



## St James' Lanehead Catch –Up Premium Plan

<b>Planned review</b>	
<b>Autumn term review</b>	<b>18<sup>TH</sup> December 2020</b>
<b>Spring term review</b>	<b>24<sup>th</sup> March 2021</b>
<b>Summer term review</b>	<b>12<sup>th</sup> July 2021</b>

Summary information					
<b>School</b>	ST JAMES LANEHEAD				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£22,160	<b>Number of pupils</b>	277

Guidance	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p> <p>School has attended all relevant briefings and weekly meetings including research recommendations.</p>	
Use of Funds	EEF Recommendations

<p>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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>
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### Identified impact of lockdown

As a school in a deprived area and an area where children have been subjected to higher restrictions we believe that the pandemic has hugely impacted the pupils.

#### Main Barriers to Educational Attainment during Covid-19:

- A lack of engagement in home learning activities (this was evidenced when children returned after lockdown )
- Parental/carers subject knowledge and/or ability to support and teach children during lockdown (for some families)
- English as an additional language is a barrier in some households for parents/carers
- Ability to teach children/follow curriculum when parents/carers are not trained (through no fault of the parents)
- Lack of resources (pens/books were available to collect from school but understandable during a global pandemic, not really utilised)
- Limited access to technology in the household, making online remote learning difficult to access. Although available this was not really utilised.
- More than one child in the household so teaching across the year groups for parents was extremely difficult.
- Parents who were working from home. Work/life balance.
- Some of our pupils have only have spoken their home language for many months throughout lockdown. This has resulted in significantly decreased English and speaking and listening attainment levels (evidenced through assessment on entry after lockdown)

<b>Maths</b>	<ul style="list-style-type: none"> <li>• Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Pupils lack of technology and lack of drive to learn.</li> <li>• Stamina within mathematics and understanding has been lost despite online platforms and use of White Rose Hub.</li> <li>• Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.</li> <li>• This is reflected in arithmetic and reasoning assessments.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Children have lost essential practising of writing skills despite school providing writing resources and teaching for the pupils.</li> <li>• Challenges when teaching writing remotely due to the lack of engagement in the tasks.</li> <li>• GAPs specific knowledge has suffered, leading to lack of fluency in writing.</li> <li>• Despite school efforts most pupils evidently didn't write much in the lockdown and have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</li> <li>• Children's physical strength has declined and leading to writing fatigue.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Lack of physical books within households and devices meaning that children have not been read to regularly or listened to.</li> <li>• Reading is not seen as a priority at home for many families. Reading for pleasure has been impacted for many of the pupils despite schools best endeavours. Pupils have not been encouraged by their families to develop their reading the 'will and skill'</li> <li>• On return to school and through benchmarking assessment most children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.</li> <li>• The bottom 20% of readers have been disproportionately through a lack of parental aspiration.</li> <li>• Within the current year 2 90% of the pupils are below their age related expectations for the beginning of year 2.</li> </ul>
<b>Non-core</b>	<ul style="list-style-type: none"> <li>• There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum.</li> <li>• Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. Children at our school have been in extensive lockdowns and the area is high for coronavirus.</li> <li>• Significant issues in terms of children's physical fitness and mental health and wellbeing.</li> <li>• Pupils are not remembering the concepts previous taught despite good prior teaching.</li> <li>• Using information and best practice further develop the online platform to ensure that the learning is recorded and feedback and marking is effective with remote education and any bubble closures.</li> <li>• Technology for parents and children has been extremely limited – look at ways to engage parents and families and funding for the pupils.</li> </ul>

<b>Social and emotional</b>	<ul style="list-style-type: none"> <li>• Toileting issues have been much more than in previous years. Lack of independence, including eating at lunchtimes.</li> <li>• Stamina in working for a given period of time within the school day. Resilience to deal with challenge.</li> <li>• Anxieties about Covid and worries about the future Friendships affected by the lack of social interactions</li> <li>• Lack of socialisation and integration in groups.</li> </ul>
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Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead
<p><u>Supporting great teaching:</u> All staff will be trained in effective ways of teaching pupils using the principles of instruction.</p> <p>Staff will be confident when teaching either remotely or face to face in relation to improving memory, building knowledge using cognitive load theory.</p> <p><u>Subject leaders</u> Subject leaders ensuring that the curriculum remains as closely linked to the planned curriculum.</p>	<p>Staff PDM meetings will focus upon learning and teaching in relation to how pupils learn over 8 sessions. This is to be carried out by external trainer who is leading in the field. <b>(£1500)</b> Ensure that every member of staff is supported and prepared for the new year. Teachers quickly identify gaps in learning and address these through</p> <ul style="list-style-type: none"> <li>-Quality first teaching</li> <li>-Use of TA for catch up</li> <li>-Planned and targeted interventions</li> <li>-small group tuition</li> </ul> <p>High quality teaching is evident with the key components shown in every classroom:</p> <ul style="list-style-type: none"> <li>-Understanding the context</li> <li>-Creating a supportive environment</li> <li>-Maximising the opportunity to learn</li> <li>-Activating hard thinking and developing resilience</li> </ul> <p>Scheduled monitoring of the curriculum takes place in order to ensure that the recovery curriculum in place. This will be achieved through:</p> <ul style="list-style-type: none"> <li>-Lesson drop ins</li> <li>-Book looks</li> <li>-Pupil Interviews (School budget)</li> <li>-digital floor books</li> <li>-virtual visits to minimise bubble closures.</li> </ul> <p>Baseline assessments completed in September and QLA analysed. Baseline assessment completed and QLA analysed after January to March lockdown.</p>	<p><b><u>Autumn term review – 18<sup>th</sup> December 2020</u></b> <b>Staff have experienced some bubble closures. Need to ensure that the remote offer is consistent and invest in ways to support remote teaching. Google classroom used in Lockdown 1 – change to TEAMS so that we can record what is being taught. Reviews from SC show that SL are able to articulate and able to support their subjects. Data has been shared with governors in the Spring SEC committee meeting.</b> See the SIP and data from the Autumn term 2020</p> <p><b><u>Spring term review – 24<sup>th</sup> March 2021</u></b> <b>Lockdown 2 – remote education was challenging. Staff used EEF, Oak Academy and focussed upon great teaching. Observations and monitoring carried out by staff and SLT to ensure that the quality of provision was consistent and also effective.</b> <b>School has worked with the EdTech showed that the school offer for remote teaching and parental feedback was that it was helpful for parents.</b> <b>Strategies used from PDM meetings were supporting learning.</b> <b>Data has been shared with governors in the Spring SEC committee meeting.</b> <b>Revised and policy being used by staff, monitoring completed by the team. March 21.</b> See the SIP and data from the Spring term March 2021</p> <p><b><u>Summer term review 12<sup>th</sup> July 2021</u></b> <b>See SIP and data from the Summer Term – July 2021.</b> <b>School continues to work with the EdTech Programme.</b> <b>Professional Development Meetings continue to focus on how pupils learn and this is evident through monitoring carried out.</b> <b>Bubble closures have been challenging but learning has taken place remotely using a range of resources to focus on great teaching. Monitoring by senior leaders has taken place to ensure consistency and effectiveness of learning.</b></p>	MD

<p>Ensure that children and parents who are self isolating have direct communication with their class teacher, receiving feedback and support for the work that has been set.</p>	<ul style="list-style-type: none"> <li>-QLA to inform short term planning to close gaps in learning.</li> <li>-Pupil Progress meetings half termly that focus on the achievements and needs of the children in each class.</li> <li>-Half termly meetings with Head and SLTs</li> <li>-All staff are aware of the need to enable 'catch up' for pupils identified through ongoing assessments and targeted support planned and delivered. (School budget)</li>   <li>-Marking and feedback policy revised with staff in order to support in giving children quality feedback that they can act upon and learn from.</li> <li>-Half termly books looks by subject leaders and SLT in order to ensure consistency. (School budget)</li>   <li><b>Subject leader reviews with Sue Cliffe Diocesan and Blackburn Adviser - SLA. September 21</b></li>   <li><b>Subject leader reviews and curriculum reviews with Louise McArdle Lead Ofsted Inspector and Learning Partner- £500 April 21</b></li>   <li><b>SWAT Subject leader reviews with Rachel Clements (LCC adviser ) – Summer 21 (SLA)</b></li>   <li>Procedure in place for children who take periods of absence due to self- isolation access remote learning that is integrated within the school curriculum planning. Remote curriculum to be offered to all children through TEAMS</li> <li>- All staff are aware of the home learning requirements</li> </ul>		
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	<p>-All staff to be trained on the uploading and monitoring of work</p> <p>- Parents and carers are informed of the provision for home learning through newsletter, text messaging and website.</p> <p>-Daily work to be provided and support offered to families that are unable to access TEAMS</p>		
<p><u>Reading</u></p> <p>Reading is a focus of school improvement.</p> <p>Pupils will be fluent in reading.</p> <p>Reading is the single most important way to improve outcomes. Reading for pleasure needs to be established again in school. Teachers need to be reading teachers.</p> <p>Pupils are able to use reading as a tool to know more and remember more. Early reading is a priority.</p> <p>Phonics is started straight away with no waiting.</p> <p>Pupils are benchmarked and assessed on entry and taught well.</p>	<p>Investment in reading areas, reading for pleasure training in school through PDM meetings to ensure that the children again develop a love of reading. <b>Open University training Autumn and Spring. (£700)</b></p> <p><b>Learning by Questions resource to be trialled in the Autumn term.</b></p> <p>Rigorous Pupil progress meetings to monitor and evaluate impact to ensure all children are progressing.</p> <p>Pupils benchmarked throughout the school.</p> <p>Books to be matched to ability.</p> <p>Reading areas developed in classrooms to ensure that the love of reading is prioritised. <b>(£500 and HLTA time)</b></p> <p>Use of authors to promote reading (Dan Worsley Virtual Visit)(£250)</p> <p>We are Reading project across the school with book recommendations.</p> <p>Purchase Bugclub online <b>£1500</b></p> <p>All phonics phases are supported by well-matched reading books.</p> <ul style="list-style-type: none"> <li>• Age-appropriate books are available for all classes</li> <li>• Staff training for the reading scheme</li> </ul>	<p><b><u>Autumn term review 18<sup>th</sup> December 2020</u></b></p> <p>English lead worked with all staff in relation to the bench marked assessments. Reading is the known priority for parents, pupils and staff. Reading has a high priority. Some issues in terms of remote education such as physical books due to covid risk assessment. Investment is needed in terms of remote – Bug Club and Learning by Questions resource. LBQ has been trialled in Y6 lockdown and has been successful in terms of Feedback and monitoring and also engagement. Pupils are all assessed and benchmarked meaning that despite setbacks in terms of academic progress and lost learning pupils, staff and families are aware of what they need to do to improve.</p> <p>Phonics data for Y2 has shown huge progress.</p> <p>1:1 daily reading for identified individuals. Daily guided reading for all children ensuring children are working towards year group expectations and developing associated language and vocabulary.</p> <p>Intervention groups throughout all year groups to support reading, writing, maths and vocabulary evidence that good progress has been made and children achieve (and some exceed) their targets.</p> <p><b><u>Spring term review 24<sup>th</sup> March 2021</u></b></p> <p>Lockdown happened again.</p> <p>Online teaching was demonstrated to parents to help them support the pupils.</p> <p>School employed an additional teacher to support leading of English.</p> <p>School switched to remote education for all but the vulnerable and key worker pupils. Staff taught all pupils. Some pupils did not engage fully in relation to the offer the school provided despite our best endeavours. Live guided reading, live story time (Daily) and good quality teaching was observed.</p> <p>Remote author visit supported pupils reading and had a positive impact.</p> <p>On return to school pupils were assessed using Spring term assessments. Gaps identified and key priorities focus for after Easter.</p> <p>Shielding staff member remote offer for pupils' daily reading.</p> <p>Focus for Summer term to ensure that pupils read with fluency. NTP tutoring to commence for the most need.</p>	<p>HG</p> <p>LW</p>

<p>The children need to be reading regularly at home and at school. Restrictions in place mean that it is not easy to use the existing home reading scheme. Also, if children must engage in blended learning (due to a bubble closure) they can access reading books at home.</p> <p>To ensure a fully comprehensive 'virtual' reading scheme (bugclub) that can be accessed at home (as a result of difficulties associated with Covid-19 and actual reading materials)</p>	<ul style="list-style-type: none"> <li>• Parent training for the reading scheme</li> </ul>	<p><b><u>Summer term review 12<sup>th</sup> July 2021</u></b></p> <p>National Tutoring Programme has taken place for identified pupils, with a focus on English and Mathematics.</p> <p>Reading areas have been developed in the classroom and this has supported reading for pleasure. All children have a range of reading books.</p> <p>Professional Development meetings have focussed on developing a love of reading.</p> <p>Bug Club online reading books has been purchased and has supported children practising their reading at home – with books being assigned individually to children depending on their reading ability and fluency.</p> <p>1:1 reading daily for identified children has taken place to develop fluency. Daily guided reading continues to take place and where bubbles have closed, this has been carried out remotely.</p> <p>Assessments have taken place for all children, gaps have been identified and key priorities identified and passed on to the next teacher.</p>	
<p><u>Writing</u></p> <p><u>Pupils to write at the age related expectation.</u></p>	<p><b>Review of writing and next steps planned as a result of the assessments. National Curriculum to be used to ensure that the pupils are having targeted teaching in relation to the missed learning.</b></p> <p><b>Additional work in relation to PE fundamental movement skills to ensure that pupils have the strength and stamina to write.</b></p> <p><b>Review of writing in school by Louise Baker. Moderation to take place May 2021</b></p> <p><b>Moderation between school and SLT – Autumn term</b></p> <p><b>Moderation between school and SLT – A,S, S</b></p> <p><b>Moderation between school and SWAT group. (SLA)</b></p>	<p><b><u>Autumn term review 18<sup>th</sup> December 2020</u></b></p> <p>English lead worked with all staff in relation to the bench marked assessments. Planned assessments in place and benchmarking highlighting that some pupils are below expected standard in terms of writing speed, stamina and composition. Moderation is showing that children need further practice and additional opportunities to write in terms of quality over quantity.</p> <p><b><u>Spring term review 24<sup>th</sup> March 2021</u></b></p> <p>School employed an additional teacher to support leading of English.</p> <p>Online teaching was demonstrated to parents to help them support the pupils.</p> <p>Lockdown – remote teaching of writing was a challenge, despite teachers ensuring that the units of English were a good quality and school providing the technology and physical resources some engagement was not always good enough. Stamina and memory work is needed further improve pupils writing.</p> <p>NTP tutoring to commence.</p> <p>Moderation to take place externally and next steps have been planned in relation to the national curriculum</p> <p><b><u>Summer term review 12<sup>th</sup> July 2021</u></b></p>	<p>HG</p> <p>HG LW</p>



		<p>Moderation for writing has taken place with the local authority across school. Scaffolding and modelling writing has been a key focus for all year groups, with specific skills which have been prioritised.</p> <p>National Tutoring Programme has taken place for English with identified children and on entry and exit data has been analysed.</p>	
<p><u>Maths</u></p> <p>To ensure that number work is prioritised in order for pupils to achieve. Ensure that the children have the progression and sequence of learning to ensure that they achieve. Revisit and move forwards the learning so that the pupils know more and remember more. Linking learning through direct instruction.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly to support teaching and learning.</p>	<p>Ongoing Maths CPD through Autumn, Spring and Summer term for targeted year groups:</p> <p>Maths Mastery: Pupils begin to catch-up key Maths skills and progress over the course of the year is evident</p> <p>Ensure that the teachers are fully aware of their class and their classes prior knowledge and gaps in teaching. Through ongoing PDM with the Maths lead.</p> <p>Continue to work with the MATHS HUB for support and guidance in relation to missed learning.</p> <p>Purchase additional manipulatives for EYFS/KS1 initially.</p> <p>Purchase White Rose Hub £120</p> <p><b>(£1000)</b></p>	<p><u>Autumn term review</u> <u>18<sup>th</sup> December 2020</u></p> <p>Resources are in place to support Mastery (eg, powerpoints, worksheets, concrete material). Staff have started to implement this approach. Audit carried out re books and pupil voice- approach is evident, continued support and adjustments to practice. All pupils benchmarked. Maths lead worked with all staff in relation to the benchmarked assessments. Progression and sequencing of learning planned. Planned assessments in place and benchmarking highlighting that some pupils are below expected standard in terms of mathematical concepts. Moderation is showing that children need further practice and pupils are needing additional support to remember previous learning. Our curriculum is planned so that the learning builds and some aspects have been missed by various pupils. Online teaching was demonstrated to parents to help them support the pupils. Pupil progress meetings showed that children's attainment had been affected by absence from school, with the majority of children working at the middle to high end of the previous year by December, rather than moving into their current year, as would be expected, with the worst affected year groups being year 2, 3, 4 and 6, who have had additional periods of isolation.</p> <p><u>Spring term review 24<sup>th</sup> March 2021</u></p> <p>Maths lead worked with all staff in relation to the remote offer and what we can teach remotely effectively.</p> <p>Online teaching was demonstrated to parents to help them support the pupils.</p> <p>Use of the resources given to staff and families to ensure that they supported learning.</p> <p>LBQ resource was utilised to help support teaching and feedback for the pupils.</p> <p>Time table competitions used to motivate the pupils.</p> <p>Pupil progress meetings with staff to ensure that the pupils are linking the learning so that they know more and remember more.</p> <p><u>Summer term review 12<sup>th</sup> July 2021</u></p> <p>Maths lead has worked closely with all teachers in school to identify priorities for the Summer Term. Assessments have been completed, question level analysis used and information passed on to the next teacher for every child.</p> <p>Pupil Progress Meetings show the gaps in learning due to coverage – these areas have been identified and are included in the curriculum next year.</p> <p>Times table competitions have been used throughout the summer term to motivate pupils and this has supported fluency and the enthusiasm.</p>	AM

<p>The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</p> <p>(£1000) Subject leader reviews with Sue Cliffe Diocesan and Blackburn Adviser - SLA. September 21</p> <p>Subject leader reviews and curriculum reviews with Louise McArdle Lead Ofsted Inspector and Learning Partner- £500 April 21</p> <p>SWAT Subject leader reviews with Rachel Clements (LCC adviser ) – Summer 21 (SLA</p>	<p><b><u>Autumn term review</u></b> <b><u>18<sup>th</sup> December 2020</u></b> <b>Foundation subjects have been reviewed and the curriculum has been sequenced well with clear progression.</b> <b>Subject leaders are clear in their direction and have communicated this with all staff.</b></p> <p><b><u>Spring term review 24<sup>th</sup> March 2021</u></b> <b>Lockdown and move to remote for most pupils however large numbers of pupils attending.</b> <b>High quality resources, Online teaching was demonstrated to parents to help them support the pupils.</b> <b>Some aspects did not lend themselves to remote teaching eg swimming. Subject leaders are clear in their direction and have communicated this with all staff.</b></p> <p><b><u>Summer term review 12<sup>th</sup> July 2021</u></b> <b>Professional Development Meetings have taken place for the foundation subjects. Subject leaders have monitored their curriculum areas by talking to children, staff, monitoring learning. Gaps in learning due to remote learning have been identified and have been planned in the for the curriculum for the next academic year. Prior knowledge and future knowledge is shared by subject leaders and it can be clearly identified where children have missed learning or need to further consolidate skills and knowledge within a particular subject.</b> <b>Subject leaders attended training with a local authority adviser regarding subject leadership and the curriculum.</b></p>	<p>HG</p>
<p><b><u>Teaching assessment and feedback</u></b></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments. Effective diagnostic assessment procedures that support staff in becoming aware of the</p>	<p>Implement a simpler assessment system and share with all staff and families.</p> <p>Baseline assessments completed in September and QLA analysed.(£1563) -QLA to inform short term planning to close gaps in learning. -Pupil Progress meetings half termly that focus on the achievements and needs of the children in each class. Half termly meetings with Head and AHTs -All staff are aware of the need to enable 'catch up' for pupils identified through ongoing assessments and targeted support planned and delivered. (School budget) Marking and feedback policy revised with staff in order to support in giving children</p>	<p><b><u>Autumn term review 18<sup>th</sup> December 2020</u></b> <b>All staff are confident in terms of the assessment system in place. All parents are aware of the child's attainment. Bridging units were useful in supporting children with an increasing range of abilities – they made it possible to blend the recap of the skills missed in previous years with the teaching of new content if children were ready. However, for the majority, time was spent filling gaps from previous years rather than moving on to new content. Pupil progress meetings showed that children's attainment had been affected by absence from school, with the majority of children working at the middle to high end of the previous year by December, rather than moving into their current year, as would be expected, with the worst affected year groups being year 4 and 6, who have had 2 additional periods of isolation during the Autumn term. Baseline assessment for Reception took place (cohort significantly lower than previous years esp CL, Early lit skills and PSED). Staggered start, teaching from (lower) point.</b></p> <p><b><u>Spring term review 24<sup>th</sup> March 2021</u></b> <b>Online teaching was demonstrated to parents to help them support the pupils.</b> <b>TEAMS used to check, monitor, mark and share feedback.</b> <b>Assessments have been simplified, analysed, benchmarked against national standards. Teachers are able to articulate what each child is needing to do to move forwards in their learning.</b></p>	<p>MD AND HG</p>

specific gaps in learning for the children	<p>quality feedback that they can act upon and learn from.</p> <p>Half termly books looks by subject leaders and SLT in order to ensure consistency.</p> <p>(School budget)</p> <p>Purchase and implement the NTS Standardised Assessments suite.</p> <p>(School budget)</p> <p>Complete termly tests and record assessments to identify gaps to track performance. QLA to be analysed with teachers and SLT.</p> <p>Send data to parents in the form of the termly report to ensure that they are able to support their children's learning. Pupil progress conversations and linking of learning moderated by SLT.</p> <p>Simplify the assessment system. Ensure that all staff are aware of the Question Level analysis and the expectations for the year groups within the National Curriculum.</p> <p style="text-align: right;"><b>(£3500)</b></p>	<p><b><u>Summer term review 12<sup>th</sup> July 2021</u></b></p> <p><b>Assessments have taken place for the summer term with strengths identified and areas for development through question level analysis.</b></p> <p><b>Pupil progress meetings have taken place, discussing each child and what the key priorities individuals.</b></p> <p><b>Reports have been sent to parents and they are informed of their children's achievements and targets.</b></p>	
<p><b><u>Transition support</u></b></p> <p>Children who are joining school from different settings or who are beginning their schooling with St James' Lanehead have an opportunity to become familiar and confident with the setting before they arrive.</p> <p>Transition support from lockdown, bubbles face to face and remote.</p>	<p>Pastoral team meetings to take place remotely in order to identify children/groups that may need support within school.</p> <p>Virtual Celebration assemblies to celebrate children's success within school.</p> <p>Pupil inductions</p> <p>A 360 interactive virtual tour of St James' Lanehead Primary School is arranged and shared with all new-starters.</p> <p>Additional time is made to cover the teacher so that they can have a virtual</p>	<p><b><u>Autumn term review</u></b></p> <p><b><u>18<sup>th</sup> December 2020</u></b></p> <p><b>Transition from school and into school has been very successful. Many phone calls and meetings virtually has been achieved and pupils have settled well into reception class and also other classes.</b></p> <p><b>Home Learning packs created in school and shared with families as and when required. Packs to contain all equipment to support learning at home. Transition meetings held for all new starters in school.</b></p> <p><b>(School budget)</b></p> <p><b><u>Spring term review 24<sup>th</sup> March 2021</u></b></p> <p><b>Online teaching was demonstrated to parents to help them support the pupils.</b></p> <p><b><u>Summer term review 12<sup>th</sup> July 2021</u></b></p> <p><b>Worship has taken place weekly to celebrate successes across school.</b></p>	<p>HT</p> <p>AM</p>

<p><u>Family Support Workers and PSHE</u></p> <p>Subject leaders for PSHE to plan whole school recovery programme alongside SENDCO and Family Support Workers. School to work with ECM education in relation to cognitive load to ensure that the teachers and TAs are fully understanding the impact of the pandemic on learning.</p>	<p>meeting with their new starter so that the child is confident in joining.</p> <p>(£600)</p> <p>We are St James' video to raise aspirations – Summer 2021.(£2000)</p> <p>PSHE curriculum – metacognition resources and books for staff, INSET / Twilight training</p> <p>FSW mental health training and time to be released from class.</p>	<p><b>Virtual tour is available on the website and has been used to support transition for new pupils and for the pupils moving to new classes in September.</b></p> <p><b>St James' video has been created and will be shared once this has been finalised – raising aspirations for all.</b></p>	
<p><b>Total budgeted cost</b></p>			

i. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody.</p>	<p>All teaching assistants will be deployed to encourage Reading Fluency.</p>	<p><u>Autumn term review</u></p> <p>Covid-19 did impact on TA 1:1 and small group tuition through the autumn term due to staff absence/</p>		<p>Feb 21</p>

<p>They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p>Additional release time and training to support the delivery of the reading fluency project. Additional PPE purchased to enable intervention. (£750)</p> <p>Learning By Questions to be used in school for pupils in KS2. (£250 per teacher = £1,250) additional Ipads / tablets may need to be purchased. NTP programme to be utilised</p>	<p>bubble closures. School Exploring NTP from Spring 2/summer term</p> <p>NELI training has been completed. Children not assessed prior to Christmas due to absence. All need assessing on return to school. <u>Spring term review</u> Pastoral focus - Year 5 support targeted at 12 pupils – focus on outdoor activities. Sessions have been very beneficial to those children who needed support with concentration as the day progressed, and have resulted in better engagement from those children at other times in the day.</p> <p><u>Summer term review</u> NELI Programme has commenced with identified children in EYFS (this needs to continue into Year 1 due to the national lockdown in Spring) NTP completed with identified target children. 1:1 reading has impacted positively on reading and fluency with identified children.</p>		<p>Feb 21</p>
<p><u>Intervention programmes</u></p> <p>An appropriate numeracy intervention, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p>SENCO meet with all staff and using assessments ensure that the children have POPS updated. SENCO discussions with LA, Specialist teachers, parents and carers to ensure that the provision in place was meeting the needs of pupils with EHCP, SEND and cause for concern. (school budget for Specialist teachers) An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</p>	<p><u>Autumn term review</u> POPs in place and intervention groups monitored for impact. <u>Spring term review</u> POPs in place and intervention groups monitored for impact.</p> <p><u>Summer term review</u> POPs in place and intervention groups monitored for impact.</p>		<p>July 21</p>

	(£25,000)	Meetings taken place for September for handover.		
<u>Practical resources</u> Pupils will be able to access resources using a blended approach. Ensuring access to technology enabling all children equal access to online provision. Children will have greater opportunities to access learning at home. Home-learning opportunities will not always requiring parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	School will purchase Power Maths and also CGP resources. (£4100) Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning. Additional packs will be prepared for pupils who are isolating / bubble closures alongside the use of TEAMS.	<u>Autumn term review</u> Staff members have been trained in TEAMS. Homework is shared via teams to ensure that pupils are competent if a bubble breaks. New infrastructure for computing to be in place to ensure that the school is able to run effectively with additional technology. A new 5 year development plan is established. <u>Spring term review</u> All teachers and support staff trained to upload learning and to monitor comments in order to offer support/guidance when required. Pastoral team able to offer support to families that are experiencing difficulties. <u>Summer term review</u> Homework has moved back to hard copies and TEAMS used where needed. Teams has been used for remote learning in the case of a bubble closure and additional packs prepared for children who needed to isolate.		
Total budgeted cost				£12,166

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p>Additional online learning resources will be purchased, such as Oxford Owl to support children reading at home. Likewise, white rose maths will be purchased so that children can practise at home.</p> <p>Use of recorded and live (see remote policy)</p> <p>Additional DSL/ dedicated time for DSL</p> <p>£1500</p> <p>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs. School will purchase Power Maths and also CPG resources. Additional packs will be prepared for pupils who are isolating / bubble closures alongside the use of TEAMS.</p> <p>£500</p>	<p><u>Autumn term review</u></p> <p>Raised attendance, working with vulnerable families to support needs and ensure safety and basic needs. Covid aside good attendance – working with attendance team for some families/</p> <p>DSL – good communication with social workers, families supported and challenged</p> <p>Food support, clothing, essential items</p> <p><u>Spring term review</u></p> <p>DSL change from AHT to Pastoral Lead due to the volume of demand for pastoral support. Mental Health First Aider training through Spring term. BIV referrals completed. Whole school tracking for all pupils in terms of home learning, welfare, food etc</p> <p><u>Summer term review</u></p> <p>Tracking for pupils who have needed to learn remotely due to bubble closures.</p> <p>DSL meetings taking place regularly.</p>	MC
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate</p>		<p><u>Autumn term</u></p>	MD

<p>through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>They are to be used to further support online access to resources for the children accessing extended school time.</p> <p>Purchase more technology in terms of Ipads. This will enable the existing stock of laptops to be allocated to teachers. iPads can now be used by the children to support the curriculum. They can also be lent to parents to support home-learning if needed.</p> <p>School has 41 new laptops</p> <p>£9120</p>	<p>Through the school budget we have significantly improved the infrastructure of the resources. Initially we were going to buy chrome books however this would be short term fix. School contacted all families in relation to devices.</p> <p><u>Spring term</u> DFE and Burnley council funded laptops for pupils. (£3600) School contacted all families a second time, poor uptake despite the school best endeavours.</p> <p><u>Summer term</u> Resources provided to support children and staff during bubble closures to access remote learning via TEAMS.</p>	<p>JB</p>
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#### **Pastoral Team**

<p>School attendance is 95% (not including Covid related absences)</p>	<p>Log Covid related absences separately and track return to school dates.</p> <ul style="list-style-type: none"> <li>-Work closely with the PAST team to ensure all children return to school effectively.</li> <li>-Family support to work with identified families.</li> <li>-Attendance discussed at Autumn Parents Evening (School budget)</li> </ul>	<p>Ongoing weekly reviews and reviews for children who are missing in education, challenge in terms of absenteeism – evidence of PCR tests</p> <p>Attendance is better than 95%</p>	<p>JB</p> <p>MC</p>
<p>To support individual children who have suffered loss or anxiety as a result of the COVID-19 pandemic (lockdown and the ongoing procedures/protocols - for example loss or separation anxiety from family members). Pupil adapt emotionally to the new systems and processes in place due to Covid-19</p>	<p>To run 1:1 or small group (individual bubble) emotional well-being/pastoral intervention groups</p> <ul style="list-style-type: none"> <li>• To provide learning mentor support for pupils in class that have struggles to engage/access learning in the classroom</li> <li>• All children in school to undertake Covid-19 triage to identify where support is required</li> </ul>	<p>There are a number of children throughout school that have suffered emotionally as a result of the Covid-19 lockdown or as a result of the new covid-19 procedures and protocols. These children will be accessing additional learning mentor support</p>	<p>MC</p>



<ul style="list-style-type: none"> <li>• Children achieve (and in some identified cases) exceed their targets</li> <li>• Pupils learn coping strategies to deal with their emotions</li> <li>• Children are emotionally equipped with the tools to access their learning which will facilitate good progress and improved academic levels</li> </ul> <ul style="list-style-type: none"> <li>• Pupil adapt emotionally to the new systems and processes in place due to Covid-19</li> <li>• Children achieve (and in some identified cases) exceed their targets</li> <li>• Pupils learn coping strategies to deal with their emotions</li> <li>• Children are emotionally equipped with the tools to access their learning which will facilitate good progress and improved academic levels</li> </ul>		with their learning (within their class bubble). This support will help them to focus/access on their learning and make good progress within the class. In addition to this, small pastoral interventions will take place to further support pupils that need it (bereavement/anxiety/depression)	
<b>Pastoral intervention</b> Pastoral lead and learning mentors to deliver focused emotional support/intervention sessions to identified pupils	Pupil adapt emotionally to the new systems and processes in place due to Covid-19 <ul style="list-style-type: none"> <li>• Pupils learn coping strategies to deal with their emotions</li> </ul> Questionnaire sent to all children to assess impact of lockdown. <ul style="list-style-type: none"> <li>• Children are emotionally equipped with the tools to access their learning which will facilitate good progress and improved academic levels</li> </ul> Younger pupils: missed key social learning in EYFS – turn taking/sharing etc Older pupils: raised anxiety/ re-adjusting to routines and expectations/ concentration/ independence/social skills Now Press Play bought by the PTFA to ensure that pupils have experiences to enhance their education	Emotional support sessions for children affected by safeguarding and child protection issues during Covid 19. Pastoral staff delivering sessions to support children who this would provide emotional support for identified children (children triaged following return after lockdown).	MC
<b>Total budgeted cost</b>			
£22,160	<b>Cost paid through Covid Catch-Up</b>		
<b>£5,700</b>	<b>Cost paid through charitable donations</b>		
	<b>Cost paid through school budget</b>		

