

## Peckover Primary School

### COVID-19 catch-up premium report

#### COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	373 <a href="#">April review 387</a>	Amount of catch-up premium received per pupil:	£80 per pupil
Total catch-up premium budget:	£29,880 allocation	Additional top up form Trust Primary School Improvement Fund: £32,576	Total Catch Up Fund: £62,456
School context:	<p>Peckover is in an 'Opportunity Area' 2017/21. In The 2016 Social Mobility Index (SMI)<sup>1</sup> set out the differences between where children grow up and the chances they have of doing well in adult life. Out of 324 Local Authority Districts (LAD) nationally, the SMI ranked Fenland 319<sup>th</sup></p> <p>Our complex demographic consists of:</p> <ul style="list-style-type: none"><li>• 53% of pupils EAL</li><li>• 45% of White British pupils are Pupil Premium</li><li>• 35% pupils PP EYFS to Y6</li><li>• 17 EHCP's (14 and 3 in Nursery)</li><li>• 28% SEND (35% EYFS to Y6)</li></ul>		

#### Strategy Statement

Our Catch Premium is targeted to support the effective delivery of our COVID-19 Recovery Strategy. This is based around the following principles:

1. All pupils and staff are safe & cared for
2. A knowledge rich curriculum is delivered through quality first teaching
3. Targeted support is delivered effectively & rigorously
4. Staff training & development supports excellent teaching, learning and pastoral care
5. Children are at the heart of everything we do, especially those who are disadvantaged and vulnerable.

Our catch-up funding is focused on four specific types of provision

1. Targeted CPD to maximise staff effectiveness
2. Providing external targeted professional support
3. Augmenting internal specialised support

4. Accessing Trust expertise and additional resources

Our total allocation of catch-up funding is £29, 880 and this has been supplemented by £32,576 from our Primary School Improvement Fund to provide a total allocation of £62,456

This finance is being used to address our aim of ensuring that **all children achieve at least pre COVID-19 expectations by the end of the year. To ensure this takes place we will deliver the following:**

- a. All staff access high quality training and support to ensure they are fully equipped to perform their roles effectively.
- b. All children access full curriculum entitlement and high-quality 1<sup>st</sup> teaching
- c. Targeted children access high quality pre-teaching to close their learning gaps and to prepare them to engage with their age-appropriate curriculum.
- d. SEND children are supported via bespoke academic & pastoral targeted support delivered by school staff and external professionals tailored to individual targets.
- e. Disadvantaged children are supported via bespoke academic & pastoral targeted support delivered by school staff and external professionals
- f. Targeted enhanced pastoral support is maximized to promote positive behaviours and raised aspirations in our vulnerable children

Internal expenditure £28, 803	External Expenditure £34,900	Trust Resource £37,700 plus £6,000 from curriculum	Successful grant applications applied for by school £17,100	No additional costs strategies
<ul style="list-style-type: none"> <li>• Additional pastoral ELSA trained support</li> <li>• Additional Student Support officer Y6 Y4</li> <li>• Year 1 additional TA support</li> <li>• Fine motor skills writing books (School budget)</li> <li>• Curriculum enrichment resources (school budget)</li> <li>• Additional teacher in Y2 and 5 (school budget)</li> </ul>	<ul style="list-style-type: none"> <li>• Teach 1<sup>st</sup> Trainee in Y1 – (additional teacher)</li> <li>• Teach 1<sup>st</sup> Academic Mentors Y2 and Y6</li> <li>• Think for The Future Mentors (school budget)</li> <li>• Connex National Tutoring Programme (Y1,3,4,5,6)</li> <li>• Speech and Language</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Directors (English, Maths, SEND &amp; Curriculum)</li> <li>• Lead Practitioners (Safeguarding, Attendance, Intervention, Physical Education)</li> <li>• Primary Training Hub</li> <li>• External QA &amp; support</li> </ul> <p>In addition to £37,700, the Trust has also allocated £6,000, from the Curriculum budget, to fund the implementation of Read, Write Inc. to urgently address gaps in reading/phonics.</p>	<ul style="list-style-type: none"> <li>• GLS - £1,500 for dual language books to support EAL pupils and parents at home</li> <li>• Foyles bookshop - £6,000 – to buy Read, Write Inc resources</li> <li>• Elizabeth Wright Foundation – £2,000 to purchase quality texts for disadvantaged children to have books at home.</li> <li>• Opportunities area - £5,000</li> <li>• National Schools Breakfast Scheme - £600</li> <li>• Individual donation from local business for Year 6 residential trip 2021 - £2,000</li> </ul>	<ul style="list-style-type: none"> <li>• PIXL Membership</li> <li>• Additional planning time given to teachers</li> <li>• Remote learning policy</li> <li>• Food bank</li> <li>• Communication &amp; language resources (DFE funded project NELI)</li> </ul>

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	53% of pupils have EAL, many only spoke first language during both lockdown period and regressed in their English acquisition and reading ability, as many parents do not read or write in English.
B	High numbers of disadvantaged pupils with 35% Pupil Premium from EYFS to Y6 and 45% of White British cohort. On return, reading fluency had regressed and was significantly behind in all year groups. ¼ of Y2 cohort returned in September reading at an EYFS level. Reading and language and communication levels have been impacted. Pupils regressed during school lockdown and disadvantaged pupils were adversely affected.
C	The 2016 Social Mobility Index (SMI) set out the differences between where children grow up and the chances they have of doing well in adult life. Out of 324 Local Authority Districts (LAD) nationally, the SMI ranked Fenland 319th
D	A high number of SEND pupils beginning school with speech and language (50% on entry to EYFS). A further 20 children in KS 1 are having dedicated speech and language, with a further 3 KS 2 children having Speech and Language therapist support. A high number of SEND pupils throughout school 28%. A high number of pupils under assessment for EHCP's – currently 15 further children identified as needing EHCP and 6 at RSA stage. There are currently 17 children with EHCP's (3 of which are in Nursery). We have 28 EHA's this year.
E	Pupil stamina and fine motor skills regressed during lockdown
F	6 months of curriculum missed during partial school closure, including mathematics and phonics, will impact on deeper learning in these areas.
G	Layout of classrooms have impacted on teacher effectiveness, as it is more challenging for teachers to pick up and address misconceptions and give immediate verbal feedback. The classroom layouts have also impacted on opportunities for collaborative learning and limits discussion between children, which helps to deepen their understanding. Because of the limitations of the risk assessment for Covid, several areas of the curriculum have had to be adapted and this has led to a less dynamic way of teaching and teachers losing confidence in taking risks.

Actions to address academic barriers

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Cost	When will you review this?
<p>Early diagnostic testing and subsequent curriculum and planning adjustment.</p> <p>April 2021 Further round of early teacher assessment, pupil progress meetings and subsequent curriculum planning adjustment .</p>	<p>To diagnose gaps in learning swiftly and adjust curriculum accordingly.</p> <ul style="list-style-type: none"> <li>Pupils to achieve pre-Covid achievement trajectory.</li> </ul>	<p>We need to swiftly respond to the needs of individual pupils, by finding gaps for individuals and cohorts and adjust planning and curriculum to ensure those gaps are addressed.</p>	<p>This will be achieved by:</p> <ul style="list-style-type: none"> <li>Assessment lead to organize the administration of tests, QLA analysis and data collection.</li> <li>Principal, SEND, PP and Intervention lead to meet with year groups to ensure curriculum has been adapted and identify pupils in need of intervention of adapted teaching plans.</li> </ul>	<p>Intervention lead KK PP lead SP SENDCO CS</p>	<p>PIXL membership (School Budget)</p>	<p>Dec 2021 All year groups completed Autumn transition package, which confirmed teacher assessments. Teachers used gap analysis to inform future planning. Comprehensive interventions timetables were swiftly in place and these were regularly monitored to ensure they were having impact. Impact – Gaps were beginning to close and children were making accelerated progress – on track for children to return to pre-covid trajectory.</p> <p>April 2021 Following second lockdown, teacher assessments have shown that despite the vast majority of children engaging in home learning, reading has once again been impacted by school closure. Those families who do not read and write in English, or where there is poor parental engagement, the gap has widened. The second lockdown has compounded the effects of the first. Teachers are following 'Ready to progress' on the priority elements for maths. Sharp focus on reading will continue.</p>
<p>Curriculum lead to work with Director of Curriculum to ensure the implementation of the new Trust curriculum is faithful to intent.</p>	<p>Ensure a knowledge rich curriculum engages pupils and helps them be able to remember more, know more, do more, which will have a positive impact on reading and writing</p>	<p>Our OFSTED areas for development were related to the wider curriculum:</p> <ul style="list-style-type: none"> <li>Leaders need to ensure that plans for all areas of the curriculum are sequenced well so that pupils secure the</li> </ul>	<p>This is achieved by:</p> <ul style="list-style-type: none"> <li>The planning and implementation of the curriculum supported by the various national subject associations; for</li> </ul>	<p>Director of Curriculum CN Curriculum lead KK</p>	<p>£5,000 additional Trust support</p>	<p>December 2020 Launch of new curriculum in the first term was very successful. Pupil voice and work showed good acquisition of knowledge and understanding of subjects. We are on track to for combined to be at least 60%, with some year groups exceeded the target of 65%. Great engagement with CPD from Primary Training Hub, in school training and various associations led to a high</p>

	<p>outcomes.</p> <ul style="list-style-type: none"> <li>Each Yr gp to achieve at least 65%+ in RWM combined.</li> <li>Work scrutiny and pupil voice demonstrate pupils have a wide and in depth knowledge of subjects of the wider curriculum.</li> </ul>	<p>knowledge they need to be successful.'</p> <p>And</p> <ul style="list-style-type: none"> <li>'Leaders need to continue their plans to improve their assessment systems across all subjects to enable teachers to routinely check that pupils know more and remember more.'</li> <li>Since September, the implementation of the cognitive curriculum has already had a very clear impact on the quality of pupils writing as a result of a greater knowledge and understanding of wider subjects such as History.</li> </ul>	<p>example 'The History Association'</p> <ul style="list-style-type: none"> <li>Joint planning with year group colleagues across the Trust primaries, supported by curriculum group.</li> <li>Joint moderation with year group colleagues across the Trust primaries, supported by curriculum group.</li> <li>Curriculum lead to monitor the work of subject leads</li> <li>Subject leader CPD</li> <li>Teacher subject CPD for subject knowledge and implementation</li> </ul>		<p>Additional planning time given to teachers</p>	<p>curriculum being delivered. Joint planning sessions across the Trust were highly effective, despite the remote delivery.</p> <p>April 2021</p> <p>Despite a second national lockdown, a full curriculum was delivered, as part of a comprehensive remote learning package. Joint planning for the summer term took place and moderations all happened remotely. A curriculum review is currently underway, with subject leads.</p> <p>The second lockdown has impacted on our target of 65% combined, and we are currently between 55% and 60% combined in year groups, which we are urgently addressing.</p> <p>Moderations and book scrutiny show that the implementation of the curriculum is faithful to intent. The new curriculum is having a positive impact on pupils' knowledge and writing content.</p>
<p>Purchase writing books with handwriting lines for all children in all subjects</p>	<p>For children to develop, fluent and legibly joined handwriting.</p> <ul style="list-style-type: none"> <li>Children will be able to write efficiently at speed thus supporting progress in all subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Covid has had an adverse impact on pupils' fine motor skills and writing stamina.</li> <li>'Talk for Writing' exercise books instantly support a legible and fluent hand.</li> <li>Pupils ability to write at speed and with stamina should not be a barrier to progress -writing will be joined, eligible and fluent.</li> </ul>	<p>English lead ordering books</p> <p>Monitoring of handwriting during book scrutiny</p>	<p>English Lead SB LT</p>	<p>School budget – curriculum resources</p>	<p>Ongoing through lesson dips.</p> <p>December 2020</p> <p>New books purchased and roll out in all year groups, with very pleasing results. Scaffolding enabling the vast majority of pupils to have a fluent, legible hand.</p> <p>April 2021</p> <p>Upon return from second lockdown, books are still needed to support handwriting. Once again, they are effective in addressing writing fluency and stamina.</p>

<p>Prioritise time spent teaching and promoting reading.</p> <ul style="list-style-type: none"> <li>• Purchase non-fiction books and quality fiction books to enhance curriculum delivery.</li> <li>• Purchase Rapid Reading scheme for reading intervention</li> </ul>	<p>There will be a significant increase in Reading fluency for EAL, SEND and disadvantaged children in the Autumn term.</p> <ul style="list-style-type: none"> <li>• Children’s comprehension of texts will improve</li> <li>• There will be a whole school reading culture</li> <li>• Improve children’s confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline assessments in September showed that pupils were significantly behind age related expectations compared where school would normally be at the same time in previous years.</li> <li>• Early diagnostics showed children’s reading fluency had declined.</li> <li>• Reading confidence and fluency had declined.</li> </ul>	<p>This is achieved by:</p> <ul style="list-style-type: none"> <li>• Monitoring by English leads and SLT</li> <li>• Staff CPD on teaching of reading skills</li> <li>• Monitoring of time spent teaching reading.</li> <li>• Pupil progress meetings</li> <li>• Pupil voice</li> </ul>	<p>Sophie Brown</p>	<p>Opportunity Area funding £2,500-reading audit</p> <p>School budget</p>	<p>Dec 2020</p> <p>We have prioritised time teaching reading across the school day and as part of the new curriculum, with children being exposed to and exploring quality fiction and non-fiction texts. Rapid reading books purchased and being utilised for interventions across KS 2. The gap at baseline, in September was significantly reduced to pupils being within 5% of the percentage of pupils we would normally have at age related expectations in December.</p> <p>April 2021</p> <p>Our exemplary home learning offer, prioritising reading and for most children, particularly in upper KS2, reading standards have been maintained. However, the second lockdown compounded the effects of the first for a few children whose parents don’t read and write in English, or those where there is poor parental engagement. A decision was made following a reading audit, from the New Wave English Hub, to implement Read, Write, Inc to support a consistent, coherent approach to the teaching of reading and phonics across the school and to ensure those pupils in KS2 who did not make reading standard in KS1, catch-up.</p>
<p>To have a consistent and effective approach to the teaching of phonics and early reading by implementing Read, Write Inc</p>	<p>There will be a consistent approach to the teaching of phonics and reading across the entire school.</p>	<ul style="list-style-type: none"> <li>• We have always been in line with national outcomes in phonics at the end of Year 1, but this has required intense interventions.</li> <li>• The percentage of pupils who achieve the</li> </ul>	<p>Intensive training for all staff prioritised.</p> <p>Dedicated reading lead who will monitor the implementation and coach/train staff as</p>	<p>Sophie Brown</p>	<p>Opportunities areas funding - £2,500 training</p> <p>Foyles £6,000 - Read, Write, Inc resources</p>	<p>April 2021</p> <p>All staff have received two full days of training. Resources are ordered and received. All children have been screened and allocated to groups. Roll out began week commencing 19.4.21. The impact of RWInc can be seen after only a few weeks of implementation, with children securing phonics knowledge readily.</p>

	<p>In 2022, outcomes in Phonics and reading in KS 1 will be at least in line with national outcomes.</p>	<p>expected phonics standard at the end of KS 1, is slightly below nationals.</p> <ul style="list-style-type: none"> <li>We do not have a consistent phonics and reading programme for those children who did not reach the expected standard at the end of KS 1.</li> <li>Read, Write, Inc is recommended by EEF</li> <li>Brings Peckover into line with other Trust schools, thus creating strength, consistency and CPD support and opportunities.</li> </ul>	<p>required.</p> <p>Specialist support working in collaboration with reading lead from Read, Write, Inc.</p>		<p>£6,000 from Trust</p>	
<p>To purchase dual language and quality books for disadvantaged and EAL children to keep at home.</p>	<p>Pupils will engage with reading with their parents.</p> <p>Children will have access to high quality texts and begin to choose to read for pleasure.</p> <p>Children will become more fluent in their reading.</p>	<ul style="list-style-type: none"> <li>EAL pupils whose parents who do not read/write English regressed significantly during both lockdowns.</li> <li>School are aware that some disadvantaged children have no access to books at home.</li> </ul>	<p>Parent and pupil voice</p>	<p>Carrie and Sian</p>	<p>Elizabeth Wright £2,000 and GLS - £1,500</p>	<p>April 2021</p> <p>All disadvantaged and EAL children received book. Excellent feedback from parents and good engagement with sharing books at home. Parents felt valued and grateful. Planning to repeat with disadvantaged in Summer Term with remaining funding.</p>

<p>Identify SEND and disadvantaged pupils to have interventions in Re and Ma with National Tutoring programme for Y1 3 4 5 6</p>	<p>Accelerate progress for disadvantaged and SEND pupils and those disadvantaged by Covid to catch up to pre-Covid achievement trajectory in reading and maths from their relative starting points.</p>	<p>Diagnostic assessments in September showed disadvantaged and SEND pupils had generally regressed in their reading and maths ability.</p> <ul style="list-style-type: none"> <li>Diagnostic testing and teacher assessments were used during pupil progress meetings to identify those pupils most disadvantaged by Covid for tutoring.</li> </ul>	<p>Intervention lead and Disadvantaged lead to track progress with a baseline assessment at start of intervention and exit assessment at end of 15 hour programme.</p>	<p>KK SP CS</p>	<p>£3900 from the £34,900 external SIF</p>	<p>April 2021 Tutoring began 15<sup>th</sup> March and early indication are that it is successful. Quality of tutoring has been observed and is good; children enjoy sessions and are making progress, through consolidation of 4 calculation methods. Children move onto reading w/c 19<sup>th</sup> April.</p>
<p>Academic mentors for SEND and disadvantaged pupils in Y2 and 6</p>	<p>Accelerate progress for disadvantaged and SEND pupils and those disadvantaged by Covid to catch up in reading and maths from their relative starting points:</p> <ul style="list-style-type: none"> <li>Y6 to be in line with National outcomes for RWM combined</li> <li>Y2 to have narrowed the gap in RWM combined and be within 5% of National outcomes.</li> </ul>	<p>On entry –September) both year groups were at least 20% lower in RWM combined predictions at the same point in previous years)</p> <p>Intensive support from Academic mentors in RWM will narrow gap.</p>	<ul style="list-style-type: none"> <li>Diagnostic testing and teacher assessments were used during pupil progress meetings to identify those pupils most disadvantaged by Covid for tutoring.</li> <li>Academic mentor line manager will oversee implementation and track impact on entry, during and at exit.</li> </ul>	<p>Principal CN Intervention lead and Academic Mentor line manager KK Intervention lead and Academic Mentor line manager KK</p>	<p>£6000 from the £34,900 external SIF</p>	<p>April 2021 Academic mentors began 18<sup>th</sup> January, following Teach First training. Supported children through partial opening and now working with targeted children in Y2 and Y6. Both have been observed and are delivering high quality intervention and are having good impact on all they work with. Feedback from Teach First is very strong and pleasing. Mentors took part in pupil progress meetings and have a clear plan of who needs supporting and how. Children highly value the sessions. Because of the success of the academic mentors, we have built them into next years' budget, should DFE funding not continue. SEND pupils have settled quickly. Academic mentors have been trained in precision teaching and are delivering this to SEND pupils alongside pre-teaching. End of year predictions show a narrowing of the 'lockdown' gap. We are predicting Year 6 5%-8% lower than we would expect of this cohort, but this has narrowed from the 20% starting point in September. KS1 have been more adversely affected by the two lockdowns. We are closing the 'lockdown' gap, but we are still predicting pupils to be between 5 and 10% lower in RWM than previous years.</p>

<p>Employ additional teachers to ensure that children receive quality first teaching and interventions are quality teacher led.</p>	<p>Support EAL, SEND and disadvantaged children in Year 1 and 2 to catch up for time lost as these are the year groups most affected, particularly in phonics and reading. Y1 phonics target 80% Y2 95%</p> <p>Support Y5 where there is a high % of SEND and new to English pupils and PP, try to narrow the attainment gap (RWM), which is 30% below where we would normally be at the same time in previous years.</p>	<ul style="list-style-type: none"> <li>Year 1 pupils are behind their usual place with the cohort still having to recap phase 3 phonics in the autumn term.</li> <li>Y1 and Y2 have a high percentage of SEND</li> <li>Year 2 Dec phonics is only 67% at standardized score, we are aiming for 95% by end of year.</li> <li>7 pupils in Year 5 being assessed for EHCP's, 4 already have EHCP's in place. The combined RWM for this year group in December is 44%, whereas the school usually achieves above 70%</li> </ul>	<p>Assessment lead and Principal to track progress through work scrutiny and data at pupil progress meetings.</p>	<p>CN</p>	<p>£25,000 from the £34,900 external SIF</p>	<p>Dec 2020 Additional teachers in place in Y1, Y2 and Y5. They have worked as a team of 3 teachers, to develop them to be effective teachers. All 3 are making excellent progress and adding capacity to their respective year groups, allowing effective team teaching and teacher led interventions.</p> <p>April 2021 All 3 teachers are very strong and have been built into next year's budget. The 3 identified year groups they are working in all have significant SEND and these teachers are helping to address the gaps. A highly effective strategy. Year 5 have narrowed gap in attainment by 10%.</p>
<p>To provide added capacity to SENDCO for the writing submission of EHCP's</p>	<p>For all children under assessment for EHCP's to have a plan submitted for review by end of year.</p> <p>Early identification for Nursery and EYFS.</p>	<p>We have 15 further children identified as needing assessment for EHCP's. This is beyond the capacity of our SENDCO. We will be adding capacity with a former SENDCO of school to aid in submission of EHCP's</p>	<p>SENDCO will oversee the submissions</p>	<p>SENDCO CS</p>	<p>£2000 from the £28,803 internal SIF budget.</p>	<p>December 2020 2 successful EHCP applications were completed by Leonie, in addition to those being worked on by SENDCO.</p> <p>April 2021 Former SENDCO on maternity leave, however shielding staff (KS2 Lead) has agreed to write EHCP for 3 of her children in preparation for submission. This strategy has meant that we have had 2 successful applications and have 3 more pending. This is a very successful strategy that we will continue to use. We have managed to secure 7 successful EHCP's this academic year- 3 in Nursery.</p>

Deliver SALT intervention through Talk Boost and DFE funded NELI	For children in Early Years with speech and language difficulties to meet the expected ELG by end EYFS	50% of pupils on entry to EYFS at baseline using the NHS speech and communication assessment were referred for SALT support.	<ul style="list-style-type: none"> <li>• Early Years lead to work with DFE NELI project and ensure staff are trained and intervention delivered.</li> <li>• SENDCO to liaise with SALT and ensure pupils receive in school SALT support remotely.</li> </ul>	SENDCO CS EYFS lead RS	DFE funded though catch up programme	<p><b>December 2020</b> Talk Boost session taking place in EYFS with TA and S&amp;L sessions were delivered with TA and remotely with SALT. Results were pleasing. SALT left school in December and wasn't replaced by LA.</p> <p><b>April 2021</b> Replacement SALT in place and started working remotely in April 2021. EYFS have been following the NELI programme and the number of children requiring SALT has reduced to 35% with interventions in the Autumn term.</p>
					£29,880 DFE catch up fund	
					£5,000 from Trust resources + £6,000 from curriculum (RWI)	
					£7,002 Additional Trust money	
					Budgeted cost:	£ 41,882 + £6,000 curriculum + 14,500 grants

## BARRIERS TO FUTURE ATTAINMENT

### Pastoral barriers:

A	A small number of pupils with SEMH needs or attachment issues following lockdown are unable to self-regulate.
B	A number of pupils significantly affected by lockdown due to safeguarding matters e.g. bereavement, DV.
C	A number of pupils from disadvantaged backgrounds who have low self-esteem and lack resilience.
D	Lack of support from external agencies, due to demand and to external agencies not attending school.

Actions to address pastoral barriers						
Action	<ul style="list-style-type: none"> <li>Intended outcome and success criteria</li> </ul>	<ul style="list-style-type: none"> <li>What's the evidence and rationale for this choice?</li> </ul>	<ul style="list-style-type: none"> <li>How will you make sure it's implemented well?</li> </ul>	Staff lead	Cost	When will you review this?
Work with lead practitioners in safeguarding and attendance.	<ul style="list-style-type: none"> <li>Pupils are safe during this Covid time</li> <li>Attendance and safeguarding are closely linked to ensure pupils at home are safe.</li> <li>Remote learning policy in place to ensure welfare calls, safeguarding needs, FSM and educational needs are met in cases of self-isolation</li> </ul>	<ul style="list-style-type: none"> <li>We have a high incidence of Covid cases, with positive cases in school, 4 to December, and numerous incidents of pupils self-isolating due to parents with positive Covid case.</li> <li>We need to make sure that when there is a clear line of communication between attendance and DSL's to ensure necessary welfare calls or pavement visits take place in order for to know the safety and whereabouts of all our pupils whether in school or at home.</li> <li>Pupils self-isolating need good remote education resources, FSM deliveries and welfare calls.</li> </ul>	<ul style="list-style-type: none"> <li>Audit with lead practitioners in safe-guarding and attendance</li> <li>Weekly attendance and safeguarding meetings across the Trust with lead practitioners.</li> <li>Weekly gathering of attendance data</li> <li>Termly safeguarding audits.</li> <li>Regular National and local updates</li> </ul>	<p>Safeguarding Lead practitioner SF</p> <p>Attendance lead practitioner CT</p>	£2300	Weekly
Provide bespoke Nurture and Pastoral support for SEND SEMH pupils with trained ELSA , Youth Worker, pastoral team and Think for the Future Mentors	<ul style="list-style-type: none"> <li>To support SEND children with SEMH who were adversely affected by Covid so that they can access learning and are not excluded from school</li> </ul>	<ul style="list-style-type: none"> <li>We have a small number of children who were significantly affected by Covid, with bereavement of sibling and family members, or experienced domestic violence or other challenging home circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>The DSL's have oversight of the behaviour recording system. Each week these SEMH children are discussed alongside safeguarding concerns. We have a clear view of how successful the support is.</li> <li>Boxhall profiles show an improvement in SEMH needs.</li> </ul>	<p>Pastoral manager LT</p> <p>SENDSCO CS</p>	£18,274	Weekly DSL/pastoral meetings

<p>Secure funding from local business to ensure all Y6 pupils are able to attend residential trip</p>	<ul style="list-style-type: none"> <li>No Y6 child will be disadvantaged by financial reasons</li> <li>Children will have a wealth of experiences, providing lots of character building opportunities, that they may missed out on due to Covid.</li> </ul>	<ul style="list-style-type: none"> <li>Valuable life skills are taught and practiced, ready for Y7 transition.</li> <li>There is a wealth of opportunities for children to enrich their cultural capital including: <ul style="list-style-type: none"> <li>Connecting with nature</li> <li>Team building</li> <li>Storytelling</li> <li>Map skills</li> <li>Communication</li> <li>Risk taking</li> <li>Independence</li> <li>Orienteering</li> <li>Self-care</li> </ul> </li> </ul>	<p>Funds will be received and be ringfenced for future trip.</p>	<p>K Kendal</p>	<p>£2,000 Thermasolutions</p> <p>Budget meetings.</p>	
<p><b>Evaluation:</b></p> <p>December 2020 - Children attendance since September has been good at 97.4% for all chn, 95.7% for disadvantaged and 96.34 % for SEND. Staff continue to be tenacious in their procedures and ensure they support families whose attendance is below the expectation. Pastoral Team continue to track all children through Nurture and children are regularly discussed at DSL meetings, to identify those in need of further support. Additional support was put in place for some children with SEMH and as a result there was no FTE and those children have settled well.</p> <p>April 2021 – Safeguarding/CPOMS audit 3<sup>rd</sup> March rated ‘<i>exceptional and intelligence-led</i>’. SEMH returning after second lockdown required extensive support from the pastoral team and their 1:1 teaching assistant and SENDCO to enable them to settle. All children who receive the support have begun to settle. We have had one session- 0.5 day FTE.</p>					<p>£ 18,274 Additional Trust Catch up</p>	
					<p>£2,300 Trust resource</p>	
					<p>Total spend</p>	<p>£20,574</p>

## ADDITIONAL BARRIERS

### Other barriers:

D	<p>Engagement in home learning, either impacted by:</p> <ul style="list-style-type: none"> <li>• high % of parents who do not read or write English is a barrier to them supporting pupils with home learning.</li> <li>• Single parents working long factory shifts trying to manage childcare and work</li> <li>• Both parents working long factory shifts trying to manage childcare and work</li> <li>• Poor literacy skills within the home</li> </ul>
E	<p>Access to quality devices to complete home learning, lack of engagement with home learning (average 43% during Summer Term lockdown and 50% only 50% of eligible year groups pupils returning. – <a href="#">This increased to 90%+ in second lockdown, with 38 laptops being provided and daily work being set and every piece of work receiving personalised feedback.</a></p>
F	<p>High levels of Covid incidences have resulted 173 pupils self -isolating either due to school Covid incident or parent Covid incident and 51 incidents of staff self-isolating or awaiting test results.</p>
G	<p>December 2020 - Attendance is being impacted by parents choosing to keep children at home, when there are positive cases in school, or single parents, without a support network, cannot get siblings into school, when 1 child is self-isolating.</p> <p><a href="#">April 2021 – This is no longer a barrier, due to quicker access to testing and results, building of parental Trust with tight Covid risk assessment and protocols and a reduced rate of Covid.</a></p>

### Other strategies to address additional barriers

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Cost	When will you review this?
Provide food bank deliveries for those families in need	Children will have enough food. Families mental health supported.	Welfare calls have highlighted many families needing food bank support.	<p>During regular welfare calls made to families, we always offer food bank.</p> <p>An email address available to parents to request food.</p>	LT	Staff, parent and local business donations	ongoing
Welfare calls to be made	High attendance levels are maintained	Children need to be in school, unless self-isolating.	Monitoring of spreadsheet and teacher allocated to monitor home learning.	KK	At home team made all welfare calls	ongoing

<p>Provide all families in the school with breakfast every day through the National Breakfast scheme.</p>	<p>Fortnightly delivery form National Breakfast scheme. Every child to take home enough breakfast cereal, porridge and bagels to last for two weeks at a time. Ongoing All children will have breakfast and be ready to learn.</p>	<p>Many children and families have been financially affected by Covid. Welfare calls have highlighted many families needing food bank support.</p>	<p>Vice-Principal to coordinate</p>	<p>VP KK</p>	<p>£600 set up and running costs</p>	<p>ongoing</p>	
<p>Have thorough Remote Learning policy which covers academic and safeguarding needs.</p>	<p>Remote learning policy is fully implemented and ensures it supports the educational and welfare needs of children who are not in school for Covid related reasons.</p>	<p>Pupils self-isolating need good remote education resources, FSM deliveries and welfare calls.</p>	<p>Vice-Principal to coordinate remote education A 'live' spreadsheet is kept on teams to ensure dates of welfare calls, access to technology, FSM deliveries, bespoke learning packs and food bank deliveries are logged. Children with safeguarding needs are called daily.</p>	<p>Vice-Principal KK Pastoral manager LT Attendance lead HF</p>	<p>Remote learning policy</p>	<p>ongoing</p>	
<p>Total budgeted cost:</p>						<p>£0</p>	
<p><b>Evaluation:</b>  December 2020 – Due to a full year group isolation period, we developed protocols and procedures to ensure that remote learning was planned, delivered and managed in a rigorous and highly effective manner. Daily calls were made to any vulnerable families and support was provided. Daily lessons and daily feedback ensured a high take up of remote learning. Bespoke paper packs were sent home for SEND pupils with manipulatives and other equipment needed.   April 2021 – Lessons learned in the December lockdown, enabled us to effectively implement the remote learning policy and welfare call policy immediately. A remote learning package review was conducted 11<sup>th</sup> February reported on the <i>'high-quality online provision with many highly effective areas.'</i></p>							



