Sytchampton Endowed Primary School

**COVID 19 Recovery Strategy January 2021 – July 2022**



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# **Our Rationale**

*“Recovering is about rethinking our values, not just rewriting our lesson plans,” May Myatt*

In February 2021, we surveyed our pupils and parents to ascertain what they felt were the greatest barriers for their children upon returning to school. Engagement in our Remote Learning Offer was generally high, with the majority of pupils engaging well and the quality of provision rated highly by both parents and pupils. However, parents reported that they had found that their children had struggled to work independently whilst at home. Parents and pupils also reported that Writing had been the subject area with which they had engaged with the least. When asked about the return to school, a number of pupils commented that they were worried about falling behind and were anxious about returning to school.

Throughout the lockdown period, the school has also conducted a raft of assessments, both formative and summative to gauge learning gaps as well as any social emotional issues.

We have discussed our findings as a staff and have identified the following priorities for our pupils’ return:

* Centre around topics that pupils are excited about and interested in (Animals, Science)
* An emphasis on creativity and activity to support Mental Health and Wellbeing
* Re-building confidence and independence in learning
* Plan for plentiful writing opportunities which have a real purpose, audience and an exciting outcome
* Re-establishing strong relationships by reassuring pupils and facilitating peer engagement through sport and physical activity

# **Our Recovery Strategy Tiered Approach**

## **KS1 and KS2 Assessments:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Maths** | | | | | | |
| **Year Group** | **% at or above ARE Autumn 1 2020** | **% at or above ARE Autumn 2 2020** | **% at or above ARE Spring 2 2021** | **Progress or Drop Back From Aut 1** | **% at or above ARE Summer 2 2021** | **Progress/Drop Back**  **From Aut 1** |
| 1 | 66.67% (10) | 93.33% (14) | 92.86% (13) | +26.19% (4) |  |  |
| 2 | 66.67%(10) | 73.33% (11) | 60% (9) | -6.67% (1) |  |  |
| 3 | 80% (12) | 80% (12) | 78.57% (11) | -1.43% (1) |  |  |
| 4 | 90% (9) | 90% (9) | 77.78% (7) | -12.22% (2) |  |  |
| 5 | 93.33% (14) | 80% (12) | 71.43% (10) | -21.9% (4) |  |  |
| 6 | 83.33% (5) | 83.33% (5) | 66.67% (4) | -16.66% (1) |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| **Writing** | | | | | | |
| **Year Group** | **% at or above ARE Autumn 1 2020** | **% at or above ARE Autumn 2 2020** | **% at or above ARE Spring 2 2021** | **Progress or Drop Back From Aut 1** | **% at or above ARE Summer 2 2021** | **Progress/Drop Back From Aut 1** |
| 1 | 60% (9) | 93.33% (14) | 92.86% (13) | +32.86% (5) |  |  |
| 2 | 66.67% (10) | 66.67% (10) | 46.67% (7) | -20% (3) |  |  |
| 3 | 66.67% (10) | 60% (9) | 57.14% (8) | -9.53% (2) |  |  |
| 4 | 80% (8) | 80% (8) | 66.67% (6) | -13.33% (2) |  |  |
| 5 | 93.33% (14) | 100% (15) | 92.86% (13) | -0.47% (1) |  |  |
| 6 | 50% (3) | 66.67% (4) | 66.67% (4) | +16.67% (1) |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| **Reading** | | | | | | |
| **Year Group** | **% at or above ARE Autumn 1 2020** | **% at or above ARE Autumn 2 2020** | **% at or above ARE Spring 2 2021** | **Progress or Drop Back** | **% at or above ARE Summer 2 2021** | **Progress/Drop Back** |
| 1 | 73.33% (11) | 93.33% (14) | 92.86% (13) | +19.53% (2) |  |  |
| 2 | 86.67% (13) | 86.67% (13) | 80% (12) | -6.67% (1) |  |  |
| 3 | 66.67% (10) | 66.67% (10) | 78.57% (11) | +11.9% (1) |  |  |
| 4 | 90% (9) | 90% (9) | 100% (9) | - |  |  |
| 5 | 93.33% (14) | 80% (12) | 71.43% (10) | -21.9% (4) |  |  |
| 6 | 66.67% (4) | 100% (6) | 66.67% (4) | - |  |  |
| **Phonics** | | | | | | |
| **Year Group** | **% at or above ARE Autumn 1 2020** | **% at or above ARE Autumn 2 2020** | **% at or above ARE Spring 2 2021** | **Progress or Drop Back** | **% at or above ARE Summer 2 2021** | **Progress/Drop Back** |
| Rec |  | 100% | 80% | -20% |  |  |
| 1 | 93% | 93% | 93% | - |  |  |
| 2 | 100% | 100% | 100% | - |  |  |

## **EYFS Assessments:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **EYFS** | | | | | | | |
| **Area of Learning** | **% on track for GLD Autumn 1 2020** | | **% on track for GLD Spring 1 2021** | **Progress or Drop Back from Aut 1** | | **% on track for GLD Spring 2 2021** | **Progress or Drop Back from Aut 1** | **% achieving GLD Summer 2 2021** | **Progress/Drop Back** |
| LAA | 71.43% | | 71.43% | - | | 73.33% | +1.9% |  |  |
| UND | 78.57% | | 78.57% | - | | 53.34% | -25.23% |  |  |
| SPE | 78.57% | | 85.71% | +7.14% | | 80% | -5.71% |  |  |
| MAH | 50% | | 85.71% | +35.71% | | 66.67% | +16.67% |  |  |
| HAC | 64.28% | | 71.43% | +7.15% | | 73.34% | +9.06% |  |  |
| SCA | 71.43% | | 85.71% | +14.28% | | 66.67% | -4.76% |  |  |
| MFB | 71.43% | | 78.57% | +7.14% | | 40% | -31.43% |  |  |
| MRE | 71.43% | | 78.57% | +7.14% | | 26.66% | -44.77% |  |  |
| REA | 64.29% | | 100% | +35.71% | | 40% | -24.29% |  |  |
| WRI | 78.57% | | 100% | +21.43% | | 26.67% | -51.9% |  |  |
| NUM | 71.43% | | 85.72% | +14.39% | | 33.34% | -38.09% |  |  |
| SSM | 71.43% | | 85.72% | +14.39% | | 66.67% | -4.76% |  |  |
| PAC | 78.57% | | 85.72% | +7.15% | | 80% | +1.43% |  |  |
| WOR | 71.43% | | 85.72% | +14.39% | | 80% | +8.57% |  |  |
| TEC | 92.86% | | 92.86% | - | | 100% | +7.14% |  |  |
| EMM | 78.57% | | 85.71% | +7.15% | | 80% | +1.43% |  |  |
| IMA | 78.57% | | 85.72% | +7.15% | | 80% | +1.43 |  |  |
| **Areas of Strength (April 2021)** | | | | | **Areas of Concern (April 2021)** | | | | |
| * Surprisingly, Listening and Attention and Moving and Handling have continued to progress well despite the lockdown in Early Years. * Reading is the subject that has been least affected by the lockdown periods. | | | | | * Social skills have been impacted by the lockdown period in Early Years, in particular Managing Feelings and Behaviour and Making Relationships. * The specific areas of Reading, Writing and Number have also been detrimentally affected, but many of these pupils are only just below Age Related Expectations. * Some pupils have dropped back slightly in phonics in Early Years, but the proportion of pupils achieving ARE is still in line with National Averages. These pupils are now making more rapid progress. * Year 5 and Year 2 are the two year groups who have been most adversely affected by the lockdown period. | | | | |

# **Gaps Identified and Intended Outcomes**

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| --- | --- | --- | --- | --- |
|  | **Identified Gaps** | **Intended Outcomes** | **Success Criteria** | **Evaluation** |
| 1. Mental Health and Wellbeing | A number of pupils are worried about falling behind and anxious about when they will return to school (pupil survey Feb 2021)  Parents are mainly concerned about their children’s Social, Emotional and Mental Health as the main impacts of the lockdown period (58%)  53% of parents are concerned (or very concerned) about their children’s mental health and wellbeing upon returning to school (Parent Survey Feb 2021) | Pupils are happy coming to school and ready to learn. | Pupils report they feel happier than they did prior to returning to school.  Behaviour is at least good for all pupils.  Attendance is stronger than the national averages. | Attendance (April) is high 98.17% and considerably higher than that of other schools nationally. Pupils are happy to come to school.  The number of behaviour incidents in the school rose very slightly in the four weeks prior to Easter compared to the Autumn Term, however these incidents were generally low level and related to pupils having difficulty negotiating and communicating with their friends. SEND pupils accounted for a large number of this incidents, indicating that they initially found it difficult to settle back into routines. |
| 1. Re-engaging Learners | Parents rated pupils ability to access remote learning independently 3 out of 5 (Parent Survey Feb 2021)  Stamina for writing for some pupils has declined during lockdown (Writing Progress Review March 2021)  The vast majority of pupils stated that the thing they are missing the most about school is seeing and playing with their friends (69%) (Pupil Survey Feb 2021) | Pupils are engaging well with learning and are able to work independently. | Pupils report they are excited about learning and are enjoying being back in school.  Pupils are making rapid progress in Writing.  Staff report that pupils are able to work more independently. | A parent survey June 2021, revealed that the vast majority of parents are very happy with how well the school has managed reintegrating pupils back into school and that their children are now much happier than they were prior to returning. The majority of parents also feel that the school has done a good job of supporting their children both academically and with their wellbeing. |
| 1. Identifying Academic Gaps and Setting Goals | Parents and pupils identified that they have engaged the least with Writing and the most with Maths during the lockdown period. (Parent and Pupil Surveys Feb 2021)  Areas of concern for Writing include Handwriting, Stamina, Homophones, Common Exception Words and Punctuation/Grammar (Writing Progress Review March 2021/Remote Learning Online Assessment Analysis March 2021, Teacher Engagement Tracking) | Gaps which have opened during the lockdown period have closed and achievement is at least in line with or better than that at the end of the Autumn Term.  Pupils are able to work for longer periods of time and engaging well with learning. | Assessment scores are higher than in February 2021 for all pupils.  An increased proportion of pupils are achieving ARE in Writing compared to December.  Handwriting is generally neat and cursive for pupils KS1/KS2.  Pupils in Reception can form basic letters correctly.  Pupils are writing at length.  Behaviour incidents are low, particularly for SEND pupils. | A Writing Progress Review in June 2021 revealed:  Pupils have generally made good to strong progress from the start of the year despite the disruption of COVID and lockdowns  PPG and SEND pupils seen have made strong progress in particular  Stamina for writing has improved considerably compared to when pupils returned in March  Spelling is much more secure across the school in particular Common Exception Words and there has been an improvement in the addition of suffixes and the use of the correct homophones  Handwriting is much improved compared to last year across the school and is more consistent  Text structures and features are developed well  Pupils are aware of the importance of creating interest for the reader |
| 1. Prioritising the Curriculum |
| 1. Creating a Safe Environment For All | COVID infections remain at a high level in the community.  CEV Staff must isolate until the end of the Spring Term.  A large proportion of pupils have not been in school for over two months and will need re-familiarising with COVID protection measures.  A large proportion of parents will not have been bringing children to school for over two months and will need re-familiarising with COVID protection measures.  Some Government Guidance has changed since the previous re-opening in September. | The school is a safe working environment for all stakeholders. | Pupils report they feel safe in school.  Staff report they feel safe in school.  Parents feel that their children are safe in school.  The number of COVID cases resulting in bubble closures are low compared to other schools. | A parent survey in June 2021, revealed that all parents felt that their children have been kept safe in school throughout the pandemic. There have been no positive cases in school and no bubbles have been closed. |

# **Strategic Actions 2020 – 2021**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Priority A: Mental Health and Wellbeing** | | | | | |
| Intended Outcomes:  Pupils are happy coming to school and ready to learn. | | Success Criteria:  Pupils report they feel happier than they did prior to returning to school.  Behaviour is at least good for all pupils.  Attendance is stronger than the national averages. | | | |
| **Dates** | **Chosen approach/Actions** | **Expenditure** | | **Evaluation** | **Next Steps** |
| **Proposed** | **Actual** |
| 12.2.2021 | Parent Survey – to ascertain pupil needs prior to returning to school and the impact of lockdown | £0 | £0 | Parents reported that pupils had engaged well with Maths but not so well with Writing. Parents also reported that whilst the school had explained new concepts well during the remote learning period, their children had not been able to work independently. |  |
| 12.2.2021 | Pupil Survey – to ascertain pupil needs prior to returning to school and the impact of lockdown | £0 | £0 | Pupils reported that they had engaged the best with Maths during the lockdown period but not well with Writing. Pupils also reported that they are worried about falling behind and anxious about when they will return to school. They also reported that they had missed playing with their friends. |  |
| 8.3.2021 – 26.3.2021 | Enjoyment and Engagement front and centre of curriculum planning and delivery - 3 week focus initially upon creative learning and physical activity (Art, DT, Computing, PE) as part of the Sytchampton Safari Topic | £0 | £451.97 | New IT equipment was ordered (Green Screen and Animation) to give pupils an exciting purpose to their writing. Pupils responded well to the Sytchampton Safari topic and were highly engaged. The writing and animations/documentaries produced were high quality. |  |
| 8.3.2021 – 1.4.2021 | Retain Wellbeing Wednesdays for the first three weeks until Easter | £0 | £0 | Wellbeing Wednesdays have been very successful. The Wellbeing Lead is now investigating CPD for Wellbeing Champions in each class. | Arrange CPD for Wellbeing Champions in each class. |
| w/c 29.3.2021 | Identify individual pupils for targeted intervention or specialist support | £0 | £385 | The Motional Tool (Trauma Informed Schools) has been bought in and staff have all been trained. Pupils have been screened and interventions are now in place. | Monitor the impact of Motional. |
| Autumn 2021 | Secure CPD for an Emotional Literacy Support Assistant and for Play Therapy to support pupils with social, emotional difficulties | £677.00 | £677 | CPD arranged for ELSA and Play Therapy starting in the Autumn Term | Monitor impact |
| Ongoing | Mental Health and Wellbeing to remain a standing item on Staff Meeting Agendas | £0 | £0 | This has also been added to the Governing Body minutes and a Wellbeing Governor has been appointed. A survey by Govs has established that staff feel well supported and generally are happy but would like more time to work together as a team. A Wellbeing Staff Meeting is allocated every half term, and Staff Massages have been arranged for Monday 21st June. | HT to investigate possible enrichment afternoons to provide more release time for staff. |
| Ongoing | One Staff Meeting per half term given over to Staff Wellbeing | £0 | £0 |
| June 2021 | Parent Survey | £0 | £0 | A parent survey June 2021, revealed that the vast majority of parents are very happy with how well the school has managed reintegrating pupils back into school and that their children are now much happier than they were prior to returning. The majority of parents also feel that the school has done a good job of supporting their children both academically and with their wellbeing. |  |
| **Total Expenditure:** | | £0 | £1513.97 |  | |

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| --- | --- | --- | --- | --- | --- |
| **Priority B: Re-Engaging Learners** | | | | | |
| Intended Outcomes:  Pupils are engaging well with learning and are able to work independently. | | Success Criteria:  Pupils report they are excited about learning and are enjoying being back in school.  Pupils are making rapid progress in Writing.  Staff report that pupils are able to work more independently. | | | |
| **Dates** | **Chosen approach/Actions** | **Expenditure** | | **Evaluation** | **Next Steps** |
| **Proposed** | **Actual** |
| 22.2.2021 | Parent Survey – to ascertain pupil needs prior to returning to school and the impact of lockdown | £0 | £0 | Parents reported that pupils had engaged well with Maths but not so well with Writing. Parents also reported that whilst the school had explained new concepts well during the remote learning period, their children had not been able to work independently. |  |
| 22.2.2021 | Pupil Survey – to ascertain pupil needs prior to returning to school and the impact of lockdown | £0 | £0 | Pupils reported that they had engaged the best with Maths during the lockdown period but not well with Writing. Pupils also reported that they are worried about falling behind and anxious about when they will return to school. They also reported that they had missed playing with their friends. |  |
| Wc 8.3.2021 | Re-establish routines (classroom and whole school) – Staff to post welcome back videos on Seesaw on Friday 5th March, Parent Handbook, Recovery Strategy and Risk Assessment to be emailed w/e 5th March and uploaded to school website | £0 | £0 | Pupils settled well back into routines. There were some friendship issues initially in UKS2 but these have now settled down. |  |
| Wc  1.3.2021 | Launch of Book Vending Machine in conjunction with World Book Day (Funded by PTA) | £0 | £0 | Pupils love the vending machine and this is motivating them to read more at home. | Monitor reading (pupil interviews) |
| 8.3.2021 – 26.3.2021 | Whole School Transition Topic for the first 3 weeks – Sytchampton Safari | £0 | £0 | New IT equipment was ordered (Green Screen and Animation) to give pupils an exciting purpose to their writing. Pupils responded well to the Sytchampton Safari topic and were highly engaged. The writing and animations/documentaries produced were high quality. |  |
| tba | Visit from Animal Man | £350 | £350 | Parents and children reported that they really enjoyed this visit (Seesaw). |  |
| tba | Virtual Trips to Zoos | £0 | £0 | Not done |  |
| tba | Safari Park Trip | £? | £ | Booked for Friday 9th July (due to COVID restrictions we could not book this any earlier). School may need to subsidise this for some pupils, but we do not know yet how much this will be. |  |
| tba | Augmented Reality | £0 | £0 | Not done |  |
| 9.3.2021  23.3.2021 | CPD – Purposeful Talk To Deepen Learning  A high emphasis on listening and talking throughout the curriculum | £100 | £100 | All teaching staff took part in these sessions and have identified some strategies for use in class. | School to develop a Whole School Vocabulary Spine and pedagogical approach for teaching vocabulary. |
| 8.3.2021 – 26.3.2021 | Literacy Sequences – 3 week sequences with a purposeful outcome based upon the read/write/perform approach where the outcome will be some form of performance or presentation. School to purchase sequences for all year groups (with the exception of Reception). | £30 | £30 | These sequences supported learning in the first half term of the Summer, giving pupils a purposeful outcome for their writing. Each class produced either a documentary or stop frame animation. Teachers reported high levels of engagement for all pupils. Stamina for writing has now improved in all year groups compared to when pupils returned (see Writing Progress Monitoring). |  |
| March 2021 | Create Recording Studio in School with Green Screen Facilities | £See above | £See above | Equipment arrived w/e 5th March and staff all trained to use. |  |
| March 2021 | Purchase Zu 3D animation software and webcams for recording | £See above | £See above | Licence has been purchased  Equipment arrived w/e 5th March. Zu 3D now installed in all computers across the school and staff have had CPD. |  |
|  | Create Whole School Sytchampton Safari event | £ |  | Not facilitated due to COVID restrictions |  |
| **Total Expenditure:** | | £480 | £480 |  | |

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| --- | --- | --- | --- | --- | --- |
| **Priority C: Identifying Academic Gaps and Setting Goals** | | | | | |
| Intended Outcomes:  Gaps which have opened during the lockdown period have closed and achievement is at least in line with or better than that at the end of the Autumn Term.  Pupils are able to work for longer periods of time and engaging well with learning. | | Success Criteria:  Assessment scores are higher than in February 2021 for all pupils.  An increased proportion of pupils are achieving ARE in Writing compared to December.  Handwriting is generally neat and cursive for pupils KS1/KS2.  Pupils in Reception can form basic letters correctly.  Pupils are writing at length.  Behaviour incidents are low, particularly for SEND pupils. | | | |
| **Dates** | **Chosen approach/Actions** | **Expenditure** | | **Evaluation** | **Next Steps** |
| **Proposed** | **Actual** |
| 12.2.2021 | Parent Survey – to ascertain pupil needs prior to returning to school and the impact of lockdown | £0 | £0 | Parents reported that pupils had engaged well with Maths but not so well with Writing. Parents also reported that whilst the school had explained new concepts well during the remote learning period, their children had not been able to work independently. |  |
| 12.2.2021 | Pupil Survey – to ascertain pupil needs prior to returning to school and the impact of lockdown | £0 | £0 | Pupils reported that they had engaged the best with Maths during the lockdown period but not well with Writing. Pupils also reported that they are worried about falling behind and anxious about when they will return to school. They also reported that they had missed playing with their friends. |  |
| Wc 8.3.21 | Information prior to returning – welcoming pupils back to school video from all staff | £0 | £0 |  |  |
| Wc  22.2.2021 | Whole school progress – analysis of writing comparing pre-lockdown writing and remote learning writing for supported and unsupported pupils in each Year Group | £0 | £0 | Handwriting, stamina, use of apostrophes, homophones, CEWs and dialogue (KS2) are areas that have suffered during lockdown.  All staff subsequently timetabled Letterjoin lessons on a daily basis upon return. As a result, handwriting has improved significantly (see Writing Progress Review) |  |
| Wc 8.3.2021 | Big Write Cold Task Assessment (include handwriting assessment) | £0 | £0 | Gaps in learning for every year group were identified and fed into planning. |  |
| Wc 22.2.2021 | SPAG Online Assessment (Education City) – KS1 and KS2 | £0 | £0 | Homophones, suffixes, prefixes, plurals,apostrophes are the main areas highlighted for these year groups. | Detailed analsysis has been shared with all staff to inform planning 3.3.2021 |
| Wc  1.3.2021 | KS1 and KS2 Online Spelling Assessments (Education City) | £0 | £0 | Common Exception Words, suffixes (-ed, -ing, -ier, -ful, - ness and ment), plurals and words with silent letters (upper KS1 e.g. doubt) need securing. | Detailed analysis has been shared with all staff to inform planning 3.3.2021  Complete assessments for those pupils who have not completed it in the first two weeks back. |
| Wc 22.2.2021 | Online Phonics Assessment – Reception, Yr 1, Yr 2 (KS1 Phonics screening Education City) | £0 | £0 | 80% of Year 1 pupils achieved a score of 75% of over on the online phonics screening activity (1 pupil yet to complete but likely to be below ARE). 3 pupils identified for additional support. Year 2 pupils have all passed the screening in Autumn 2020. | EYFS to complete screening upon pupils’ return  Complete assessments for those pupils who have not completed it in the first two weeks back. |
| Wc 22.2.2021 | Reading Assessment (Formative) – KS1 and KS2 Education City | £0 | £0 | Reading results have generally been strong with the exception of Year 6, which is a small cohort. Areas for further development include selecting information accurately from texts and inference in some year groups (Year 6) | Detailed analysis has been shared with all staff to inform planning 3.3.2021  Complete assessments for those pupils who have not completed it in the first two weeks back. |
| Wc 1.3.21 | Reading Assessment (Summative) – KS1 and KS2 Education City | £0 | £0 |
| Wc 22.2.2021 | Maths Assessment (formative) – KS1 and KS2 Education City | £0 | £0 | Results in Maths are generally strong with the exception of UKS2. Where subjects have been taught during lockdown, most pupils scored well. Commutativity, inverse operations and shape were generally areas which need to be secured. | Detailed analysis has been shared with all staff to inform planning 3.3.2021  Complete assessments for those pupils who have not completed it in the first two weeks back. |
| Wc  1.3.2021 | Maths Assessment (summative) – KS1 and KS2 Education City | £0 | £0 |
| Wc 1.3.21 | Times Tables Check (TT Rockstars) – KS1 and KS2 | £0 |  | KS1 – x2, x10 are secure, x5 and x 3 need to be secured  KS2 - | Detailed analysis has been shared with all staff to inform planning 3.3.2021  Complete assessments for those pupils who have not completed it in the first two weeks back. |
| Wc 22.2.21 | Foundation Subjects (Topic based) Assessments – KS1 and KS2 (Education City or Teacher Made) | £0 | £0 | Staff are recording assessments for Foundation Subjects on RAG sheets in class as part of the Feedback and Marking Policy. | Consider how to record assessments for Foundation Subjects next academic year. |
| Wc 8.3.21 – 26.3.21 | EYFS Baseline Assessments – Continuous provision to provide a range of learning opportunities which allow staff to assess pupils in all learning areas over these three weeks | £0 | £0 | SEN Boys were not achieving as well in the Prime Areas, in particular Health and Self Care, Managing Feelings and Behaviour and Making Relationships | EYFS staff to incorporate assessments into planning for the Summer Term |
| Wc 22.2.2021 | Analysis of pupils who did not engage during lockdown and identify areas for targeted intervention | £0 | £0 | Pupils identified for intervention. | Monitor and evaluate the impact of interventions in the Summer Term. |
| 10.3.2021 | Revisit Effective Feedback CPD and policy with staff | £0 | £0 | Staff evaluated their own books in line with the Feedback and Marking Policy on 5th May 2021. The new policy is being adhered to. Feedback is generally stronger in the core subjects. | Develop the quality of feedback in the Foundation subjects. |
| 22.2.2021 | Allocate 1:1 Tutoring for identified pupils (Third Space Learning) – to start prior to return to school (5 pupils Spring and Summer Term) | £550 | £550 | 5 pupils identified for Spring Term (2 sessions per week Tues 11.00am and Weds 11.30am). | Review and allocate spaces for 5 pupils Summer Term. |
| Spring/Summer Terms | Source effective resources to support the teaching of handwriting, spelling and grammar (EdShed/Letterjoin/Ed Shed Motivational Resources) | £152.00  £388.00  £28.24 | £152.00  £388.00  £28.24 |  |  |
| Spring/Summer Terms | Source effective materials and schemes of work to support high quality teaching in the Foundation Subjects (KAPOW) | £805.00 | £805.00 |  |  |
| Wc 22.3.21 | Assessment Week – All year groups to conduct assessments (Rec – Return Baseline and Phonics, KS1 – Phonics Screening, PIRA, PUMA, Writing, KS2 – PIRA, PUMA, Writing) | £0 | £0 | See Data reports  KS1 Phonics Screening – 93% achieved the expected standard or above  Reception – 93% of pupils are working at Age Related Expectations, with 27% of pupils already achieving the KS1 standard. | Interventions for those pupils not achieving ARE. |
| 26.3.21 | Data Submission Date for all year groups (Reading, Writing, Maths, Science, Phonics) –SLT to analyse data and identify gaps/patterns | £0 | £0 | Progress, despite the lockdown period, has continued to be at least Expected, on average, in Reading and Writing, and better than expected in Reading, which is testament to the quality of the remote learning offer  Pupils who engaged well with the Remote Learning Offer have continued to make at least expected progress  Progress for pupils who did not engage well with the Remote Learning Offer has been notably affected in Reading and Writing compared to how they were progressing in the Autumn Term and compared to those pupils who did engage  However, the lockdown period has had the greatest negative impact upon progress and attainment in Writing for our pupils, which is the subject pupils reported they engaged the least with  Attainment in Maths has remained broadly stable, which is the subject pupils reported they engaged the most with  Reading and Phonics are a strength of the school, particularly in Early Years and KS1  Boys have been affected more by the lockdown than Girls and do not attain as well  SEND pupils have continued to make Expected progress throughout the year, despite the lockdown period, which is evidence that the provision made for them as part of the remote learning offer has been successful in ensuring that the gap has not widened  Some Pupil Premium pupils have not made as much progress as we would like and these will need to be targeted for support in the Summer Term |  |
| Wc 29.3.21 | Pupil Progress Meetings (All year groups)  Intervention Plans and Timetables established for Summer Term 1 | £0 | £0 | Pupil Progress Meetings took place w/c 26.4.2021 and pupils were identified for intervention. | Monitor the impact of the interventions |
| Spring Term/Summer Term | Nessy Dyslexia Tool to support pupils with Dyslexia – SENCO and Staff to identify pupils in need of targeted support and allocate intervention to those pupils | £400 | £400 |  |  |
| Spring/Summer Term | Secure online resources to support remote learning (TT Rockstars, Numbots, Discovery Education, Coding) | £83.95  £83.95  £1571.10 | £83.95  £83.95  £1571.10 |  |  |
| **Total Expenditure:** | | £4062.24 | £4062.24 |  | |

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| **Priority D: Prioritising the Curriculum** | | | | | |
| Intended Outcomes:  Gaps which have opened during the lockdown period have closed and achievement is at least in line with or better than that at the end of the Autumn Term.  Pupils are able to work for longer periods of time and engaging well with learning. | | Success Criteria:  Assessment scores are higher than in February 2021 for all pupils.  An increased proportion of pupils are achieving ARE in Writing compared to December.  Handwriting is generally neat and cursive for pupils KS1/KS2.  Pupils in Reception can form basic letters correctly.  Pupils are writing at length.  Behaviour incidents are low, particularly for SEND pupils. | | | |
| **Dates** | **Chosen approach/Actions** | **Expenditure** | | **Evaluation** | **Next Steps** |
| **Proposed** | **Actual** |
| 12.2.2021 | Parent Survey – to ascertain pupil needs prior to returning to school and the impact of lockdown | £0 | £0 | Parents reported that pupils had engaged well with Maths but not so well with Writing. Parents also reported that whilst the school had explained new concepts well during the remote learning period, their children had not been able to work independently. |  |
| 12.2.2021 | Pupil Survey – to ascertain pupil needs prior to returning to school and the impact of lockdown | £0 | £0 | Pupils reported that they had engaged the best with Maths during the lockdown period but not well with Writing. Pupils also reported that they are worried about falling behind and anxious about when they will return to school. They also reported that they had missed playing with their friends. |  |
| 24.2.2021  3.3.2021 | Staff Meeting to discuss which areas of the Curriculum will take priority for the first 3 weeks and how to prioritise Early Reading/review timetables | £0 | £0 | Writing, (Handwriting, Spelling, Grammar) and Early Reading will take priority in the first three weeks and will form the basis of the Safari theme. Maths focus will be on shape and measure and will be lighter touch. Key focus on Art, DT and PE to support mental wellbeing and facilitate building relationships for the first three weeks. |  |
| 24.2.2021  3.3.2021 | Identify and prioritise Key Skills | £0 | £0 | Independence, Stamina, Handwriting are the key focus. Staff will use break times and timetables flexibly for the first 3 weeks to meet pupils’ needs. |  |
| 8.3.2021 – 26.3.2021 | Transition topic – Sytchampton Safari | £0 | £0 | See above |  |
| Wc 29.3.2021 | Pupil Progress Meetings | £0 | £0 | See above |  |
| **Total Expenditure:** | | £0 | £0 |  | |

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| **Priority E: Creating a Safe Environment For All** | | | | | |
| Intended Outcomes:  The school is a safe working environment for all stakeholders. | | Success Criteria:  Pupils report they feel safe in school.  Staff report they feel safe in school.  Parents feel that their children are safe in school.  The number of COVID cases resulting in bubble closures are low compared to other schools. | | | |
| **Dates** | **Chosen approach/Actions** | **Expenditure** | | **Evaluation** | **Next Steps** |
| **Proposed** | **Actual** |
| Wc 1.3.2021 | Update the Whole School Risk Assessment in line with Government Guidance | £0 | £0 | Whole School RA updated in line with new DFE Guidance for Primary Schools and EYFS | To send out with Parent Handbook, Recovery Strategy on Thursday 4th March and upload to school website. |
| Wc 1.3.2021 | Share Whole School Risk Assessment with Staff | £0 | £0 | Shared with all staff (tracking sheet completed to show they have read it). | AR to chase staff who haven’t read |
| 1.3.2021 | Share Whole School Risk Assessment and Parent Handbook with Parents | £0 | £0 | Completed. Parent survey in June revealed that all parents felt the school had kept their children safe during the pandemic with 56% strongly agreeing. To date the school has not had to close any bubbles due to COVID, nor has it had any positive cases. |  |
| Wc 1.3.2021 | Upload Whole School Risk Assessment and Parent Handbook to website | £0 | £0 | Also attach strategies for supporting wellbeing upon return |
| Wc 1.3.2021 | Update Individual Pupil and Staff Risk Assessments in line with Government and HR Guidance | £0 | £0 | Pupil RA completed and agreed with family.  AW now on maternity leave.  AR to meet with ZM and update RA.  CP and MM shielding until 31.3.21 |  |
| Wc 1.3.2021 | Refresh and update posters and guides for one way systems around the site | £0 | £0 | JB updated signage on 4.3.21 |  |
| Wc 1.3.2021 | Check and refresh PPE supplies | £0 | £0 | All checked and re-stocked. | JB to monitor |
| **Total Expenditure:** | | £0 | £0 |  | |

# **Total Expenditure:**

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| **Autumn Term 2020** | | | | |
| **Strategy** | **Rationale** | **Expenditure** | **Evaluation and Impact** | **Evidence Source** |
| Letterjoin Subscription | Following the first lockdown in Spring 2020, there was a significant impact upon handwriting for all pupils, and monitoring revealed that expectations for handwriting needed to raising. Letterjoin is a whole school handwriting scheme which would embed consistency across the school, raise the profile of handwriting and also has the facility to be used remotely in the event of any further lockdowns. | £244.00 | Teaching of spelling and handwriting is now well sequenced across the school, with clear progression. | Writing Review 29th April 2020  Writing Review Sept 2020  Letterjoin and SpellingShed Evaluation Nov 2020 |
| Ed Shed (Spelling) Subscription  And Ed Shed resources | Following the first lockdown in Spring 2020, spelling was identified as a significant gap for pupils, particularly in KS1. Once again, there was a lack of consistency in how spelling and grammar was taught across the school. Ed Shed is a game based Whole School Spelling Scheme with competitive elements to engage all learners. This also had the option to be used remotely in the event of any further lockdowns. | £76.00  £28.24 | Cold and hot tasks evidence that spelling shed is having an impact upon spelling across the school.  Pupils report that SpellingShed has helped them learn well during lockdown. | Writing Review 29th April 2020  Writing Review Sept 2020  Pupil Survey Feb 2021  Letterjoin and SpellingShed Evaluation Nov 2020 |
| Nessy Dyslexia Reading/Spelling Tool | Dyslexic Screening in the Summer Term identified 4 pupils with Dyslexic tendancies and these four pupils had made slow progress in Reading and Writing during lockdown. The Nessy Programme is an individual intervention, computer based, which can be used both in school and at home to support these individual pupils. | £200.00 |  | Dyslexia Screening Results Summer 2021 |
| Supply Teacher Contract Year 1/ 2 Literacy | The KS1 class is a large, mixed class of 31 pupils. The Year 2 pupils had missed a large chunk of learning in school due to the lockdown. Autumn baseline assessments revealed that progress and attainment for pupils in KS1 in Writing had taken a significant dip and there was a large disparity in ability and readiness to learn between the Year 1 and Year 2 pupils (Year 1 still needed a focus on phonics and early reading, whereas Year 2 needed to be moved on more rapidly). Therefore, a qualified teacher, known to the school, was recruited to teach the Year 2 pupils Literacy for the second half of the Autumn Term, allowing the Class Teacher to accelerate the Year 1s, whilst ensuring the Year 2 pupils received the stretch and challenge they required. | £1149.00 | Pupils in Year 1 made rapid progress over the course of Autumn 2, and as a result a high proportion were working at Age Related Standards by the end of the term (93%). This was a significant improvement from the baseline assessment at the start of the Autumn Term (60%). Year 2 pupils made expected progress. This strategy meant that the Class Teacher could focus upon tailored teaching to ensure that the Year 1 pupils closed the gap that had opened as a result of the Spring lockdown in Writing. | Autumn 2020 Data Summary |
| **Total Expenditure:** |  | £1697.24 |  |  |
| **Total Funding Received:** | £1860.00 |
| **Remaining Funding** |  |

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| **Spring Term 2021** | | | | |
| **Strategy** | **Rationale** | **Expenditure** | **Evaluation and Impact** | **Evidence Source** |
| TT Rockstars | After seeing the popularity of Spelling Shed as an online and competitive activity for supporting spelling, school identified a gap for pupils in practising their times tables and number bonds. In order to safeguard these key skills in the event of further lockdowns, to motivate pupils to learn and facilitate practise for the multiplication check school invested in this subscription after evaluating a number of different options. | £83.95 | TT Rockstars supports fluency in times tables. Currently Sytchampton is ranked 9th out of 30 local schools for fluency and speed.  Year 4 are taking their unofficial Multiplication Check w/c 21.6.21 so more data will be available after this.  Numbots supports fluency in number bonds. As of wc 21.6.21, 63% of pupils have played over the past academic year, with an average amount of time spent of 100 minutes. | TT Rockstars Stats |
| Numbots | £83.95 | Numbots Stats |
| Discovery Education including Espresso Coding | Subject reviews of Science, Geography, Computing and History found that staff had had little training in these subjects in recent years and that these subjects were under resourced. Discovery education provides access to a range of resources (videos, games, assessments) across wide range of subjects to support teaching in school. Espresso Coding provides the online software to begin coding in KS1 and LKS2 and because of the way the learning is structured, enables pupils to access this relatively independently. This online platform also provides remote access in the event of a lockdown. | £1571.10 | Teachers report that the coding element of Espresso has been a useful resource. However, the functionality of Discovery Education has not been easy to use and is a barrier to access. We will reconsider whether we continue with this moving forward. | Science Review 9th July 2020  Geography and History Review Nov 2020  Computing Review |
| Kapow Art and DT Subscription | £335.00 | School have now mapped the Art and DT curriculum using the KAPOW resources ensuring clear progression and spiralling back to Threshold Concepts over time to embed skills and knowledge. Teachers are making good use of DT and Art to support teaching in class, particularly the DT element and food sections. As a consequence, the school have now invested in the RSE element of KAPOW as well. The impact of this resource will be better evidenced in the next academic year through monitoring of quality of education in the Foundation Subjects. | Assessment Records  Learning Pathways |
| Green Screen Equipment ZU 3D Licence and Equipment | In order to re-engage pupils with their learning upon returning in March, the school planned a whole school topic, based upon children’s interests (survey) called Sytchampton Safari, with a purposeful and IT driven final outcome to give learning real purpose. | £451.97 | This equipment was used successfully to make stop frame animations and green screen documentaries which really engaged pupils upon their return to school in March. A survey of parents and carers in June revealed that 87% of parents felt their children had really enjoyed the Sytchampton Safari Topic and that this had helped their children to settle back into their learning, with 43% of parents strongly agreeing with this.  According to Writing Progress Monitoring in June, pupils’ stamina in writing has improved significantly. The full impact of the actions taken to support writing this year will be more evident following internal data drop at the end of the Summer Term. | Parent Survey  Stop Frame Animations  Documentaries (Pupil Share) |
| Animal Man Visit | The visit from DWAEC was part of the Sytchampton Safari return to school topic. In a survey prior to returning to school, pupils had identified animals as a particular area of interest. | £350.00 |
| Literacy Sequences | Literacy Sequences – 3 week sequences with a purposeful outcome based upon the read/write/perform approach where the outcome will be some form of performance or presentation. School to purchase sequences for all year groups (with the exception of Reception). | £30.00 |
| CPD Purposeful Talk | 5 teachers have attended CPD sessions (virtual) with suggestions and ideas for embedding purposeful talk in the classroom. By embedding purposeful talk, we are supporting writing and social skills. | £100.00 | This will be followed up with Vocabulary CPD for staff in the Autumn Term, following which we will monitor and evaluate impact. | CPD Records |
| Total Expenditure Spring Term |  | £3005.97 |  |  |
| **Total Expenditure to date:** |  | £4703.21 |  |  |
| **Total Funding Received to date:** | £4247.00 |
| **Remaining Funding** | -£456.21 |

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| **Summer Term 2021** | | | | |
| **Strategy** | **Rationale** | **Expenditure** | **Evaluation and Impact** | **Evidence Source** |
| Letterjoin Renewal | Analysis of writing during Lockdown revealed that handwriting, stamina, homophones, CEWs were all areas where pupils had not made sufficient progress. Letterjoin and Ed Shed provide a whole school, consistent and engaging curriculum for handwriting and grammar.  The Nessy Dyslexia Tool supports pupils with specific difficulties with reading and writing and enables staff to provide targeted intervention. | £144.00 | Writing Progress Monitoring in June 2021, revealed that handwriting, stamina, grammar and spelling is much improved from pupils’ return in March.  Final assessment data at the end of the school year (July 2021), will give further evidence of impact. |  |
| Edshed Renewal | £76.00 |  |
| Nessy Dyslexia Tool Renewal | £200.00 | Pupils who have accessed this intervention make an average improvement of 34 Words (Reading) and 44 Words (Spelling). |  |
| Kapow Renewal | Subject reviews of Science, Geography, Computing and History in the Autumn Term found that staff had had little training in these subjects in recent years and that these subjects were under resourced. Discovery education provides access to a range of resources (videos, games, assessments) across wide range of subjects to support teaching in school. Espresso Coding provides the online software to begin coding in KS1 and LKS2 and because of the way the learning is structured, enables pupils to access this relatively independently. This online platform also provides remote access in the event of a lockdown or small groups of pupils isolating. | £470.00 | Monitoring of quality of teaching in Foundation Subjects in the Autumn Term will provide evidence of impact. |  |
| Motional Tool (Trauma Informed Schools) | Developed by Trauma Informed Schools UK, this is an easy-to-use online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people.  It is based on Professor Jaak Panksepp’s research on emotional systems in the brain and extensive research, studies and expertise in executive functional skills. It can record ACE and Protective Factor scores where required and gives staff a whole-brain picture of students' mental health and wellbeing. | £385.00 | The first cohort of pupils are accessing this intervention in the Summer Term. Full evaluation of it’s effectiveness will be available at the end of the school year. |  |
| Third Space Learning Tuition | Research has shown that 1:1 tuition with high quality tutors can have a significant impact upon progress for individual pupils. Pupils in UKS2 in particular, were identified in March as having gaps in their Maths knowledge. | £550.00 | 5 pupils have accessed this 1:1 tuition so far in the Summer Term. On average they have made 68% progress on achieving the objectives set for them. This intervention is not yet complete. |  |
| ELSA Training (Emotional Literacy Support Assistant) | Research is emerging which indicates that there may be an ongoing impact of COVID and lockdowns on children’s mental health and wellbeing. “There are also indications that mental health difficulties have increased for some school-aged children over the months of the pandemic, and an increase in psychological distress has been found for older young people.” <https://www.gov.uk/government/news/effect-of-pandemic-on-childrens-wellbeing-revealed-in-new-report>  An ELSA in a school is an Emotional Literacy Support Assistant. There is a recognised ELSA training course aimed specifically at Teaching Assistants in schools. Examples of things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.  Play Therapy is also a research based and proven strategy for supporting children with emotional literacy, behaviour and mental health problems.  By securing highly trained staff in these two areas, we are future proofing the school and enabling it to manage any issues that arise as a result of the Pandemic. | £677.00 |  | HD to train as ELSA Autumn Term 2021  NH to train in Play Therapy Autumn Term 2021 |
| Play Therapy Course |
| Total Expenditure Summer Term |  | £2502.00 |  |  |
| **Total Expenditure to date:** |  | £7205.21 |  |  |
| **Total Funding Received to date:** | £7283.00 |
| **Remaining Funding** | £77.79 |