



£80 per pupil = £9847 with additional £7000 2021-22

<p>Identified concerns following the Covid-19 pandemic</p> <ul style="list-style-type: none"> • Learning behaviours may no longer be in place. • Attendance following Covid restrictions and parental/ pupil anxiety. • Low levels of wellbeing as a result of anxiety, lack of school structure and familiarity, possible bereavement and loss. • Lack of school/ learning opportunities leading to gaps in learning, particularly in maths, reading and writing. 	<p>Key Strategies to be employed during 20-21</p> <ul style="list-style-type: none"> • Opportunities for children to re-familiarise with learning behaviours and regulation. • Assessment to identify gaps in learning. • Ensure curriculum and teaching maximise opportunities to develop basic skills and re-cap missed learning. • Engage and inform parents so they are able to support learning at home. • Tutoring: Small group and 1:1 interventions to fill gaps in learning and accelerate learning. • Use of targets through CT, LBM and associated rewards • Nurture and wellbeing: Ensure pupils have access to provision to support pupil wellbeing. • Attendance initiatives to increase attendance levels and maximise opportunities for pupils to learn.
<p>Assessment of the effectiveness of the grant on pupils' educational attainment</p> <p>We will assess the effectiveness of the 'catch-up' grant on an ongoing and regular basis, using the following methods:</p> <ul style="list-style-type: none"> ⇒ Summative data (seasonal in-year data and national outcomes) ⇒ Gap analysis assessments (individual pupils) post lockdowns ⇒ Intervention entry and exit data to monitor impact of specific interventions ⇒ Attendance data ⇒ Wellbeing and Involvement surveys <p>Welfare calls to hard to reach or those non accessing remote learning</p> <ul style="list-style-type: none"> ⇒ Parent surveys 	

Area	Strategies	Costs	Success criteria	Evaluation
Learning behaviours and regulation.	<p>Re - familiarise with learning behaviours and regulation including updated input from HT on behaviour policy procedures and on values</p> <p>Re-define vision and involve children/parents</p> <p>Spend first week of term 1 & 4 re-familiarising pupils with behaviour expectations and effective learning habits to support pupils to adjust to being back in school. I</p> <p>Introduce all pupils to Zones of Regulation (term 4) and encourage use and discussion around this in day to day school life, as well as holding weekly assemblies on this</p> <p>Introduce Child mental health/well-being week term 3 and again in term 1</p> <p>Explore resilience and well-being award criteria term 3</p> <p>Roll out Forest school training for all staff to offer this from term 4/5 to promote well-being</p>	<p>.</p> <p>2020-21 £250</p> <p>2020-21 £1000 from other budget heads 2021-22 £1000</p>	<p>Children settle quickly back into school routines and adjust to learning expectations, with high levels of wellbeing and engagement.</p> <p>Pupil survey will show little change to well-being – term 4</p>	<p>Children settled back well after first lockdown. Three weekly pupil welfare meetings introduced</p> <p>Few parent concerns term 2</p> <p>Forest school training begun week5 term 3</p>
Assessment to identify gaps in learning.	<p>Conduct baseline assessments in term 1/3/4 to identify key trends/ themes where progress is weak, so teachers can plan accordingly.</p> <p>Use data to run a maths gap analysis term 2 and 4 to identify class and individual gaps, which can be targeted through class teaching and interventions.</p> <p>As above for English</p> <p>Use provision map and data meetings to identify pupils where least progress has been made or where gaps are evident in order to put support in place</p> <p>Targeted interventions and alterations to whole class planning allow gaps to be addressed to allow for accelerated progress.</p> <p>Develop focus on basic skills and re-cap missed learning terms 2 and 4.</p> <p>Monitor remote learning</p>		<p>Gaps are promptly and successfully identified.</p> <p>Progress data, when reliable again (term 5?) shows no widening for CoViD vulnerable pupils</p> <p>Curriculum and teaching maximise opportunities to develop basic skills and re-cap missed learning.</p> <p>SLT and key subject leaders complete termly monitoring of remote learning and report next steps</p>	<p>Assessment and gap analyses complete term1</p> <p>Term 3 monitoring of remote learning conducted by HT/DHT and English and Maths subject leads</p>
Teaching Focus (tutoring)	<p>2 days a week teacher support running targeted booster groups across the school Year 6 term 2/3/4, Year 5 terms 5/6</p> <p>Introduce catch up reading interventions term 5/6</p>	<p>2020-21 £5306 2021-22 £3183</p> <p>2 x 1 pm per week extra TA support</p>	<p>Children make good progress across English and maths, and the gap between disadvantaged pupils and their peers narrows.</p>	<p>Booster groups well received.</p> <p>Impact hard to monitor as attendance fell off dramatically across school in</p>

	<p>Consider maths pre-teach running daily for targeted pupils from 8.30am.</p> <p>Provision of workbooks and additional laptops to those most in need due to remote learning including licences</p> <p>Provide additional staffing to run PE/Sports and well-being sessions</p>	<p>running reading interventions 2021-22 COST: £950</p> <p>2020-21 £680</p> <p>2020-21 £3780 2021-22 £2520</p>		<p>final two weeks of term2 and lockdown followed in term 3</p>
Parental Engagement and support for remote learning	<p>In the event of local/ national lockdown (term 2/3 or year groups isolating, provide high quality remote learning via the school's web pages.</p> <p>Transition to Class Dojo learning platform from Kidblog to encourage feedback and engagement</p> <p>Explore parental partnership award</p> <p>Ensure website provides resources for parents to support learning at home – upgrade website term 3.</p> <p>Provide 'Friday Feedback' from teachers each week to inform parents about weekly learning.</p>	<p><i>2020-21 £1000 from other budget heads</i></p>	<p>Parents feel informed and engaged about the learning taking place at school.</p> <p>Parents feel well equipped to support their children at home, and are able to approach school for support where needed.</p>	<p>Parent survey and Dojo feedback is overwhelmingly positive (term 3)</p> <p>Parent survey term 4 to follow</p>
Attendance to be tightly monitored and reported on	<p>Attendance is closely monitored, with prompt daily phone calls for non-attenders and doorstep visits where required.</p> <p>Attendance forms part of three weekly pupil welfare reviews</p> <p>Clear attendance policy with follow up should persistent absenteeism occurs.</p> <p>Clear evidence of monitoring of hard to reach or vulnerable children/families during lockdowns</p> <p>Dojo to be used to increase engagement of some of these families</p>		<p>Attendance (excluding Covid related attendance) is in line or above the national average of 96%.</p>	<p>Attendance for online learning being monitored and those not accessing contacted</p> <p>Overall attendance is not usable term 3 due to lockdown</p>
Income 2020-21		£9 847		
Plan expenditure		£10 016 <i>£69 shortfall met from other budget heads</i>		
Income 2021-22		£7 000		
Plan expenditure		£7 653 <i>£653 shortfall met from other budget heads</i>		