Action	Intended outcome and success criteria	Budgeted cost	How will you make sure it's implemented well? Monitoring & Review	Staff Lead
<p>Explore NELI programme.</p> <p>If appropriate, request training for NELI. A 20 week language intervention programme for children in their first year of primary school who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading</p> <p>Identify children in Year One for Talk Boost intervention</p>	<p>To develop a new toolkit for identifying and supporting children with weak oral language skills in EYFS</p> <p>To reduce the impact of weak oral skills by early identification and support in Year One</p>	<p>NELI free programme</p> <p>HLTS training hours</p>	<ul style="list-style-type: none"> In the EYFS time was spent completing a thorough baseline of the vocabulary skills of the children when they started school. In the first part of the Autumn term the BVPS was used to give the children a scaled score in line with their national peers. In Year One a small group of children were identified for Talk Boost support – this intervention was put in place in Autumn 2. 	<p>WP</p>

Wider Strategies					
Rational and reasoning	<p>Autumn term 1: Providing a high quality professional development: EEF: <i>‘Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development. High quality professional development is divided into two categories e.g. face to face training and follow on support. Is there a logical and well-sequenced plan to support and sustain high quality teaching? Are our school staff sufficiently skilled in approaches such as assessment or remote teaching? If not, does our planning contain the right blend of professional development activities to develop these skills? Will changes to rooming or timetables as a result of social distancing measures have direct or indirect impact on teaching and whole school approaches (e.g. limiting classroom activities and flexible groupings)? Is there legacy training from the previous academic year on teaching and learning that needs to be revisited, sustained, or adapted?’</i></p>				
	Action	Intended outcome and success criteria	Budgeted cost	How will you make sure it’s implemented well? & Review	Monitoring
<p>Subject Leads and SLT to identify training opportunities and prioritise these against the Catch Up Criteria and FDP needs.</p> <p>HT to review training termly and cascade information where appropriate to widen training capacity</p>	<p>To ensure staff continue to develop professionally with an increased capacity within their practice for mindfulness and understanding the impact of mental health and well-being of all.</p> <p>For staff to be confident with delivering our remote learning offer (TEAMS)</p>		<p>SLT have planned for a range of opportunities for staff to participate in. Where there has been direct, face to face training this has been followed up with time for staff to try out the suggestions e.g. using TEAMS to develop our online offer, exploring SCRF planning in PSHE, developing suggested activities from Somerset literacy Team.</p> <p>Training planned from last year has been balanced with training that is required to manage the impact of the continuing pandemic during the Autumn term and beyond.</p> <p>Performance management targets have been set in line with the main priorities which have been outcomes within our setting following our return to school e.g. developing confidence within remote learning and ensuring accurate assessments to provide altered planning which has been adjusted to meet the needs of lost or not covered learning.</p> <p>Evidence: Staff meeting minutes/ INSET day feedback, performance management documentation, planning overviews</p>		<p>HT SLT</p>

Rational and reasoning	Autumn term 1: Supporting SEMH: EEF: '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?'				
Action	Intended outcome and success criteria	Budgeted cost	How will you make sure it's implemented well? & Review	Monitoring	Staff Lead
<p>ELSA support in place due to experiences during lockdown and partial school closure</p> <p>Explore a range of accessible experiences which could support the return to 'normality' and engage children with positive emotions</p>	<p>All children to be confident and happy in the classroom.</p>	<p>£200 (split cost)</p>	<p>National Elf Service Pantomime</p>		<p>NB</p>