

# Post COVID Pupil 'Catch Up' Strategy Statement 2020-2021



Strategy Statement developed by Mr M Grogan (Headteacher) with the support of the Senior Leadership Team and all staff

Post COVID Pupil 'Catch up' Strategy Statement 2020-2021 to be reviewed termly  
to assess impact and to add further 'actions' to support priority areas

Updated: July 2021

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### School information

<b>Number on roll on school site</b>	295
<b>Number on roll on school site</b> <i>(including school based Nursery)</i>	333
<b>TOTAL Number on roll on</b> <i>(including Lancaster Ave Nursery and School based Nursery)</i>	375
<b>Proportion of Pupil Premium children</b>	32.3%
<b>Proportion of pupils with SEND</b>	16.7%
<b>Proportion of pupils who have EAL</b>	8.2%
<b>Catch up allocation amount</b>	£23520
<b>Known impact of school closure due to COVID</b>	<ol style="list-style-type: none"> <li>1) Increased gaps in reading, writing and maths for all pupils, especially those who were unable to engage fully with home learning during lockdown.</li> <li>2) Social, emotional and mental health needs of children and families exacerbated by the circumstances of lockdown.</li> <li>3) Reduced opportunity for children to develop their physical speed, strength and agility.</li> </ol>
<b>Key priorities</b>	<ol style="list-style-type: none"> <li>1) Ensure all children are attending school regularly.</li> <li>2) Ensure children are emotionally ready for returning to formal learning.</li> <li>3) Ensure consistent high-quality teaching and learning across the school.</li> <li>4) Ensure identified children have access to necessary 'catch up' interventions.</li> <li>5) Ensure all children have an increase in physical activity.</li> <li>6) Ensure we 'firm up' our Remote Home Learning system to support learners self-isolating.</li> </ol>

<b>Priority 1: Ensure all children attend school regularly</b>							
<b>Actions</b>	<b>By whom</b>	<b>By when</b>	<b>Autumn Term update</b>	<b>Spring Term update</b>	<b>Summer Term update</b>	<b>Costs</b>	<b>Success criteria/Outcomes</b>
Monitor attendance daily and liaise with parent/carers.	Mrs Kearns Mrs Smith Mrs Grimes Mr Grogan	Daily	All children returned to school full time in September. There were very few issues with persistent absenteeism and Mrs Kearns followed up on any children not in school as per normal procedure. As a result, Autumn Term attendance: <b>94.87%</b>	Both our Darlington Street (maintained) and our Lancaster Avenue (section 27) nurseries opened for <b>all</b> children on Wednesday 6 <sup>th</sup> January 2021. <b>84.2%</b> of children returned to our Darlington Street Nursery for 'face to face' sessions and	Our school re-opened to all children for the Summer Term on Tuesday 20 <sup>th</sup> April. Throughout the Summer Term, home visits continued and more foodbank vouchers were issued (than ever before).	None	School attendance is 95.5% <i>(not including COVID related absences)</i>

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				<p>57.1% of children returned to our Lancaster Avenue Nursery for 'face to face sessions). Key worker and other identified children attended school (Reception – Year 6: <b>27.3%</b>). Our school re-opened to all children on Monday 8<sup>th</sup> March and our whole school attendance at the end of the Spring Term was <b>95.12%</b> (8/3/21 – 26/3/21).</p>	<p>Our whole school attendance for the Summer Term was <b>94.7%</b> (20/4/21 – 21/7/21).</p>		
<p>Log COVID related absences separately and closely track return to school dates.</p>		Daily	<p>Parents kept in regular contact with school over COVID related absences. Where this was the case Mrs Smith followed up with regular phone calls to get updates on parents who were waiting for test results. Class teachers also rang as per Remote Home Learning Policy. Parents were given clear information on when their children could return to school following a COVID related absence which meant that there was minimum disruption to learning for children who were self-isolating.</p>	<p>Although school was closed to most children for Spring Term 1, the attendance systems in place during the Autumn Term very much continued to be as effective. As a result, school held an accurate record of all COVID related self-isolation periods for children who were accessing school and those who were accessing learning remotely. For children in school clear 'return dates' were identified and communicated to parents. This approach continued throughout Spring Term 2.</p>	<p>School continued to closely monitor COVID absences and there was regular contact with families. School therefore continued to hold an accurate record of all COVID related self-isolation periods for children who were accessing school and those who were accessing learning remotely.</p> <p>No penalty notices were issued during this time as the service was suspended by Wigan LA.</p>		

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Undertake home visits (as needed).		As needed	Very few home visits were needed during this term but where they were these were undertaken swiftly by Mrs Kearns or Mr Grogan and resulted in children returning to school more quickly and remote home learning being completed more regularly.	During this term, there was an increased number of home visits undertaken by Mr Grogan, Mrs Kearns and some teaching staff. Visits took place: -to deliver laptops or paper based work as requested; -where low levels of engagement with remote home learning was identified; -if support from external services was identified. The impact was children received the support they needed to access their remote home learning and families received the support/access to other services identified. Also, this regular contact allowed vulnerable families to be monitored closely.	The amount of home visits undertaken reduced during the Summer Term. Regular contact was made with families where absence was a concern.  As part of any home visits undertaken: school uniform, WiFi kits and some home learning activities were distributed to families.		
Update Attendance Policy in light of nationwide and local changes/advice.		Spring/Summer 2021	This is currently ongoing as government information updates.	The policy has been updated and is ready for approval at the FGB meeting (Thursday 22 <sup>nd</sup> April) and will be communicated to parents on Friday 23 <sup>rd</sup> April. As a result, all stakeholders will be aware of the updated requirements for attendance.	The Attendance Policy was approved, emailed to all stakeholders and is on the school website. It is being implemented on an ongoing basis and forms part of our day-to-day practice within school.		

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**Priority 2: Ensure children are emotionally ready for returning to formal learning**

<b>Actions</b>	<b>By whom</b>	<b>By when</b>	<b>Autumn Term update</b>	<b>Spring Term update</b>	<b>Summer Term update</b>	<b>Costs</b>	<b>Success criteria/Outcomes</b>
Regular communication with families (needs led).	Mrs Kearns	Tuesday 1 <sup>st</sup> September 2020 onwards	The regular updates for parents meant that the return to school in September was largely a very positive experience. The majority of children were ready to come back to their usual routine. Children approached their work in a positive way and Mrs Kearns was there to support as needed. Resources/strategies were used to support particular children on a needs led basis. Regular, well planned communication throughout the term (using various platforms) ensured that children isolating at home still felt very much a part of the school community so that transition back into the classroom was much easier for them.	Regular liaison with families continued throughout the Spring Term via email/text messages. Weekly phone calls home to all children from teachers meant that any positive issues could be shared and any areas for development could be discussed. The wider use of the online learning platform, Seesaw, saw a huge increase in positive communications between school and home the Spring Term. Positive feedback was received on the creative ways that teachers used Seesaw to communicate with them. The introduction of a weekly Headteacher video was well received by families during the term. Through Spring Term 2, teachers continued with phone calls home to 3 identified children in their class to ensure that positive relationships continued to thrive between school and home.	Regular liaison with our families continued throughout the Summer Term via emails and regular newsletters. Communication with families regarding the re-distribution of laptops took place to facilitate the completion of home learning in the original sense once schools returned. Those families identified as requiring a laptop were provided with these and regular communication enabled them to be put to their best use. The use of Seesaw evolved to include using it to set home learning (and remote learning in the event of children being absent for COVID related reasons). Seesaw was also utilised further to communicate with parents in terms of announcements and reminders relating to the school day. We also introduced the concept of all teachers making regular phone	None	Families feel supported by school

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					calls home to parents/carers of individual children to identify positives about their child that week. Furthermore, our school 'Values' postcards were completed for one child per class per week and posted home.		
Allow time for children to discuss thoughts and feelings about returning to school.	Class based staff with all children	Monday 7 <sup>th</sup> September 2020 and ongoing	With fully timetabled PHSE lessons, Picture News & class worship sessions, children were provided with regular opportunities to discuss current affairs, any worries or concerns within the secure environment of their classroom base. The PSHE leader undertook monitoring of lessons and the DHT undertook 'drops ins' of class worship to ensure these were meeting school expectations.	Weekly phone calls home provided an opportunity to monitor and address any concerns that children or parents/carers had. The first week back, starting Monday 8 <sup>th</sup> March, was spent reintegrating children back into school routines and structure. Class discussions and sessions on positive mental health supported children with any worries or anxieties.	On return to school after the Easter break further time was spent reminding children around routines and structures. Children took part in mindfulness minis sessions which incorporated elements of yoga, relaxation techniques and sharing of feelings. These sessions were held by an external provider. Weekly class worship sessions provided further opportunities for children to discuss their thoughts and feelings around returning to school.	None	All children have settled into their new classes and have adapted back into school life and the new expectations.
Regular use of Well-Being room for all children in Early Years and targeted children in KS1.	Class based staff in Early Years and KS1	From Monday 7 <sup>th</sup> September 2020 onwards	This area of school has been effectively used when needed to support children. As a result, there have been few incidents where individual children's	As a result of the success of the Well-Being room, a second room has been developed in the KS2 area of school to support older children	This area of school has continued to be used effectively. The equipment available within the well-being room which focuses on fulfilling sensory needs	None	Sessions support the children's Leuven scales of emotional well-being and involvement to support learning and progress.

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			behaviour has escalated. As well as regular planned well-being sessions with targeted children, the room is very much part of the 'Early Years' offer and ensures that children access these activities as part of their regular sessions. There are plans to develop a similar room within KS2 to support our older children.	who may benefit from some time out from their usual classroom environment. This room has been used successfully with individual children in KS2 as well as being available for group work and interventions.	has also been improved in relation to advice received from staff at the Early Years Well-Being Centre. Children have benefited from this in terms of being able to make better use of the room to fulfil their sensory needs. Time within the Autumn Term will be used to fully develop the room within KS2 so that it is used more regularly.		
Undertake 'I wish my teacher knew' questionnaires.	Class based staff with children in Y1 – Y6	By Monday 14 <sup>th</sup> September 2020 and ongoing	Questionnaires were completed and staff dealt with individual responses on a personal level. Children responded in an honest and mature way sharing things teachers would never have known about otherwise and gave an insight into what was foremost in children's minds at the time. As a result, staff have been able to provide targeted and timely support to those children who need it most at this time and highlight concerns with parents (who, in some cases, were unaware of these feelings from their children).	The 'I wish my teacher knew' questionnaire was repeated with children on return to school during week commencing Monday 8 <sup>th</sup> March. This ensured that any concerns which had arisen during the period of lockdown were reported, addressed and acted upon swiftly.	Staff remained aware of any concerns which arose as a result of completing the questionnaire and actions pertaining to any concerns were continually carried out if required. This has now become a 'regular' feature of life at our school with regular whole class sessions planned each term and resources in place within the classroom for children to 'let their teacher know' at any time.	£145	We start to understand some of the worries/needs of our children and so are able to support children as needed.

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Undertake 'Stirling Well Being' questionnaire.	Class based staff with children in Y4 – Y6	By Monday 14 <sup>th</sup> September 2020 and then termly	The use of this questionnaire for the first time was well received by children and teachers. Children responded honestly and openly. In doing this, staff have again been able to see which children require further support and they are able to track the well-being of children in order to ensure that any concerns remain a priority.	Year 4 – Year 6 children undertook the Stirling Well Being Questionnaire at the end of term (after having been in school for 3 weeks). Time over Easter will be used to 'analyse' children's scores in comparison with previous results.	The Stirling Well-being Questionnaire was completed during assessment week of the summer term. Results were analysed and included as part of progress forms completed by class teachers. Any actions relating to this were discussed within progress forms and thus shared with SLT and where appropriate were shared with the child's next teacher. This has now become a 'regular' feature of life at our school with the survey being carried out 3 times a year with results analysed and included as part of pupil progress meetings.	None	We have a better understanding of the well-being of children and can provide support where needed.
Mental Health and Well-being activities are included within the school daily offer.	Class based staff with all children	From Monday 14 <sup>th</sup> September 2020 onwards	As a result of regular age-related mental health and well-being activities taking place within class, children have developed their knowledge and understanding of issues relating to mental health. Activities have included time for meditation, thought sharing, sessions on positive mental health and the teaching of	Our mental health and well-being 'curriculum offer' continued within departments across school throughout the Spring Term. Children are now much more open to discussing mental health and can talk openly about strategies to support positive mental health.	The Mental Health and Well-being Policy was updated and approved by governors during the Summer Term. This policy now reflects our day-to-day practice. Children took part in mindfulness minis sessions which incorporated elements of yoga, relaxation techniques and sharing of feelings. These sessions were held by	None	Children start to develop own strategies to promote their positive mental health and well-being.

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			breathing exercises. All of these have now become very much part of the 'curriculum offer' across school.		an external provider.		
Develop KS1 resource area through purchasing resources and developing methods of planning to support more of a 'continuous provision' approach to teaching and learning.	Mrs Leech with children in KS1	January 2021	Resources and furniture have been purchased and the area in KS1 has been redesigned. Children have begun to make limited use of the new area but a more consistent approach will develop as all children return to school so as to ensure that this approach to teaching meets the needs of children.	The furniture & layout of the Year 1 classroom has changed to account for a 'continuous provision' approach. Throughout the term, planning in this class has evolved to incorporate more continuous provision opportunities and now more children are making use of the resources both within and outside their classroom. Children can now be targeted for further support and are more engaged in a wider range of learning opportunities.	The use of the KS1 resource area in relation to a more 'continuous provision' approach was fully established in the Summer Term and other classes within KS1 also began to make use of it. The Y1/2 classroom has also subsequently been updated over the Summer Term and summer holidays to account for a 'continuous provision' approach. This has involved a complete refit of furniture and changing of the flooring. Changes have been made to the staffing for Y1 and Y1/2 classes to enable the best use of staff expertise in bringing the continuous provision approach to fruition.	£2200	Children in KS1 are able to access more practical learning opportunities through the continuous provision approach. Longer term, this will support children as they make the transition from Reception to KS1.
Staff to undertake 'Everyday Magic' training.	All staff	3 days: 5/1/2021 19/4/2021 3/9/2021	The first session is planned to take place in January 2021. The aim is for staff to further develop an understanding of the	Classes used some of the activities from the first session within school and as part of remote home learning. This work gives	Activities from the second 'Everyday Magic' session were utilised on an ongoing basis throughout the Summer Term across	£3000	We are able to take a whole school approach, using Positive Psychology to develop Positive Education strategies which allow children to flourish when

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			brain and see how their approaches can support children to experience 'Everyday Magic'.	children an insight into the way the brain works. The impact of this work can be seen on Seesaw and in the way that the children returned to school in a more positive way.	school. Our success in implementing elements of this training was reflected in that our school was used as a case study in publications as part of an international journal with our children appearing on the front cover.		accessing all areas of their learning during their time at our school.
Team of staff to complete training from the DFE Well Being for Education Return.	Mrs O'Brien Miss Taylor Mrs Kearns Mr Grogan	Spring Term 2021	Staff started to access courses from Nov 2020 so as to have strategies in place to support Well-being when returning to school.	Due to the recent lockdown we are revisiting this in the Summer Term.	Elements from the training accessed in the Autumn Term were used in conjunction with other strategies to support children in returning to school both from the 8 <sup>th</sup> March and in returning after the Easter holiday. The educational psychology service also discussed aspects of well-being for education return with the SENDCO and key points were shared with other staff and the Mental Health and Well-Being Leader.	None	Training has been attended by some staff and ideas are shared with others to support practice in school.
Local Authority Music Team deliver the 'Chime Project'.	Miss Taylor and Reception children	Summer Term 2021	N/A	N/A	Tuesday 20 <sup>th</sup> April saw the start of the Chime Project in Reception. There was a noticed improvement in communication and language skills. As a result, there was positive self-regulation with children more	£756	Children develop communication & language skills, improve attentive listening and responding, broaden vocabulary and understanding. Children aware of self-regulation and wellbeing, with the increased ability to use appropriate dialogue to

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					open to discuss their well-being and take steps to build stronger relationships with peers. There was an increase in motor skills and children were beginning to develop more stamina for writing. Children had good awareness of beat and rhythm which impacted their ability to segment when reading and spelling.		express own feelings and build relationships with peers. Children to develop gross and fine motor skills through music and movement, playing instruments with control with a good understanding of rhythm and rhyme to support reading and writing.
Mindful Minis Immersive Workshops and staff drop-in session.	KS1 and KS2 Staff drop-in session	Summer Term 2021	N/A	N/A	 <p>Mini workshops were provided for children in KS1 and KS2. Children were taught yoga and breathing exercises to help reduce stress and anxiety. Children also received mindful mini diaries to continue developing these skills.</p>	£799	Both children and staff are able to engage in workshops linked to meditation, breathing, yoga, reflection and positive mindsets. All involved will be able to build upon their resilience as well as developing strategies that promote positive mental wellbeing. Children make use of school journals throughout the school year to further promote the importance of a positive mindset & mental health.
Play Therapy sessions in place for targeted children	Mrs O'Brien and 4 KS1 children	Summer Term 2021	Targeted children continued to access sessions in school so as to explore their feelings through play to support positive mental health and well-being.	Targeted children have resumed play therapy sessions once lockdown ended. This has helped to ease their transition back into school. Boxall Profiles have been completed by the play therapist to show	Play therapy sessions continued for targeted children throughout the Summer Term. Teachers reported that positive progress was made in terms of the confidence and mental health and well-being of these children. At		

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				progress made.	the end of the sessions the play therapist completed in-depth reports relating to the children's progress. This included liaison with parents/carers and parental feedback. The reports were shared with class teachers and where appropriate passed on to the children's next teachers. Play therapy will resume in October for different identified children (some KS2 children may be included within this).		
Increase outdoor learning sessions through developing a 'Forest School' approach.	Miss Killian with all children (starting with Reception)	Summer Term 2021	N/A	Meeting with Council representatives has taken place regarding the acquisition of the forest land to the rear of school so as to develop an easily accessible 'Forest School' area. We are currently awaiting feedback from the meeting.	Autumn Term will see our school meet with a fencing company to measure the area and provide a quote for the work to be carried out. Once the size of area of land is identified, we will then liaise with the council in order to discuss the annual letting charges. Currently, training opportunities for staff are being sourced.	£500	Outdoor learning supports children's communication and language development. Active outdoor learning also supports children's well-being and engagement in learning.

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**Priority 3: Ensure consistent high-quality teaching and learning across the school**

Actions	By whom	By when	Autumn Term update	Spring Term update	Summer Term update	Costs	Success criteria/Outcomes
<p>All children have access to a broad and balanced curriculum through:                      *new arrangements for 2020/21 being in place:                      -'Week A &amp; Week B' approach to allow for full curriculum coverage and                      -Music and Spanish being delivered in PPA by our specialist to support full curriculum coverage.                      *Amended approach to Phonics teaching;                      *Book Talk sessions;                      *Use of Kindles to support learning                      *Use of White Rose Maths/NCETM planning;                      *Picture News sessions;                      *Regular PE sessions;                      *Use of 'Green Room' resources with children.</p>	<p>All staff</p>	<p>Ongoing</p>	<p>As a result of having a full and varied curriculum planned for and taught in all classes throughout school, children have experienced a range of subjects as they would do normally. The week A/B approach is fully embedded which ensures full curriculum coverage. Regular monitoring by subject leaders has been undertaken to ensure that children are receiving their full curriculum entitlement with staff feedback ensuring that there is a consistency of teaching approaches.</p>	<p>In order to ensure full curriculum coverage, during the recent lockdown, Week A/B timetables were used and work provided for children at home matched the work completed by children in school. This ensured curriculum coverage and a continuation of the broad and balanced curriculum being provided for children in the Autumn Term. Consistent Book Talk sessions were provided to children to allow them to access a range of genres. Kindles were purchased to support in school and DfE laptops were provided for children to access remote home learning. Picture News sessions were provided for children at home through video links for the 'Virtual assemblies'. Green room resources were used to provide video lessons for children at home as well as to film school services.</p>	<p>All children were able to access a broad and balanced curriculum during the Summer Term building on the successes of the Autumn Term. The Week A/B approach continued to be used and full curriculum coverage could be seen through the monitoring of children's work and pupil interviews. Green room resources were utilised in the production of virtual class assemblies and in the production of films relating to St George's Day, the Euro 2020 football tournament and the Y6 end of year production. Additionally, children accessed a theme week relating to specific countries taking part in Euro 2020 during the Summer Term. This involved learning about the countries involved and taking part in cultural activities linked to a specific country i.e. traditional dancing or cooking traditional dishes.</p>	<p>None</p>	<p>Children are fully engaged in their learning and are making at least expected progress from their September 2020 baseline data.</p>

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Staff to attend 'How to Raise Standards in Writing' course (with a focus on Remote Home Learning)	One 'year group' staff member	January 2021	N/A	Training from Maddy Barnes aided planning for remote home learning for writing with key priorities identified (grammar, shorter writing pieces). New library books ordered included texts suggested from the training. Teachers addressed areas identified during whole school writing moderation (Dec 2020) by providing children with sentence level activities & addressing specific year group gaps which could still be addressed with children who were learning from home.	Following on from training teachers identified keys areas to prioritise in teaching. Planning was devised to ensure teaching coverage of this. More opportunities for longer pieces of writing were incorporated into planning to allow grammar objectives taught during remote home learning to be embedded within writing skills.	£500	Staff are able to provide a more focused and progressive approach to remote home learning writing tasks.
Monitor closely the quality of teaching and learning across school via a range of improving learning activities to ensure high standards. (including both in school and the remote home learning offer).	All leaders	Ongoing	Subject leaders looked in children's books to monitor their subject. Class 'bubbles' limited lesson observations and pupil interviews. Where monitoring activities have been carried out, staff have been given feedback which resulted in improvements in targeted areas. As a result, standards of teaching across school meet at least the required minimum standard expected.	All subject leaders have undertaken monitoring activities with regard to remote home learning activities to ensure good quality curriculum coverage. This information has been fed back to staff to inform future planning and planning throughout the term to ensure work set meets both the needs of the children and the needs of the curriculum.	Subject leaders carried out monitoring activities as detailed on the school's Improving Learning Calendar for the Summer Term. Feedback was provided to staff on an ongoing basis.  A virtual visit from SIP gave us a chance to look at strengths and weaknesses of subjects across the school and look at ways to further improve curriculum provision.	None	The quality of teaching and learning is at least good and learners are making at least expected progress from their September 2020 baseline data.

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**Priority 4: Ensure identified children have access to necessary 'catch up' interventions**

Actions	By whom	By when	Autumn Term update	Spring Term update	Summer Term update	Costs	Success criteria/Outcomes
<p>All children to take baseline assessments with staff completing subject level analysis. Children identified for 'catch up' support.</p>	<p>Class teachers in Y1 – Y6</p>	<p>By Monday 28<sup>th</sup> September 2020</p>	<p>Baseline assessments (including phonics and benchmarking for Reading baseline) were undertaken with children completing tests they would have done at the end of their previous year. Through teachers analysing their results, more effective planning was in place for future lessons and gaps in learning were identified and planned for as a priority. These assessments allowed staff to identify children for additional support through after school tuition session which will begin next term.</p>	<p>Spring Term 'Baseline assessments' were undertaken 2 weeks after the children returned to school with children completing tests they would have ordinarily undertaken during that assessment week. In Y1 children have also completed a baseline phonics tracking assessment. This has helped us to pitch phonics lessons at the correct level for children's needs. All children in KS1 and KS2 have been benchmarked for reading upon returning back to school after the most recent lockdown. The rationale for undertaking these assessments was to gain an understanding into what the children knew and so 'extra time' was provided so as to gain a fuller insight into any gaps in knowledge. An amended 'baseline assessment form' was used for teachers to analyse the results of children (with</p>	<p>Children completed Summer Term assessments in June. Results were analysed and were used to complete detailed progress forms which also included comparison with previous Autumn Term assessments and Spring Term assessments. Subject level analysis of class performance also enabled suggestions and recommendations for areas to revisit and revise in the coming Autumn Term.</p> <p>All Y1 children undertook the Phonics Screening Check (a past paper was used) to gain a benchmark of their attainment in phonics over the course of the year. Y2 children that did not pass the official DfE check in November 2020 also re-visited the screening check to see if their progress had improved. This information has been utilised to enable more personalised teaching</p>	<p>None</p>	<p>Staff are aware of children within their class that require 'catch up' support in each area. Staff have used subject level analysis to identify common gaps and they then plan to 'plug these gaps'.</p>

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				comparisons made between those that had been in school and those that had accessed remote home learning for Spring Term 1). Using results and subject level analysis, teachers have been able to identify gaps and plan more effectively for the Summer Term. These assessments allowed staff to identify children for additional support through after school tuition session which will begin next term, especially those targeted for Greater Depth.	relating to children's needs in phonics and if restrictions permit will help towards resuming flexible groupings across all KS1 classes.		
SEND leader to provide training opportunities and support for staff as required. -Fabulous Phonics (4 staff, Nov 2020) -Emotion Based Coaching (4 staff, Dec 2020) -BSquared Online; -Speech and Language.	All staff	Ongoing	Training for key staff is ongoing. So far staff have had training on the new BSquared resource. As a result, this is now being used regularly and staff are now more skilled in using it to track the progress of children with SEND.	Four teaching assistants received the Fabulous Phonics training. Strategies and resources from this have been implemented in small group sessions and when supporting within whole class sessions. Children involved in sessions have made good progress relative to their starting points. Three teaching assistants and one teacher received Emotion Based	Reception class staff received support and advice from the Early Years Well - Being Centre. Our speech and language therapist has continued to provide ongoing support and training to teaching assistants involved with supporting particular children. This has occurred on an ongoing basis as the teaching assistants attend the virtual appointments with the children so advice and	None	Staff are confident at leading class based interventions so as to have a positive impact on the progress of identified children.

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				Coaching training delivered by the educational psychology team. Strategies and resources from this are used on a daily basis with children with specific needs in this area. Assessments on B Squared are now up to date and progress over time and small steps of progress can now be seen for those children involved with this. This information has been used to support applications for additional support.	feedback is given during these sessions.  Several children who have English as an additional language joined our school in the Summer Term and as a result staff involved with those children have received ongoing support from the Ethnic Minority Achievement Service over the course of the Summer Term. This has enabled these children to settle in well and begin to make progress.		
<p>Ensure class based interventions take place:</p> <ul style="list-style-type: none"> <li>-Targeted Intervention within the classroom by the class teacher or teaching assistant;</li> <li>-Daily speech and language with identified children;</li> <li>-Daily phonics;</li> <li>-Daily 1-1- reading;</li> <li>(see provision maps for further details of SEND provision in classes)</li> <li>-Effective differentiation;</li> <li>-Use made of 'extended' parts of the school day (8:30am opening)</li> <li>-Kindles and tablets purchased to allow more children to access Reading Eggs/Reading Plus and Times Tables Rockstars in school and to support some SEND/Vulnerable children with learning in class</li> </ul>	Class based staff with all children	Termly Review	Provision maps detail 'additional to' and 'different from' intervention strategies in class ensuring children receive the extra support needed. Speech and Language is ongoing for identified children with appointments taking place online. This ensures that this 'support' continues for those children who require it. 30 more Kindles purchased to allow more children in school to access online learning support such	Targeted interventions were carried out during lockdown and materials to support individuals with specific needs that were learning remotely were shared with families. Provision maps from the autumn term are in the process of being reviewed and new ones for the rest of the school year will be created. The vast majority of support outlined on the current provision maps is still ongoing. Speech and language sessions are completed daily with	Provision maps were completed by class teachers and collated by the SENDCO during the Summer Term. These detail all support, including strategies and interventions provided to identified children or groups of children which is 'additional to' and 'different from' the majority of the class. Daily speech and language sessions continued for targeted children during the Summer Term and these were supported by regular, virtual	£3300	<p>Early Intervention strategies within the classroom are used effectively to support children's progress from their September 2020 baselines.</p> <p>Children in receipt of these interventions make accelerated progress relative to starting point.</p>

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			as Reading Eggs, Reading Plus and the other online resources. Engagement levels increased once these were in place. Data gained from pupil accessibility to these resources was used to inform planning and interventions.	identified children. In KS1 targeted individual reading is carried out daily and the impact of this can be seen in an improvement across book bands. Additional phonics interventions are provided for some children, these target specific areas as identified in the Phonics Tracker.	sessions from the speech and language therapists. Daily phonics continued to be carried out throughout the Summer Term and additional phonics sessions were provided to some children.		
Identified children to access extra tuition in order for them to make more than expected progress and 'catch up' with their learning.	Year 1 – Year 6 teaching staff	To commence when all children return to school (Number of weeks: TBC)	Re-arranged for the Summer Term	Spring Term 'baseline' assessments have allowed staff to identify children for additional support through after school tuition sessions especially those targeted for Greater Depth.	Extra tuition sessions took place during the Summer Term which all staff were involved in. The impact of this was included as part of the progress forms completed in relation to assessments undertaken in June. Identified children started to 'catch up' so that attainment was becoming more in line with previous assessment information. This will be closely monitored as part of Autumn Term assessments.	£3240	Targeted additional support is being effectively used with identified children in each class. The progress of individuals is closely monitored in targeted areas.

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Priority 5: Ensure all children have an increase in physical activity.							
Actions	By whom	By when	Autumn Term update	Spring Term update	Summer Term update	Costs	Success criteria/Outcomes
Classes to have own basket of resources for outdoor playtimes to encourage games.	Mr Cooke and all staff	September 2020	Class play equipment is used each playtime within class bubbles. There is a range of equipment and adults support children in using the resources to be active. This approach has meant that the children have continued to access a variety of activities whilst maintaining class 'bubbles'.	New equipment boxes were created to link to 'zoned' areas of the playground. Class resources were also re-stocked. This has led to more children being able to access physical activity at playtime and lunchtime in both structured and free - play activities.	Further equipment has been provided to improve provision at playtime and dinner times. These resources will allow children to access a range of games and activities to improve health and fitness. Equipment has been categorised by support staff to target zoned areas and promote participation.	None	All children improve their physical fitness through using the different resources available.
2020-2021 'Playground Plan' allows for access to a variety of different areas on the playground each day.	Mr Grogan, Mr Cooke and staff on the playground	September 2020	N/A	New rota ensures that classes are able to access a variety of organised activities which improve physical skills in a range of areas. Structured supervision has led to increased amounts of physical activity, improved behavior and a reduction in the amount of first aid incidents.	Zoned areas of the playground have continued throughout the Summer Term and have ensured that physical activity has been promoted whilst maintaining the safety of all pupils. Structured supervision and the provision of equipment boxes ensures children can access a range of activities that vary across the week. We have seen positive results in terms of increased amounts of physical activity, improved behaviour and a reduction in the amount of first aid incidents.	None	All children improve their physical fitness through accessing a wide range of activities across the whole week.

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Each class to continue with 2 PE lessons per week.	All classes	September 2020	Both indoor and outdoor PE sessions have taken place as normal each week throughout school. Online PE resource 'Real PE' was used by staff to support curriculum PE within school and remote home learning which ensured that the positive physical and mental well-being of children was 'maintained'. Online lessons also provided by a local provider have also been used.	Classes continue to access physical education in both an indoor and outdoor environment. Curriculum coverage remains on track, with children developing the progressive skills seen in both knowledge organisers and PE long term planning. This has been supported with the introduction of the REAL PE home learning program, which ensures children at home are still able to develop required skills.	Twilight staff training sessions have been provided to improve provision of indoor PE and launch the REAL PE indoor curriculum. This has ensured that weekly indoor sessions target key skills and promote health and fitness. Outdoor sessions have continued with the addition of athletics, culminating in carefully planned sports days, promoting health and fitness and encouraging healthy competition. The use of the Real PE platform also supports the ongoing use of knowledge organisers as part of our planned curriculum coverage	None	All children improve their physical fitness through fully accessing the school offer.
Each class to access an additional dance unit with external provider (MB Dance).	All classes	Autumn Term 2020	All classes benefitted from sessions provided by MB Dance. As well as PE sessions, there were additional 'wake-up, shake-up' sessions across school each morning, and children in KS1 were also able to have structured sessions during lunchtime. This ensured children received high quality physical activity	N/A	N/A	£2520	All children access specialist teaching to improve physical literacy and engage in physical activity.

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			teaching as well as developing teacher subject knowledge.				
Each class to participate in a series of intra-school competitions.	All classes	Spring Term 2021	N/A	Each class participated in a whole school kurling challenge with prizes awarded for the most successful class and the winning 'house' team. The initiative further encouraged physical activity whilst positively engaging children in competitive sports.	Carefully planned sports days allowed competition between individuals and classes in a range of track and field events. Physical activity was promoted in a positive and fun environment, with all children taking part in a myriad of sporting activities. Children also participated in a whole school 'team point' challenge involving taking penalties which was linked to the Euro 2020 themed football week. Regular intra-school 'team point' events are now planned as part of our regular school offer moving forwards.	None	All children are engaged in physical activity in a positive and fun environment. Children will compete both as a class and in their 'teams', aspiring to improve and challenge themselves both individually and as part of a team.
Children to participate in the Tri-Kidz 'IronKidz' Challenge.	KS1 and KS2	Summer Term 2021	N/A	Tri-Kidz challenge has been rearranged for the June 9 <sup>th</sup> and June 10 <sup>th</sup> . The project will encourage children to be active and lead a healthy lifestyle whilst also promoting positive mental wellbeing.	The school completed the Tri-Kidz 'IronKidz' challenge. Children took part in a range of running, cycling and swimming themed activities promoting physical health and mental well-being. An assembly involving a visit from triathlete, Kelly Warrington further engaged children.	None	All children will complete a 45 minute fun workout using swim bands, exercise bikes and circuit work. As a school, the children are challenged to collectively complete an iron-man challenge. The program promotes physical health, mental wellbeing, personal confidence and enjoyment of sport.

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Staff to receive training on the 'Real PE' Learning Platform.	Mr Cooke and all staff	Summer Term 2021	N/A	Staff have started to make more use of the 'Real PE' resources as part of their lessons. Children have been able to develop their fundamental movement skills and apply these into games-based situations. The addition of the REAL PE home learning program has meant that children at home are also able to access physical education more readily.	Twilight staff training sessions have been provided to improve provision of indoor PE and launch the REAL PE indoor curriculum. This has ensured that weekly indoor sessions target key skills and promote health and fitness and mental well-being. Training in assessment has ensured that next steps can be easily identified and lessons can target necessary fundamental skills. The use of the Real PE platform also supports the ongoing use of knowledge organisers as part of our planned curriculum coverage	None	Children to receive enhanced curriculum provision with fundamental movement skills at its core.
Children given the opportunity to attend active extra-curricular clubs, led by teaching staff.	Teaching staff with all classes	Summer Term 2021	N/A	Monday 29 <sup>th</sup> March saw our Summer Term 1 extra-curricular clubs letter emailed home. Some physical activity provision is included within this (80% of clubs on offer) as we look to build up to providing a service similar to pre-COVID.	Some extra-curricular clubs pertaining to physical activity occurred during the Summer Term. These included a circuit training club for KS2 and 'physical fun' club for children in Early Years. It is planned that we will return to our 'usual' offer of extra-curricular activities at the start of the Autumn Term.	None	Staff will lead extra-curricular clubs to promote both physical activity and physical education. Children will have an increased opportunity to engage in sport, developing fitness, self-confidence, teamwork and well-being.

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**Priority 6: Ensure we 'firm up' our Remote Home Learning system to support learners self-isolating.**

<b>Actions</b>	<b>By whom</b>	<b>By when</b>	<b>Autumn Term update</b>	<b>Spring Term update</b>	<b>Summer Term update</b>	<b>Costs</b>	<b>Success criteria/Outcomes</b>
Continue to make use of emails and paper packs of learning for children who are isolating at home to be dropped off at homes.	Mrs Smith Mrs Grimes Mrs Kearns All teaching staff	September 2020	This has been ongoing as and when they have been needed. As a result, children have been able to access learning opportunities when isolating at home.	The request for paper packs of works reduced as laptops were distributed to our families. More work/support was provided online via Seesaw. Where paper copies of work were requested, it was due to children developing headaches through adapting to increased screen time. All requests for paper copies received in this manner were met.	Laptops were redistributed to families that required them. This allowed children to access online Home Learning in line with updates to our 'Home Learning Policy'. It also further enabled the use of Seesaw in the event of children learning at home due to isolation.	None	Children who are isolating at home and do not have access to technology have printed work delivered.
Have a 'Remote Learning' platform in place to support remote home learning for children who are self-isolating.	Mr Grogan Mr Simmons Mr Young Mrs Smith	October 2020	The introduction of 'Seesaw' as an online learning platform has been successful in supporting children isolating at home. Children have their own log-in and class pages have been set up. Sessions have been used to 'train' children in using Seesaw and information has been communicated to parents. As a result, all children have been able to access learning opportunities online when isolating at home	Wednesday 6 <sup>th</sup> January saw the start of the whole school use of Seesaw. Staff used this resource to communicate home learning each morning in line with the class timetable and DFE guidance on teaching time. Staff made use of pre-prepared PowerPoints, self-made videos and sound files to organise learning for children at home, in line with the work children were receiving in school. Staffing was organised to ensure that	During the Summer Term the use of Seesaw was further developed to include home learning in the more traditional sense. Weekly spellings and maths home learning were set via Seesaw and children and families were able to communicate about the work via Seesaw. Seesaw was also further used to send home reminders and information about things happening within school on a weekly basis as well as links to Class Worship	£1562	Seesaw in place to support Remote Home Learning. Paper copies of work still provided if needed.

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				sufficient time was provided for staff to plan effective learning and provide feedback on learning in 'real time', The use of sound files was highly effective in proving this feedback. As a result of having Seesaw in place, learning for children at home was very much of the same offer as for children in school.	as well as video messages from teachers.		
Distribute broadband kits to targeted families who do not currently have Wi-Fi access	Mrs Kearns Mrs Smith	January 2021	All families have been able to access online learning resources as a result of broadband kits given out where needed.	All families regularly made aware of the WiFi kits available throughout the term. No further kits were given out and so all children were able to access online learning.	Access to kits were offered to families in need to link with the laptops provided so all children were able to access home learning in line with updated Home Learning Policy.	None	More learners have access to the internet to access learning remotely.
Distribute DfE laptops to targeted families who have no access to devices to complete 'remote home learning' activities.	Mr Grogan Mrs Kearns Mrs Smith	January 2021	N/A	Laptops have been distributed so that all children can access remote learning opportunities. This included children within KS1 and Reception. In many cases, more than one laptop was provided to a household to ensure that all children within a household were able to access work from school. As a result, the engagement level with remote home learning increased as more children were able to	Laptops were redistributed to families that required them. This allowed children to access online Home Learning in line with updates to our 'Home Learning Policy'. It also further enabled the use of Seesaw in the event of children learning at home due to isolation.	None	More learners have devices to access learning remotely.

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				access the online resources.			
Purchase software (ShowMe and OBS Studio) and train staff in its use in order to create on line video content for remote home learning.	J Young M Grogan C Simmons	January 2021	N/A	Software was purchased and in place for staff at the start of January. Staff training took place so that teachers were able to provide a more personalised, interactive approach to lessons as a result of using these resources. This raised the engagement level of many children.	Staff confidence grew with OBS and ShowMe being used by staff to create online lesson inputs which could be then uploaded to the school You Tube Channel. This allowed teachers to film longer inputs, which meant children could access more detail in lessons, which promoted pupil engagement.	£223	Teachers are familiar with software and are confident in producing video content so that there is more interactive content for remote home learning. Children will be more engaged in learning. Subject content will be presented in a familiar way to children.
Purchase resources (Laptops, Web Cameras and Stylus) for each teacher to support teaching remotely.	J Young	January 2021	N/A	Having resources in place for staff meant that remote home learning activities could be set and monitored more easily both from home and within classrooms. It also expanded the options available for different remote home learning activities.  All teachers have new laptops in place which has helped with home learning and remote home learning activities. The purchase of webcams allowed teachers to add a personal touch to allow children/parents to see them during home learning which again	Resources have continued to be used, where necessary, when providing remote learning to children isolating.	£4774.99	Teachers can create interactive video content for children and can produce visual representations of learning for online content. Children who are learning remotely will get visual interaction from their class teacher. Improved engagement in remote home learning.

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				increased engagement levels of children.			
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