

Hipswell Church of England Primary School Catch-Up Funding Action Plan and review 2020/2021

£14,320

SIP 2020_2021				
Priorities		Outcomes July 2021		
Following the temporary closure of schools, support children's emotional wellbeing to allow them to make good progress.		<ul style="list-style-type: none"> ▪ The behaviour and attitudes of pupils are consistently good. ▪ Pupils are happy coming to school and demonstrate positive attitudes towards their learning. ▪ The number of pupils achieving the expected standard or better in reading, writing and maths combined is at least 66%. ▪ In EYFS, the number of pupils achieving a good level of development or better is at least 66%. <p>The number of pupils achieving the expected standard or better in the foundation subjects combined is at least 66%.</p>		
What are we going to do?	How/when are we going to do it?	Who?	Cost	How will the action be monitored and reported?
1. Improve and enhance opportunities for pupils to further develop their reading skills at home and at school.	Introduce the Oxford Owl online reading scheme.	CE	£760	Number of pupils accessing the resource at home. Monitoring: Quality of teaching of reading further enhanced.
Review and impact	During the bubble system, Oxford Owl has enabled all children to continue reading a wide variety of books, at the appropriate level for their reading ability. Without an electronic system, pupils would only have been able to access one book weekly. Staff have continued to monitor home reading through our weekly reading challenge. Levels of engagement have continued to be good. Reading using a device has promoted a love of reading, particularly in KS2.			

Parents, children and staff have commented on the positive impact Oxford Owl has had on fluency and comprehension skills. Reception, KS1 and Year 3 pupils have accessed books appropriate for their current phonics phase and sound.

GL data September 2021

Standardised score = 100	Reading
	All
Year 6	96.6
Year 5	99.8
Year 4	96.4
Year 3	91.4

GL data April 2020

Standardised score = 100	Reading
	All
Year 6	94.2
Year 5	99.0
Year 4	101.0
Year 3	91.6
Year 2	90.4

Despite school closures from 1st January to 8th March, pupils' SAS in reading in Years 5 and 6 only dropped slightly. In Years 3 and 4 it increased. Since reopening in March, staff have worked hard to close gaps.

2. Support the emotional well-being and academic progress of the pupils through additional staff.	Each class will have additional support from designated adults from Sept 2020 to July 2021 23 hours per week = £7,605	JS CE	£7,605	Pupils' emotional well-being well supported. Pupils make accelerated progress. The average Reading and Maths Standardised Age Scores for each KS2 cohort increases and are closer to 100. Phonics scores increase from baseline to end of term assessments.
3.	Spring and summer term: TA increase further 3.5 hours 3.5 hours = £1,137.5	CE	£1,137.5	

Review and impact

Using known adults to support pupils has had a positive impact on progress and wellbeing. It was important for us to reduce and limit change as much as possible given our high rates of mobility and frequent parental deployment.

In each class, additional adults have:

- Supported identified pupils on a one-to-one basis
- Led group interventions with the lowest 20% in each class
- Read more frequently with children, particularly those who do not read at home
- Provided Emotion Coaching as needed
- Enabled a calm learning environment and maintained high expectations

GL Assessment Data September 2020

Standardised score = 100	Reading			Maths		
	All	Males	Females	All	Males	Females
Year 6	96.6	95.3	100	79.3	79.8	78
Year 5	99.8	99.7	99.9	86.3	88.5	84.8
Year 4	96.4	90.7	100.8	81	78.8	82.5
Year 3	91.4	90.6	93.1	86.6	86.6	85.6

GL Assessment Data April 2021

Standardised score = 100	Reading			Maths		
	All	Males	Females	All	Males	Females
Year 6	94.2	91.9	100.5	86.7	87.4	84.7
Year 5	99.0	99.8	98.2	91.8	96.6	87.9
Year 4	101.0	98.5	103.4	96.0	97.4	94.7
Year 3	91.6	91.4	92.1	86.4	87.4	84.3
Year 2	90.4	88.0	93.5	100.6	102.7	97.8

Assessment data evidences that, in most year groups, pupils have not fallen behind as a result of school closures.

This is partly due to improved remote learning provision in the second lockdown and partly due to excellent support upon school reopening.

All staff have commented on the positive impact that the additional adults in classes has had. See Appendix 1 below.

4.	Teacher - additional 0.5 day during the spring and summer term.	CE	£4,500	
Review and impact	This has released SR in her role as SENCO to provide additional support to SEN pupils. She has fully ensured that the additional needs of SEN pupils during and following school closures have been met. She worked with class teachers, parents and outside agencies to identify actions and support necessary to ensure that pupils make good progress. As a result, we have an abundance of success stories: children who did not want to come to school, did not engage in their learning and who removed themselves from class.			
5. Support pupils with their anxiety	Plan and deliver workshops for the identified pupils for the Wellbeing Warriors. Organise and invite our Service Pupil Champion to deliver.	CE SR NY	£320	Identified pupils feel confident and well supported, having and using successful strategies to manage anxiety and their emotional well-being.
Review and impact	<p>NY has worked with identified pupils on a one-to-one basis and in groups of 6. Children have accessed Wellbeing Warriors and Five Ways to Wellbeing.</p> <p>Positive outcomes in the emotional development of:</p> <ul style="list-style-type: none"> • understanding that anxiety and feeling worried at times is normal • communicating worries to appropriate adults • strategies for dealing with anxiety <p>Quotes from children involved in the sessions: "It was really good fun and you could say things you wouldn't want to in front of a big group." "It helps to know others feel the same way." "I always remember the strategies when I go back to class, and I try to use them."</p>			

Appendix 1 staff comments

Additional support has allowed us to:

- Provide social and emotional development of pupils
- Read with individuals more frequently, particularly those who experience difficulties and perhaps do not read at home
- Continue to maintain high standards of behaviour of all pupils
- Provide extended opportunities for physical development through weekly visits to the park
- Provide targeted interventions for individuals and small groups in order to support specific needs

Government funding has allowed additional support staff to be deployed within the school provision. The additional staff have been broadly utilised across targeted classes. They have supported the emotional, behavioural and learning needs of children on their return to school. Their role has included engaging in provision entry support, emotional first aid practices and working with individual children on curriculum focused learning task. They have also played a crucial role in the wider school; supporting already established working teams to ensure the provision is effectively and efficiently delivered in line with ever changing governing guidelines.

The increased TA time has enabled vulnerable children to be fully supported during a difficult and rather unstable six months.

The support that they have given the children has been invaluable and this can be evidenced through the improved quality and quantity of their work.

If you know the children, it is also clear that this additional time has been invaluable in supporting the emotional wellbeing of some sensitive and vulnerable children.

Children have received the emotional support they have needed to settle.

More children have accessed support during whole class and group activities allowing them to make good levels of progress.

Children have had constant guidance and feedback throughout lessons enabling them to make corrections and additions to their work immediately.

Children have benefitted from additional guided reading sessions.

The children have been able to catch up a lot quicker after the time they have off. This has resulted in fewer gaps in learning in some ability groups and none in others.

The additional TA time has enabled groups of children to have additional time to work on phonic and spelling activities within small groups of 2- 4 pupils. There has been a marked improvement in application of spelling HFW and phonic decodable spellings within their independent writing.

Some of the additional TA support has also allowed for a small group of pupils to have extra catch-up time in Maths. These children have made significant improvement within the domains covered.

- Additional individual reading for all children.
- Handwriting (more support for those who need it - targeted children)
- Additional support (reading, phonics and spelling including HFW)
- Additional spelling practice.
- Emotional support for children.

Having a TA to support for additional hours meant that we could provide emotional wellbeing sessions for those who were struggling with the disruption to the school year and then dealing with their imminent transition to secondary school. This helped them to start the next phase of their education with more confidence and strategies in place to cope with any concerns. It also enabled us to provide catch-up small-group sessions to revisit areas that needed consolidation. This resulted in all children making good progress with arithmetic skills, problem solving and reading.