



Bentley High Street Primary School Coronavirus (COVID-19): Catch-up Premium Plan

Funding Allocation:

Schools' allocations are calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to six.

Bentley High Street Primary School will receive **£33,040**

Permitted use of funds:

- Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.
- Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.
- Catch up premium funds should be spent for the purpose of the school

COVID-19 Specific School Improvement Priority – SIPI Covid response 2020-2021

The school has responded rapidly to the pandemic. It has engaged with stakeholders to embed a Covid 19 Secure Risk Assessment, Full Opening Plan and Remote Learning Offer. The bullet points below summarise actions and steps taken so far:

- During lockdown the school provided 120 pupils with weekly Microsoft Teams small group intervention, mentoring or one to one phonics sessions. In addition, the school provided 3 online lessons a day per day as part of a remote learning strategy as well as providing work packs.
- During June and July, the school was able to open to reception, Year 1, Year 2, Year 5 and Year 6. Virtual lessons still took place for all year groups to support pupils who were not in school. Approximate attendance ranged at 96% per year group. Wider opening for all year groups was not achieved as the school spent time testing and adjusting risk assessment systems. Staff were also deployed to support remote teaching and learning and necessary welfare contact with pupils.
- The school strengthened the pastoral team by allocated additional staffing and ensured that all children subject to EHCP or child protection concerns received daily check-ins via phone call, home-visits or Teams mentoring. Full records of school involvement have been retained.
- The school has maintained a full-time offer following September opening. However, for some children a phased transition approach has been adopted to support their mental health, well-being and safety as they re-adjust to school. A bespoke approach has been used to increase pupils during the transition plan and outside agency support has been requested to support the school when re-integrating complex SEND pupils and children with challenging behaviours.

- Alongside the expectation to ensure that the return to school is timely, full-time and comprehensive with regards to the curriculum, the risk assessment and recovery document enabled a swift and full return to school for all expected pupils.
- Attendance for the start of the academic year is slightly lower than our usual figures. However daily monitoring and a pastoral worker now purely assigned to attendance is ensuring a rapid increase.
- Weekly reviews take place during a Friday Health and Safety brief for all staff and Senior Leadership Meetings (SLT) where all stakeholders are asked to consider how safe they feel, whether adaptations need to be made to the Covid 19 Secure Risk Assessment or the Full Opening Plan.
- The school has revised its assessment approaches to allow for a baseline assessment process. Diagnostic test have been used to identify pupils for rapid catch up and intervention:
 - WELCOMM-speech and language- EYFS, Year 1 and all EAL pupils
 - RWI phonics assessment- EYFS/Year and Year 2
 - Accelerated reader- All of Key Stage 2.

Spring data and predicted end of year data has also been used to group children for immediate support during September re-opening. Autumn Term 1 will be used to allow teachers the opportunity for secure pupil assessment, target setting and revisiting and the consolidation of the previous years objectives.

- The school's full remote learning offer can be found on the school website- <https://www.bentleyhighstreet.co.uk/remote-learning/>
- The school has also revisited behaviour expectations and approaches to support transition while following the risk assessment protocols. In preparation for school re-opening, some children received TEAMS support to be introduced to new procedures and routines. This included walks around the school

Main Focus for School Improvement Plan

This has been developed in consideration with the impact of the pandemic on the community and also in consideration with school improvement needs prior to lockdown and based on re-opening intelligence

Parental engagement and catch-up through quality first teaching and structured interventions, will be a key element across all SIPs

| School Improvement Plan Focus | Rationale |
|---|---|
| I. Establishing equality and preventing disadvantage with a focus on boys | <p>Consideration of engagement, metacognition, under-achievement and parental involvement:</p> <ul style="list-style-type: none"> • A boy at Bentley High Street is twice as likely to be working out of year group and twice as likely to have SEN. • 40 % of our boys (Y1-6) are pupil premium (80/198) compared to 33% of our girls (49/147) • 23% of pupils (Y1-6) are PP boys. This means that almost 1 in 4 of our children is a pupil premium boy. In some year groups, this is as high as more than 1 in 3 pupils being a pupil premium boy. • The biggest gap is in writing • Boys perform better for greater depth Maths • Next year, Y2 and Y4 will have the biggest gaps in gender • Our boys mainly underachieve because they form most of the disadvantage groups across school <p>Wider curriculum</p> <ul style="list-style-type: none"> • Boys academic performance is stronger in Computing, PE and History • Boys academic performance is weakest in Music, DT and Art • With the exception of Year 2, most cohorts have girls outperforming boys in almost all subjects in the wider curriculum. |

This includes ensuring attendance and mental health does not disadvantage pupils

2. Diminishing disadvantage linked to speech and language and ensuring an ambitious vision for oracy development for all learners-

Oracy is recognised gap for disadvantage pupils and is recognised historically in early years. For example, F2 data shows that both boys and disadvantage pupils are significantly lower for speech and language for Spring Term data-

| | | Communication and Language | | |
|-------------------|-----|----------------------------|------------------|------------------|
| | | Listening and Attention | Understanding | Speaking |
| Reception | (+) | 79.7% (47/59) | 72.9% (43/59) | 71.2% (42/59) |
| Boys | (+) | 70.6% (24/34) | 58.8% (20/34) | 55.9% (19/34) |
| Girls | (+) | 92.0% (23/25) | 92.0% (23/25) | 92.0% (23/25) |
| Disadvantaged | (+) | 78.9% (15/19) | 63.2% (12/19) | 63.2% (12/19) |
| Non Disadvantaged | (+) | 80.0% (32/40) | 77.5% (31/40) | 75.0% (30/40) |

| | <p>⊕ Foundation 2:</p> <table border="1"> <thead> <tr> <th></th> <th>Number of pupils (47)</th> <th>Percentage</th> <th>Boys (22)</th> <th>Percentage</th> <th>Girls (25)</th> <th>Percentage</th> <th>Pupil Premium (10)</th> <th>Percentage</th> <th>SEND (6)</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>On track</td> <td>27</td> <td>67%</td> <td>13</td> <td>59%</td> <td>14</td> <td>56%</td> <td>5</td> <td>50%</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Slightly below</td> <td>12</td> <td>26%</td> <td>2</td> <td>9%</td> <td>10</td> <td>40%</td> <td>4</td> <td>40%</td> <td>1</td> <td>17%</td> </tr> <tr> <td>Well below</td> <td>8</td> <td>18%</td> <td>7</td> <td>32%</td> <td>1</td> <td>4%</td> <td>1</td> <td>10%</td> <td>5</td> <td>83%</td> </tr> </tbody> </table> <p>Year 1:</p> <table border="1"> <thead> <tr> <th></th> <th>Number of pupils (55)</th> <th>Percentage</th> <th>Boys (31)</th> <th>Percentage</th> <th>Girls (24)</th> <th>Percentage</th> <th>Pupil Premium (17)</th> <th>Percentage</th> <th>SEND (3)</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>On track</td> <td>15</td> <td>27%</td> <td>6</td> <td>19%</td> <td>9</td> <td>38%</td> <td>4</td> <td>24%</td> <td>1</td> <td>33.3%</td> </tr> <tr> <td>Slightly below</td> <td>29</td> <td>53%</td> <td>15</td> <td>49%</td> <td>14</td> <td>58%</td> <td>9</td> <td>52%</td> <td>1</td> <td>33.3%</td> </tr> <tr> <td>Well below</td> <td>11</td> <td>20%</td> <td>10</td> <td>32%</td> <td>1</td> <td>4%</td> <td>4</td> <td>24%</td> <td>1</td> <td>33.3%</td> </tr> </tbody> </table> | | Number of pupils (47) | Percentage | Boys (22) | Percentage | Girls (25) | Percentage | Pupil Premium (10) | Percentage | SEND (6) | Percentage | On track | 27 | 67% | 13 | 59% | 14 | 56% | 5 | 50% | 0 | 0% | Slightly below | 12 | 26% | 2 | 9% | 10 | 40% | 4 | 40% | 1 | 17% | Well below | 8 | 18% | 7 | 32% | 1 | 4% | 1 | 10% | 5 | 83% | | Number of pupils (55) | Percentage | Boys (31) | Percentage | Girls (24) | Percentage | Pupil Premium (17) | Percentage | SEND (3) | Percentage | On track | 15 | 27% | 6 | 19% | 9 | 38% | 4 | 24% | 1 | 33.3% | Slightly below | 29 | 53% | 15 | 49% | 14 | 58% | 9 | 52% | 1 | 33.3% | Well below | 11 | 20% | 10 | 32% | 1 | 4% | 4 | 24% | 1 | 33.3% |
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| <p>3. To implement a curriculum that supports children in knowing more and remembering more</p> | <p>Quality of Education Ensuring children working out of year group are provided with a robust curriculum offer that allows for rapid progress and personalisation. Ensuring the most able, have challenging work which deepens their understanding across all subjects. Supporting children’s access to structured interventions tailored to gaps in learning Enhancing teaching and learning using Rosenshine principles to support the development of metacognition and memory To implement whole school approaches to allow all pupils to have focused and dedicated time to develop memory and space to contextualise new information. This was the area from the schools challenge partner review in January 2021</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>4. To ensure a rigorous and sequential approach to the reading curriculum.</p> | <p>A key element identified from Key Stage two statutory assessments in 2019. Phonics is now on an upward trajectory but was identified as a key area for improvement in the school’s 2019 Ofsted. Read Write Inc was introduced September 2019 and so needs to be embedded to ensure a rigorous and cohesive approach. This is integral for rapid catch up for Key Stage 1 pupils following the pandemic The books pupils use for reading need to be carefully matched to pupils. The integration of accelerated reader in Key Stage 2 will support this.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>5. To embed the teaching of writing and to raise standards</p> | <p>Writing has been identified as an element where children are showing a decline following lockdown. This is apparent on transcriptional skills such as spelling and handwriting. Schools writing systems still need to be embedded as identified by Ofsted 2019- diagnostic analysis and focused teaching is essential to support pupil catch up and development. Based on Spring data and end of year projections- GDS must be a focus across the school The overall cohort for writing has gone up by 3.3% to 66.4%. This is the lowest element in school. Boys have made 2% progress but girls have gone up by 5.4% which has increased the gap from 17.2 to 20.6%. Whole school FSM has increased by 5.4%. GDS remains low across the school but the number of GDS has increased by 1.7%</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Writing is the lowest subject in school, with GDS being significantly lower. However, it has risen by 3.3% overall which shows nearly double the progress of other subjects. This suggests that writing provision is working.

Catch-up plan

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| School name: | Bentley High Street Primary School |
| Academic year: | 2020-2021 |
| Total number of pupils on roll: | 413 pupils in years reception through to Year 6 |
| Total catch-up budget: | £33,040 |
| Date of review: | September 2021 |

Main priorities for allocated funding- to support SIP

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| Whole School | <ul style="list-style-type: none"> • Accurate baseline for targeted interventions using diagnostics • Whole school focus on speech and language and the development of oracy • Enhancing the quality of teaching and learning both remotely and in school using Rosenshine principles and EEF TA deployment guidance • Enrichment for the curriculum with a focus on PE to support engagement • Purchasing |
| Targeted support | <ul style="list-style-type: none"> • RWI one to one interventions • Speech and language interventions across EYFS/KS1 - Welcomm and Nelli • EAL speech and language intervention-KS2 • Focused pastoral support to support re-integration and trauma. • School engagement initiatives to support behavior and attendance • Catch up to achieve age related expectations focus on Year 6 • Key stage 2 accelerated reader. |
| Wider support | <ul style="list-style-type: none"> • Families have access to electronic platforms and understand how they are used • Purchasing of technology to support remote-learning • Development of robust home learning plans |

Whole school support

| Action | Intended outcome | Estimated impact | Cost | Staff lead | Comments |
|---|--|--|---|---------------|---|
| Review of baseline assessment- speech and language Wellcomm- EYFS/Year 1 | Diagnostic to identify pupils needing intervention and to identify language gaps to be included in planning across the provision/cohort. | Learning can start from the point of need with no further time lost. Assessment data can show progress based from starting points. This can be gathered focusing on cohorts and individual pupils | £0 | HC, JG and CW | SENCO to use leadership release time to review assessment structure. Leadership time is already budgeted for and allocated. Diagnostic purchased a previous year |
| Remote learning- staff training on seesaw, development of pupil logins and parental understanding | All pupils have access to seesaw to send learning to the class teacher. Teachers can set learning tasks remotely. | Teachers are confident using this learning platform 100% of pupils working remotely- use seesaw to send learning for feedback from the class teacher. | £0 | KP | SLT to monitor pupil engagement with seesaw from home-learning activities. To identify families for support. |
| Staff training on school lesson structures for virtual lessons on Teams- incorporating EEF guidance | To ensure teacher quality and that the elements of effective teaching are present- ensuring explanations are clear and build on pupils prior knowledge | Review of virtual lessons ensures structures are in place for all lessons. Pupils learning is used to evaluate the quality of the lesson and teachers instruction | £0 ACS training and supplement- covered within SLA | MD, KP, RA | SLT to ensure lesson plan structures are available centrally on SharePoint. SLT to monitor lessons and sample those taking place remotely |
| Enhancing quality first teaching using Rosenshine principles to ensure | Quality first teaching and learning building on pupil's | Review of pupil progress from baseline assessments. This will be monitored using diagnostics and | £0 | RA | Rosehnshtine principles incorporated into teacher appraisal with clear areas for development identified. |

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| <p>the development of metacognition and memory</p> <p>Focus on effective TA deployment from EEF</p> | <p>prior knowledge. This allows for more rapid gains in lessons</p> | <p>NFER assessments from the end of the autumn term</p> <p>Quality of teaching and learning within school profile and developments for individual teachers.</p> | | | <p>Peer coaching and support for teachers arranged across school</p> <p>Focus of CPD across summer term</p> |
| <p>Speech and language training for staff- ideas to include drama and to promote motivation and engagement</p> | <p>Increased opportunities for the development of speech and language in lessons through the use of drama.</p> | <p>Precise drama techniques included in lessons-identified in teaching and learning walks. Teachers incorporate more opportunities for ideas generation and peer collaboration.</p> | <p>£500</p> | <p>RA</p> | <p>Training day-end of ATI. Kevin Spence to lead. All staff PM sessions</p> <p>SLT to monitor the inclusion of strategies within the classroom</p> |
| <p>Purchasing of new PE scheme of work and CPD to ensure high standards and engagement working within school RA</p> | <p>Quality first PE teaching- promoting enjoyment and fitness</p> | <p>Teacher more confident teaching PE under the risk assessment restrictions</p> <p>Pupils attainment is raised in PE</p> | <p>£1,525 taken from sports premium)</p> | <p>GB</p> | <p>Tracked within sports premium budget</p> |
| <p>Purchase sports coach- Scotty's Heros</p> | <p>Sports Coach engaging with children at break time, lunch time and after school to ensure that individual pupils have access to activities that support mental health and wellbeing.</p> <p>Coach will work with intervention pupils to support oracy and engagement</p> | <p>Attendance develops. Pupil anxiety is reduced due to access to a trusted role model. Greater balance between academic progress and wellbeing of all pupils. Reduction in episodes of poor behaviour.</p> <p>Increased attendance linked to involvement in the club</p> | <p>£2870 taken from sports premium)</p> | <p>GB</p> | <p>Tracked within sports premium budget</p> |

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|--|--------------------------------------|--|------------------------|----|---------------------------------|
| Purchase of accelerated reader to be used across KS2 | Children make rapid gains in reading | Pupils make greater progress in reading as books are perfectly matched to reading ability as identified by a diagnostic. Improved reading outcomes across year groups | £1000 | AF | Contribution made to the Trust. |
| Total spend: | | | £1,500 | | |
| | | | % of grant- 4.5 | | |

Targeted Support

| Action | Intended outcome | Estimated impact | Cost | Staff lead | Comments |
|-------------------------------|--|---|---|------------|---|
| Recruitment of TA | TA working in Year 2. To allow for experienced HLTA to deliver high quality phonics interventions across KS1 Greater capacity to support pupils | Rapid gains in phonics assessments from pupil baselines. SDI in place as identified in the program | 3 days- contribution into school budget £5259 | RA | RA- TA will also support pupils with re-integration |
| Purchase of Motional license. | License purchased to allow access to pastoral diagnostic. | Diagnostic will allow staff to develop bespoke programme of support that can be provided by Mental Health and Well Being Champions. | £Cost met through Collaborative funding. | SB/RA | RA to work with Rich form motional to complete. |

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| Staff training on Motional. | All staff understand how to use diagnostic tool for vulnerable children. | Individual needs of pupils identified to allow teacher/mental health champions to provide bespoke support. | £0 | SB | 1 x SDM Autumn term. |
| Speech and language interventions run across school: NELI (Nuffield Early Language Intervention) in EYFS Wellcomm EYFS/Y1 Colorful semantics EAL | Training completed by TA staff and delivered as Tier 3 intervention package. Improvements in pupils speech and language | Improvement in pupil speech and language skills as measured by structured intervention diagnostics | Additional TA in EYFS allows for the running of interventions-0.5 of time for interventions £6500 | RA | TA starts 5 th October. Induction in place to support recruitment. |
| Focused math and English lessons for children working out of year group across KS2 (Non-qualified teacher 5 mornings a week) | High quality teaching and learning for pupils in a small group to allow for greater personalised learning | Greater pupil progress from starting point Improved confidence and enjoyment (Pupil and parental voice capture) | Non-qualified salary 5 x am sessions £18,011 actual Contribution from grant £9000 | RA/HC | SLT review group to ensure high standard and impact. SENCO to ensure pupil/family voice is collected |
| Recruitment of apprentice TA to allow for experienced HLTA to support pastoral team | Improvements in attendance and reduction in Pas More pastoral interventions take place to support pupils reintroduction to school | Mentoring and support in place for children and families with issues related to attendance | £5,000 | RA | Under the supervision of the pastoral manager. Roles identified. |

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| with a focus on attendance | | All families accessing remote learning through pastoral support and guidance/assisting with routines More capacity for pupil intervention to support well-being and engagement in learning | | | |
| Staff deployed to lead an afternoon enrichment group- to support children with challenging behaviours and low ability due to attendance issues. | Improved engagement and behavior for identified pupils | Increase in pupil engagement and well-being- as identified by diagnostics Reduction in behavioural incident Marked improvement on pupil progress through work sampling | £0 Covered internally with TA deployment | RA/KP | SLT to support the planning and implementation of the group. Questionnaires in place to support the measurement of impact for pupils and families. |
| Targeted tuition | Identified children receive tuition to support catch up and development- commence in spring term- initial focus on Year 6 | The school achieves targets in pupils achieving age related expectation Pupils show progress on scaled scores from NFeR assessments | £1376 6 children @ £200 a session for 10 sessions | KP | Tutors identified in school and using the national program if there is not enough capacity. Tuition to take place outside of school hours. Similar model in place before organised with advanced HR using pupils in school |
| Total spend: | | | £27, 135 | | |
| | | | % of grant-82 | | |

Wider support

| Action | Intended outcome | Estimated impact | Cost | Staff lead | Comments |
|--------|------------------|------------------|------|------------|----------|
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|---|---|---|------------------|--------------|--|
| Access training for parents | Parents understand how to support their children in accessing seesaw and Teams for lessons. Families are confident and have the knowledge to access remote learning platforms-no families are disadvantaged | Children accessing MS Teams during periods of self-isolation to continue with learning. Gaps do not widen and learning time is not lost. More children access remote learning-this is tested via home-learning. Seesaw can track pupil's enjoyment with independent learning beyond the classroom. Engagement when working remotely is captured by pastoral team | £0 | KP and RA | KP to produce parent training material and distribute in September. Use dedicated leadership time to produce and distribute. Main point of contact for parents who are struggling with access. Children launch assembly for seesaw 5 th October 2020- codes are also given out |
| Audit of pupils access to technology and confidence using school systems | School is aware of which children have access to technology and who can access learning remotely. | Families with no access to internet or technology are identified and can be supported if the children have to learn remotely | £0 | All teachers | Identified through parent's evening |
| Ensuring access to technology- purchasing of iPads to support access to technology for pupils who are isolating- loan system in place | Ensuring that pupils have access to technology and the internet and that they have no barrier to learning | All children are able to access learning remotely when self-isolating. Seesaw can be used to track pupil's engagement with set learning activities. | £3290 10 iPad | RA | SLT to monitor loans system and how they are used by pupils when on loan School to liaise with ACS to discuss cost effective approaches |

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| Prepare 'Borrowing IT Equipment Agreement', pupil and parent acceptable use agreement. | Clear expectations on loan of equipment and protocols in place for safe return and use of hardware. | All equipment is accounted for and available to loan out again after return. | £0 | KP | KP to prepare documentation and save to website |
| Loan service in operation. | Hardware loaned to pupils who require it. | No loss in learning time. | £0 | RA and Office | Office to complete loan agreements and supply loan machine. RA to monitor and oversee. |
| Total spend: | | | £3290 | | |
| | | | % of grant- 10% | | |

| Allocated funds | Percentage of funding allocation | Available funds |
|-----------------|----------------------------------|-----------------|
| £31,925 | 96.6% | £1,115 |

Review and Impact

| | Impact |
|--------------|--|
| Whole school | <p><u>Seesaw</u> - By December 18th 2020, there were only 7% of children in school from F1 to Year 6 who had not engaged with Seesaw. This equated to 33 children. Videos, parent guides, and instructions were shared and guides on social media. Seesaw was used throughout Spring term to upload all learning done remotely. Due to its success, Seesaw is now being used throughout school for home learning.</p> <p><u>Drama</u>- drama inset contributed to the oracy strategy sequence in school and has strengthened the writing sequence. Evidence-lesson observations</p> <p><u>PE scheme implemented in school with training from external providers</u>- impact needs to be reviewed this year from evaluation of training.</p> |

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| | <p><u>Scotty's Heroes</u> - Pupils who struggled with oracy and communication were selected to participate in Scotty's Heroes. This was focused around teamwork and self-regulation. 30 children were selected for the sessions. 80% of these were pupil premium</p> <p>Awaiting impact measure data from the provider. Positive impacts seen in school:</p> <ul style="list-style-type: none"> • Improved attendance from some pupils – some on a phased transition back to school attended these sessions favourably as they were small group, engaging and collaborative. • Improved team work and communication – problem solving and collaborative activities • Increased learning behaviours of some pupils – older pupils role modelling behaviour and supporting others • Increased opportunities for disadvantaged pupils e.g. camp fire <p><u>Accelerated Reader</u>- children now have an accurate reading level so that books can be matched to ability and so that children can be identified for intervention and support.</p> |
| Targeted Support | <p>NELI</p> <p>Additional staff member trained so more children can benefit from the programme 2021-22.</p> <p>School has become an advocate school for NELI</p> <p><u>Impact of NELI</u></p> <p><u>End of Autumn</u></p> <p>Average steps progress: +1.7</p> <p>83% of children made progress.</p> <p><u>End of Summer</u></p> <p>Average steps progress +4.8</p> <p>100% of children made progress.</p> <p>100% of children reached ELG in communication and language.</p> <p><u>WELCOMM</u></p> <p><u>Impact of WELCOMM</u></p> <p><u>End of Autumn term</u></p> <p><u>F2 –</u></p> <p>Average steps progress: +0.6</p> |

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|---|
| <p>42% made progress</p> <p><u>Yr1</u></p> <p>Average steps progress: +1.9</p> <p>100% made progress.</p> <p><u>End of Summer term</u></p> <p>70% of F2 children accessing WELLCOMM had reached age related expectations for communication and language.</p> <p>55% of Year 1 children accessing WELLCOMM had reached age related expectations for communication and language.</p> <p><u>COLOURFUL SEMANTICS</u></p> <p>Whole school training delivered following the positive evaluation of the programe</p> <p>Members of staff identified for further specialist training.</p> <p><u>Impact of small group focused teaching in KS2</u></p> <p><u>Academic impact of writing group</u></p> <p><u>End of Autumn</u></p> <p>Average step progress - 0.8</p> <p>42% of children have made progress (however these children have historically made limited progress.)</p> <p>Lessons continued to take place remotely during spring term.</p> <p><u>End of summer term</u></p> <p>Average step progress +0.9</p> <p>58% of children have made progress</p> <p><u>Academic impact maths group</u></p> <p><u>End of autumn</u></p> <p>Average step progress + 1.9</p> <p>81.25% of children have made progress (however these children have historically made limited progress.)</p> <p>Lessons continued to take place remotely during spring term.</p> <p><u>End of summer term</u></p> <p>Average step progress +0.25</p> <p>19% of children have made progress – a lot of curriculum time was afforded to addressing gaps in learning from lost learning during lockdown and consolidating progress from Autumn term.</p> |
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Impact mentoring and support

Upon return to school, children were identified for pastoral mentoring for a range of needs - these included anxiety, behaviour, attendance, bereavement etc.

Positive impacts for these pupils included:

- Increased readiness to learn
- Increased attendance for some
- Reduction of behaviour incidents for some

Enrichment Group

14 children attended the enrichment group throughout KS2. These pupils were selected for a range of reasons such as behavioral, social, SEND or struggling with attendance and motivation in school. Of these pupils, 71% were pupil premium, 36% had an EHCP and 79% of pupils were on the SEND register. All of these pupils were identified as struggling to access the curriculum in their classroom. Pupils followed a curriculum planned and resourced by the curriculum lead which focused on the knowledge and skills of the national curriculum but was led by short, collaborative and engaging hands-on projects with an oracy focus. For example, researching, making and designing a hedgehog house.

Positive impacts for these pupils included:

- Reduced numbers of positive holds for certain children
- Reduced incidences of behaviour for certain children
- Increase in attendance for some pupils
- Increased confidence for some children e.g. one child participated in PE for the first time because it was in a small group
- Increase in self-regulation for some pupils
- Increase in engagement and confidence e.g. some pupils would read in front of the group when they would struggle to read in class.

Targeted Tuition

90 pupils received tuition for reading and writing during Summer term 2021. These pupils were identified from data towards the end of Spring term as falling behind or being at risk of falling behind.

69% of pupils receiving tuition received it for writing and 31% for reading.

The pupils were identified from Years 3 -5.

| | Reading | Writing | Total |
|--------|---------|---------|--------|
| Year 3 | 9 | 12 | 21 23% |
| Year 4 | 12 | 27 | 39 43% |
| Year 5 | 6 | 23 | 30 34% |
| Total | 27 31% | 62 69% | 90 |

43% of pupils were pupil premium
27% of pupils were SEND

Writing progress

| | No progress | Less than expected progress | Expected progress | More than expected progress | Total |
|-------|-------------|-----------------------------|-------------------|-----------------------------|--------|
| Y3 | | 2 17% | 9 75% | 1 8% | 12 19% |
| Y4 | | 3 11% | 13 48% | 11 40% | 27 44% |
| Y5 | 2 10% | 7 30% | 7 30% | 7 30% | 23 37% |
| Total | 2 3% | 12 19% | 29 47% | 19 31% | 62 |

Reading progress

| | Average scaled score increase |
|----------------|-------------------------------|
| Y3 (9 pupils) | +5.3 |
| Y4 (12 pupils) | +14.8 |
| Y5 (6 pupils) | +15.3 |

Wider Support

Use of IPADs/Resources to enhance learning

100% of pupils with a social worker were allocated a device – this was 8 pupils.

49 further pupils loaned an electronic device to access online learning. Of these pupils, 82% were pupil premium pupils.

1 family was given additional data through a loaded SIM card.

Applications were made to the DfE for 12 families to have their existing mobile data increased for accessing online learning and resources.

Remote online attendance was tracked weekly through registers of children attending sessions in school and remotely. An increase was seen in attendance

| | w/c 18th Jan | w/c 25th Jan | % movement | w/c 1st Feb | % movement |
|--------------------|--------------|--------------|------------|-------------|------------|
| F2 (56) | 75% | 86% | 11% | 84% | -2% |
| Y1 (57) | 84% | 89% | 5% | 89% | 0% |
| Y2 (59) | 78% | 78% | 0% | 83% | 5% |
| Y3 (60) | 95% | 97% | 2% | 97% | 0% |
| Y4 (63) | 79% | 84% | 5% | 90% | 6% |
| Y5 (61) | 95% | 93% | -2% | 92% | -1% |
| Y6 (55) | 93% | 96% | 3% | 96% | 0% |
| whole school (411) | 86% | 88% | 2% | 90% | 2% |

