

'Catch-Up' Strategy for 2020-21

Summary information 'Catch up' Grant					
Academy	Bishop Bronescombe C of E School				
Academic Year	2020-21	Total Catch up budget (estimated)	£24,160	Number of pupils	302 / Spring - 305 / Summer - 303

SECTION ONE: Initial Evaluations and Summary	
Initial Evaluation Tools used	NFER Reading and Maths assessments RWI assessments YR baseline assessment Boxall profiles Teacher assessments of writing Pupil wellbeing survey Teacher observations Attendance analysis
Identified Barriers <i>(summary of the main findings of your initial evaluation)</i>	
Maths	There are gaps in learning across the maths curriculum, in all year groups.
Reading	Pupils have fallen behind in reading. They are less fluent; stamina has decreased and their ability to infer meaning is less strong.
Phonics	Some pupils have fallen behind in their phonic knowledge; some have forgotten sounds whilst others are less proficient at blending and are therefore less fluent readers.
SEMH	Some pupils have been impacted by trauma or the lockdown experience; they are showing a lack of resilience, increased anxiety and some challenging behaviour
Attendance	Although overall attendance is almost in line with last year, a significant number of children classed as persistent absentees are from disadvantaged families.

SECTION TWO: Teaching and Whole School Strategies (e.g. professional development, supporting early career teachers, assessment, effective remote learning)																																																			
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<i>Identified evaluation or assessment as a baseline</i>	<i>What will you do to address this?</i>	<i>Provide simple breakdown of proportionate or full costs.</i>	<i>6 weekly impact assessment against identified baseline</i>																																																
Difficulty in assessing gaps in learning / reliable baseline assessment needed to identify gaps and children in need of catch-up	Purchase of NFER reading and maths tests to baseline assess and track through year / measure impact	£1047.32 x 3 terms £3141.96 total	A Spring assessment has been undertaken and has enabled identification of target subjects and pupils as well as identification of gaps to inform whole class teaching / interventions Summer assessments undertaken to determine impact and identify pupils in need of further intervention in the next academic year.																																																
<p>NFER Reading tests identified 35 children in y2-6 had dropped from meeting expectations to working towards or below.</p> <p>Disadvantaged pupils are not attaining as well as non-disadvantaged.</p> <p>SEND pupils are not attaining as well.</p> <p>Pupils, particularly disadvantaged pupils, are language poor (ongoing teacher assessment)</p>	<p>Use of NFER test analysis to inform planning to address gaps enabling Quality First teaching in class and intervention groups.</p> <p>Purchase and implementation of Accelerated Reader</p> <p>Purchase of 3 x iPads per KS2 class to enable children to access quizzes / e-books regularly</p>	<p>AR Year 1 purchase costs - £2761.56</p> <p>£5250.96</p>	<p>Baseline:</p> <table border="1"> <thead> <tr> <th>All Pupils</th> <th>Exp</th> <th>SExp</th> <th>JExc</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>49%</td> <td>29%</td> <td>16%</td> </tr> <tr> <th>Pupil Premium</th> <th>Exp</th> <th>SExp</th> <th>JExc</th> </tr> <tr> <td>Reading</td> <td>40%</td> <td>17%</td> <td>9%</td> </tr> <tr> <th>SEND</th> <th>Exp</th> <th>SExp</th> <th>JExc</th> </tr> <tr> <td>Reading</td> <td>27%</td> <td>7%</td> <td>27%</td> </tr> </tbody> </table> <p>Spring</p> <table border="1"> <thead> <tr> <th>All Pupils</th> <th>JExp</th> <th>SExp</th> <th>JExc</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>41%</td> <td>24%</td> <td>10%</td> </tr> <tr> <th>Pupil Premium</th> <th>JExp</th> <th>SExp</th> <th>JExc</th> </tr> <tr> <td>Reading</td> <td>30%</td> <td>14%</td> <td>4%</td> </tr> <tr> <th>SEND</th> <th>JExp</th> <th>SExp</th> <th>JExc</th> </tr> <tr> <td>Reading</td> <td>19%</td> <td>9%</td> <td>3%</td> </tr> </tbody> </table> <p>Attainment in Reading in all groups has dropped, reflecting lost learning due to Spring lockdown.</p> <p>Accelerated Reader is in process of being rolled out. NFER assessment to be used to identify gaps to inform whole class reading sessions. NFER attainment data used to identify target pupils in KS2.</p>	All Pupils	Exp	SExp	JExc	Reading	49%	29%	16%	Pupil Premium	Exp	SExp	JExc	Reading	40%	17%	9%	SEND	Exp	SExp	JExc	Reading	27%	7%	27%	All Pupils	JExp	SExp	JExc	Reading	41%	24%	10%	Pupil Premium	JExp	SExp	JExc	Reading	30%	14%	4%	SEND	JExp	SExp	JExc	Reading	19%	9%	3%
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	PP	25%	17%	0%
Y6	All	40%	20%	6%
	PP	43%	21%	7%

All year groups below national. Attainment in Y5 declined the most since Spring Lockdown. Y4 ARE remains steady but GD declined.
 CPD and English specialist support has taken place for whole class reading – strategies are embedding in KS2 / beginning to be implemented in KS1

Summer 21

Reading		JExp	SExp	JExc
Y1	All	71%	37%	15%
	PP	67%	22%	11%
Y2	All	58%	44%	16%
	PP	31%	15%	0%
Y3	All	54%	24%	10%
	PP	33%	0%	0%
Y4	All	63%	44%	13%
	PP	53%	33%	13%
Y5	All	53%	23%	11%
	PP	36%	7%	0%
Y6	All	76%	46%	22%
	PP	57%	21%	7%

All year groups below national.
 Gap closed in Y1 – now exceeding pre-lockdown %.
 Gap reduced in Y6.
 Significant gaps remain in y2-5 although reduced in all cases.
 Reading to remain a priority focus area for catch up

Further development of mastery approach needed in maths, as well as wider curriculum	CPD for teachers: Maths hub support – 1 x KS1 teacher / 1 x Ks2 teacher	Funded	<table border="1"> <tr> <th>All Pupils</th> <th>Exp</th> <th>SExp</th> <th>JExc</th> </tr> <tr> <td>Maths</td> <td>50%</td> <td>28%</td> <td>12%</td> </tr> <tr> <th>Pupil Premium</th> <th>Exp</th> <th>SExp</th> <th>JExc</th> </tr> <tr> <td>Maths</td> <td>39%</td> <td>20%</td> <td>9%</td> </tr> </table>	All Pupils	Exp	SExp	JExc	Maths	50%	28%	12%	Pupil Premium	Exp	SExp	JExc	Maths	39%	20%	9%
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Enquiry-led teaching and coaching programme, including: Webinars for teachers and TAs PTI hub CPD Resource books Supply / cover costs	£1000	<p>Spring</p> <table border="1"> <tr> <th>All Pupils</th> <th>JExp</th> <th>SExp</th> <th>JExc</th> </tr> <tr> <td>Maths</td> <td>37%</td> <td>18%</td> <td>6%</td> </tr> <tr> <th>Pupil Premium</th> <th>JExp</th> <th>SExp</th> <th>JExc</th> </tr> <tr> <td>Maths</td> <td>23%</td> <td>7%</td> <td>2%</td> </tr> </table> <p>Attainment in maths in all groups has dropped, reflecting lost learning due to Spring lockdown.</p> <p>Maths Hub support continues with teachers accessing online CPD.</p> <p>Maths Mastery CPD for TAs to take place.</p> <p>Incremental Coaching programme to focus entirely on maths teaching and learning.</p>	All Pupils	JExp	SExp	JExc	Maths	37%	18%	6%	Pupil Premium	JExp	SExp	JExc	Maths	23%	7%	2%	
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SECTION THREE: Targeted Support (structured interventions, small group tuition, one-one support, effective deployment of TAs, reading interventions)																																																																																								
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NFER Reading tests and RWI assessments have identified 35 children in y2-5 who have dropped from meeting expectations to working towards or below. Disadvantaged pupils are not attaining as well as non-disadvantaged. SEND pupils are not attaining as well.	TA-led intervention – LKS2 and y5 Target children for QFT in class TA-led phonics intervention for lowest 20% (those that did not meet phonics threshold in y1 / did not complete at end of y2 due to lockdown)	N/A – run by class TAs and teachers	Baseline: <table border="1"> <thead> <tr> <th>All Pupils</th> <th>Exp</th> <th>SExp</th> <th>JExc</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>49%</td> <td>29%</td> <td>16%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Pupil Premium</th> <th>Exp</th> <th>SExp</th> <th>JExc</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>40%</td> <td>17%</td> <td>9%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>SEND</th> <th>Exp</th> <th>SExp</th> <th>JExc</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>7%</td> <td>27%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Reading</th> <th>JExp</th> <th>SExp</th> <th>JExc</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td>All</td> <td>48%</td> <td>30%</td> <td>9%</td> </tr> <tr> <td></td> <td>PP</td> <td>25%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Y3</td> <td>All</td> <td>50%</td> <td>28%</td> <td>25%</td> </tr> <tr> <td></td> <td>PP</td> <td>33%</td> <td>22%</td> <td>22%</td> </tr> <tr> <td>Y4</td> <td>All</td> <td>60%</td> <td>40%</td> <td>18%</td> </tr> <tr> <td></td> <td>PP</td> <td>50%</td> <td>29%</td> <td>7%</td> </tr> <tr> <td>Y5</td> <td>All</td> <td>61%</td> <td>41%</td> <td>18%</td> </tr> <tr> <td></td> <td>PP</td> <td>33%</td> <td>8%</td> <td>8%</td> </tr> </tbody> </table> <p>Spring</p> <table border="1"> <thead> <tr> <th>All Pupils</th> <th>JExp</th> <th>SExp</th> <th>JExc</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>41%</td> <td>24%</td> <td>10%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Pupil Premium</th> <th>JExp</th> <th>SExp</th> <th>JExc</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>14%</td> <td>4%</td> </tr> </tbody> </table>	All Pupils	Exp	SExp	JExc	Reading	49%	29%	16%	Pupil Premium	Exp	SExp	JExc	Reading	40%	17%	9%	SEND	Exp	SExp	JExc	Reading	27%	7%	27%	Reading		JExp	SExp	JExc	Y2	All	48%	30%	9%		PP	25%	0%	0%	Y3	All	50%	28%	25%		PP	33%	22%	22%	Y4	All	60%	40%	18%		PP	50%	29%	7%	Y5	All	61%	41%	18%		PP	33%	8%	8%	All Pupils	JExp	SExp	JExc	Reading	41%	24%	10%	Pupil Premium	JExp	SExp	JExc	Reading	30%	14%	4%
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	PP	44%	33%	11%
Y2	All	52%	32%	16%
	PP	29%	0%	0%
Y3	All	37%	22%	12%
	PP	11%	0%	0%
Y4	All	59%	33%	7%
	PP	47%	27%	7%
Y5	All	36%	24%	9%
	PP	25%	17%	0%
Y6	All	40%	20%	6%
	PP	43%	21%	7%

Y2 phonics catch-up started very early to ensure as many pupils as possible met the screening threshold by end of Autumn term. 84.1% met the standard, which was what was predicted at end of Spring 1 2020. This was above Cornwall (80.6%) and National (78.3%). Represents significant value added as 66% achieved Reading ELG in Reception.

Booster teacher to undertake interventions for pupils that have slipped back in years 3 and 5. TA-led interventions to take place in years 4 & 6. HLTA will provide interventions for pupils needing fluency / phonics catch-up in Years R, 1 & 2.

80% Y6 Targeted group made expected progress despite lockdown
60% Y5 targeted pupils made expected progress and 20% made accelerated progress

			<p>Summer See above for whole school / year group % and commentary.</p> <p>KS2 - 21/26 pupils made increased points scored in NFER Reading assessments. 65% of targeted pupils made accelerated progress (achieving next 'grade').</p>																										
<p>RWI phonics assessments identified 16/44 pupils (36%) in Y2 and 5/41 pupils (12%) in Y1 had dropped from meeting expectations to working towards or below and therefore needing further phonics catch-up</p> <p>5 Y3 pupils did not meet phonics screening in Y1 and did not access intervention/ complete screening in Y2 due to lockdown. 1 Y3 pupil achieved borderline result and has dropped below expectations.</p>	<p>Y2 – 1:1 and small group phonics intervention (RWI and whole word bespoke planning)</p>	<p>Specialist Intervention HLTA: Class TA time £3800</p>	<p>See above and:</p> <p>Year 1– Number of pupils – 41</p> <table border="1"> <tr> <td>Working below</td> <td>Working within ARE</td> <td>Working within ARE or above</td> </tr> <tr> <td>18/41 (44%)</td> <td>14/41 (34%)</td> <td>23 (56%)</td> </tr> </table> <p>Year 2– Number of pupils – 44</p> <table border="1"> <tr> <td>Working below</td> <td>Working within ARE</td> <td>Working within ARE or above</td> </tr> <tr> <td>28/44 (64%)</td> <td>4/44 (9%)</td> <td>16/44 (36%)</td> </tr> </table> <p>Year 3– Number of pupils – 40</p> <table border="1"> <tr> <td>Working below</td> <td>Working towards</td> <td>Working within ARE</td> <td>Working within ARE or above</td> </tr> <tr> <td>7/40 – 17.5%</td> <td>13/40 – 32.5%</td> <td>10/40 – 25%</td> <td>20/40 – 50%</td> </tr> </table> <p>Spring:</p> <p>Year 1– Number of pupils – 41</p> <table border="1"> <tr> <td>Working below</td> <td>Working within ARE</td> <td>Working within ARE or above</td> </tr> <tr> <td>14/41 – 34%</td> <td>19/41 – 46%</td> <td>27/41 – 66%</td> </tr> </table> <p>4 pupils made accelerated progress</p>	Working below	Working within ARE	Working within ARE or above	18/41 (44%)	14/41 (34%)	23 (56%)	Working below	Working within ARE	Working within ARE or above	28/44 (64%)	4/44 (9%)	16/44 (36%)	Working below	Working towards	Working within ARE	Working within ARE or above	7/40 – 17.5%	13/40 – 32.5%	10/40 – 25%	20/40 – 50%	Working below	Working within ARE	Working within ARE or above	14/41 – 34%	19/41 – 46%	27/41 – 66%
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<p>Y1 – pinny time intervention daily – class teacher and TA led Some 1:1 / small group intervention by specialist HLTA</p>																													
<p>Y3 – daily phonics / reading / fluency intervention – class TA led</p>																													

Year 2- Number of pupils – 44

Working below	Working within ARE or above
26/44 – 59%	18/44 – 41%

2 pupils made accelerated progress

Year 3- Number of pupils – 40

Working below	Working towards	Working within ARE	Working within ARE or above
10/40 – 24%	16/41- 39%	10/40 – 24%	15/41 – 37%

Numbers working towards increased

Numbers working below static – phonics intervention needs to continue.

84% Y2s met phonics screening threshold.

Summer

Year 1- Number of pupils – 41

Working below	Working within ARE	Working within ARE or above
12/41 – 29%	13/41 – 32%	29/41 – 71%

5 pupils made accelerated progress

Year 2- Number of pupils – 43

Working below	Working within ARE or above
17/43 (40%)	26/43 (60%)

9 pupils made accelerated progress

HLTA Intervention focused on reading fluency in Y2
2/6 pupils moved up a RWI level. All increased fluency scores

			<p>Year 3– Number of pupils – 40</p> <table border="1"> <tr> <td>Working below</td> <td>Working towards</td> <td>Working within ARE</td> <td>Working within ARE or above</td> </tr> <tr> <td>5/40 – 12%</td> <td>9/41- 22%</td> <td>18/40 – 43.9%</td> <td>22/41 – 54%</td> </tr> </table> <p>Numbers working at expected and above increased 75% of pupils receiving booster teacher intervention increased NFER test scores.</p>	Working below	Working towards	Working within ARE	Working within ARE or above	5/40 – 12%	9/41- 22%	18/40 – 43.9%	22/41 – 54%																																
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<p>NFER Maths tests identified 29 children in y2-6 have dropped from meeting expectations to working towards or below.</p> <p>Disadvantaged pupils are attaining as well as disadvantaged.</p> <p>SEND pupils are not attaining as well.</p>	<p>Use of NFER test analysis to inform planning to address gaps enabling Quality First teaching in class and intervention groups.</p> <p>Intervention – for UKS2 by booster teacher</p>	£7300	<p>Baseline:</p> <table border="1"> <tr> <th colspan="2">All Pupils</th> <th>Exp</th> <th>SExp</th> <th>JExc</th> </tr> <tr> <td>Maths</td> <td></td> <td>50%</td> <td>28%</td> <td>12%</td> </tr> <tr> <th colspan="2">Pupil Premium</th> <th>Exp</th> <th>SExp</th> <th>JExc</th> </tr> <tr> <td>Maths</td> <td></td> <td>39%</td> <td>20%</td> <td>9%</td> </tr> <tr> <th colspan="2">SEND</th> <th>Exp</th> <th>SExp</th> <th>JExc</th> </tr> <tr> <td>Maths</td> <td></td> <td>27%</td> <td>12%</td> <td>6%</td> </tr> </table>	All Pupils		Exp	SExp	JExc	Maths		50%	28%	12%	Pupil Premium		Exp	SExp	JExc	Maths		39%	20%	9%	SEND		Exp	SExp	JExc	Maths		27%	12%	6%										
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<p>A significant number are working below or well below.</p>	<p>TA-led intervention – LKS2 & Y2</p> <p>National Tutoring Programme – 1:3 tuition for disadvantaged pupils working below or well below 2 x groups in each of Y4, Y5, Y6 15 sessions</p>	£1300	<table border="1"> <tr> <th colspan="2">Maths</th> <th>JExp</th> <th>SExp</th> <th>JExc</th> </tr> <tr> <td>Y1</td> <td>All</td> <td>76%</td> <td>37%</td> <td>17%</td> </tr> <tr> <td></td> <td>PP</td> <td>78%</td> <td>44%</td> <td>33%</td> </tr> <tr> <td>Y2</td> <td>All</td> <td>50%</td> <td>25%</td> <td>11%</td> </tr> <tr> <td></td> <td>PP</td> <td>42%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Y3</td> <td>All</td> <td>63%</td> <td>30%</td> <td>13%</td> </tr> <tr> <td></td> <td>PP</td> <td>33%</td> <td>22%</td> <td>22%</td> </tr> <tr> <td>Y4</td> <td>All</td> <td>56%</td> <td>36%</td> <td>9%</td> </tr> </table>	Maths		JExp	SExp	JExc	Y1	All	76%	37%	17%		PP	78%	44%	33%	Y2	All	50%	25%	11%		PP	42%	0%	0%	Y3	All	63%	30%	13%		PP	33%	22%	22%	Y4	All	56%	36%	9%
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	PP	33%	22%	22%																																							
Y4	All	56%	36%	9%																																							

	PP	36%	29%	0%
Y5	All	61%	36%	18%
	PP	25%	8%	8%
Y6	All	67%	42%	18%
	PP	54%	31%	8%

Baseline:

% working below and well below	Y6	Y5	Y4
All	45 - 24.4%	44 - 20.5%	45 - 28.9%
PP	13 - 38.5%	12 - 41.7%	14 - 42.9%

Spring

Maths		JExp	SExp	JExc
Y1	All	56%	24%	5%
	PP	67%	11%	11%
Y2	All	36%	14%	7%
	PP	14%	0%	0%
Y3	All	51%	20%	5%
	PP	22%	11%	0%
Y4	All	52%	26%	4%
	PP	33%	8%	0%
Y5	All	47%	29%	7%
	PP	17%	8%	0%
Y6	All	41%	26%	13%

	PP	14%	7%	7%
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% working below and well below	Y6	Y5	Y4	Y3	Y2	Y1
All	45 - 14 - 30.5%	44 - 16 - 37.8%	46 - 10 - 21.7%	40 - 6 - 14.6%	44 - 15 - 34.1%	41 - 7 - 17.1%
PP	14 - 50%	12 - 75%	15 - 33.3%	9 - 22.2%	14 - 42.9%	9 - 11.1%

18 pupils in years 4-6 have started NTP – began after Spring lockdown so no impact yet.

Attainment declined in all year groups, most significantly in years 3 and 5. Booster teacher intervention to take provided to pupils that have slipped back in years 3 and 5. TA-led intervention for years 1, 2, 4. Teacher-led fluency practice for pupils in year 6.

41% of y6 targeted pupils made expected progress despite lockdown

No y5 pupils have made expected progress – this group will continue to be a high priority group

10% of Y2 targeted pupils made expected progress so will need further intervention

Summer

Mixture of TA / booster teacher / NTP intervention
Booster teacher: 24/25 (96%) increased NFER test scores.

50% of targeted pupils made accelerated progress (achieving next 'grade').

NTP tutor targeted 17 pupils in years 4-6. 11/17 made accelerated progress (achieving next 'grade').

EYFS baseline has identified a cohort attaining low in Listening & Attention and Moving & Handling	Whole class focus on learning behaviours.	N/A – run by class teachers / TAs	Baseline: 42% ARE- Listening & attention 47% ARE – Moving & handling												
	QFT teaching on fine motor skills challenges in provision. 3x per week focussed, teacher-directed activities. Funfit intervention – x5 per week for 5 pupils	N/A – run by class TAs	<p>Spring</p> <p>67% ARE- Listening & attention 60% ARE – Moving & handling</p> <p>Improved levels of attainment in focus areas of learning.</p> <p>Next cohort focus areas: Listening and Attention, Understanding and Speaking Literacy: Reading and Writing, managing feelings & behaviour</p> <p>QFT, research-led strategies, including play projects, drawing club, use of ‘footprints’</p> <p>Summer</p> <p>81% ARE- Listening & attention 83% ARE – Moving & handling</p> <p>GLD – 36% Lowest – Writing – 43% / Reading – 57% / Nbr – 60% / SSM – 64% / Understanding – 74% / Speaking – 76%</p> <p>Cohort will need continued support in phonics as well as prime areas in year 1. Cohort will have familiar TAs in support in year 1.</p>												
RWI and EYFS baseline assessments in YR have identified 26 pupils (60%) working below ARE in Reading	Teacher-led, differentiated phonics groups. Regular pinny-time interventions and phonics games in provision.	N/A – run by class teachers	<p>EYFS Baseline:</p> <table border="1"> <thead> <tr> <th>Below ARE</th> <th>Working at ARE</th> <th>Above ARE</th> </tr> </thead> <tbody> <tr> <td>26 - 60%</td> <td>15 - 35%</td> <td>2 - 5%</td> </tr> </tbody> </table> <p>Spring:</p> <table border="1"> <thead> <tr> <th>Below ARE</th> <th>Working at ARE</th> <th>Above ARE</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Below ARE	Working at ARE	Above ARE	26 - 60%	15 - 35%	2 - 5%	Below ARE	Working at ARE	Above ARE			
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			<table border="1"> <tr> <td>18 - 43%</td> <td>24 - 57%</td> <td>8 - 19%</td> </tr> </table> <p>Improved levels of attainment overall but a number need to be targetted to achieve expected by end of year. Catch-up HLTA to provide x5 per week phonics intervention.</p> <p>Summer</p> <table border="1"> <tr> <th>Below ARE</th> <th>Working at ARE</th> <th>Above ARE</th> </tr> <tr> <td>20 - 48%</td> <td>22 - 52%</td> <td>20 - 48%</td> </tr> </table>	18 - 43%	24 - 57%	8 - 19%	Below ARE	Working at ARE	Above ARE	20 - 48%	22 - 52%	20 - 48%
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3 YR pupils are working well below and 19 working below in Speaking	<p>TA 1:1 intervention x3 per week following SALT targets</p> <p>'I Can' intervention programme (purchase of intervention materials, resources, training). X3 per week, 10 sessions</p> <p>QFT teaching focusing on quality vocabulary development, including modelling/repeating and quality stories.</p>	<p>N/A – run by class TAs</p> <p>£550</p>	<p>Baseline: 3 pupils well below / 18 below</p> <p>Spring: 2 pupils well below / 1 below / 8 working towards. 78% of targeted pupils have made expected progress but none accelerated. This continues to be a focus.</p> <p>Improvements overall.</p> <p>Speaking a whole class focus via play projects 'I Can intervention' purchased and to be implemented. Individuals targeted during CP SALT interventions to continue. Individuals referred for SALT</p> <p>Summer 32/42 pupil s (76.2%) achieved expected or above in Speaking (11 made accelerated progress from baseline) 2 well below / 1 below + others will continue to require intervention.</p>									
Pupils displaying behaviours which indicate	Nurture group support – 1 full-time TA in KS1 and 1 full-time TA in YR Working on targets from Boxall profiles	Already funded from Pupil Premium funding	Baseline: 4 x KS1 and 2 x YR pupils assessed as needing nurture and Wild Tribe intervention.									

anxiety or lack of readiness to learn	TIS interventions led by TIS practitioners		<p>Boxall assessments identified areas of need.</p> <p>Review- in Spring to determine impact</p> <p>Spring: 1 group is close to completion / another group has completed. Pupils needing Wild Tribe remain the same – plus 3 others identified.</p> <p>Summer: 25 pupils accessed Wild Tribe intervention in Spr / Summer. 14/15 made accelerated progress in Writing, 9/15 made accelerated progress in Reading and 10/15 made accelerated progress in Maths.</p>
	Education Mental Health Practitioner support – 1:1 interventions / counselling	Free	<p>5 accessing EMHP support in Autumn Term</p> <p>Spring: Of 5 children who accessed in Aut – 1 is continuing, 3 successfully completed and are showing improved engagement in class. 1 did not access and parent decided against</p> <p>3 new children now accessing this intervention following assessment of need</p> <p>Summer 1 further child completed and showing positive engagement – families report positive changes in pupils that have accessed the intervention, sharing that they are less anxious and more regulated, leading to better outcomes EMHP support will continue to be accessed as need arises.</p>

	<p>Wild Tribe intervention (5 groups – 1 x week) working on targets from Boxall profiles</p>	<p>50% already budgeted in staff and Pupil Premium budget / 50% already budgeted from Sports Premium budget</p>	<p>Baseline: 29 pupils assessed as needing SEMH intervention.</p> <p>Boxall assessments identified areas of need.</p> <p>Spring 5 Pupils in y3/4 have completed Wild Tribe – boxall re-screening shows progress. 1 now accessing EMHP sessions. Others in-class TIS support from practitioner ‘in training’</p> <p>69% of pupils receiveing WT intervention made expected progress in Reading and 44% in maths despite lockdown. 1 child made accelerated progress in reading and 4 made accelerated progress in maths.</p> <p>20 pupils still accessing weekly Wild Tribe 14 new pupils identified for WT intervention – opening up to another year group. Children in YR also accessing additional WT TA support 1 x pm per week. Each class accessing outdoor learning 1 x per half-term, linked to curriculum and also addressing physical and mental wellbeing.</p> <p>Summer: 25 pupils accessed Wild Tribe intervention in Spr / Summer. 14/15 made accelerated progress in Writing, 9/15 made accelerated progress in Reading and 10/15 made accelerated progress in Maths.</p>
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SECTION FOUR: Wider Strategies (e.g. sustaining parental engagement, social and emotional learning, reinforcing behaviour routines, breakfast clubs)															
What do we want to achieve?	How?	Cost?	Progress/Impact												
<i>Identified evaluation or assessment as a baseline</i>	<i>What will you do to address this?</i>	<i>Provide simple breakdown of proportionate or full costs.</i>	<i>6 weekly impact assessment against identified baseline</i>												
Pupils displaying behaviours which indicate anxiety or lack of readiness to learn	Mental health and resilience CPD Recovery CPD TIS whole school focus on SEMH recovery	Free Free	TIS baseline undertaken Review in Spring Spring: Due to Spring Lockdown, the re-screening has not taken place but will be undertaken mid Summer 1 to inform ongoing targets for Summer 2 and into new year / supporting transition. Summer: TIS screening has taken place in Summer. Pupils identified for further intervention and information passed to receiving teacher. SENDCo to analyse further and identify whole school/cohort target areas												
Persistent absence – 39 pupils (12.91%) have a attendance percentage of >90% and 55 pupils (18.21%) are at >93%	PSA support: – engage and support target disadvantaged families to improve attendance - monthly online coffee mornings to facilitate peer support group	Already allocated from Pupil Premium funding	Baseline: Whole school attendance: 95.72% Pupil Premium attendance: 92.08% <table border="1"> <thead> <tr> <th></th> <th>Below 96%</th> <th>Below 93%</th> <th>Below 90%</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>25.17% / 76</td> <td>18.21% / 55</td> <td>12.91% / 39</td> </tr> <tr> <td>PP pupils</td> <td>40.79% / 41</td> <td>31.58% / 24</td> <td>23.68% / 18</td> </tr> </tbody> </table> Spring from PA Whole school attendance: 97.38%		Below 96%	Below 93%	Below 90%	All pupils	25.17% / 76	18.21% / 55	12.91% / 39	PP pupils	40.79% / 41	31.58% / 24	23.68% / 18
	Below 96%	Below 93%	Below 90%												
All pupils	25.17% / 76	18.21% / 55	12.91% / 39												
PP pupils	40.79% / 41	31.58% / 24	23.68% / 18												

			<p>Pupil Premium attendance: 95.77%</p> <p>National: 92%</p> <table border="1"> <thead> <tr> <th></th> <th>Below 96%</th> <th>Below 93%</th> <th>Below 90%</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>24.92% / 76 pupils</td> <td>12.13% / 37 pupils</td> <td>6.89% / 21 pupils</td> </tr> <tr> <td>PP pupils</td> <td>37.8% / 31 pupils</td> <td>19.51% / 16 pupils</td> <td>13.41% / 11 pupils</td> </tr> </tbody> </table> <p>Gap for PP pupils is closing. Fewer PP pupils are persistently absent (reduced by 7 pupils)</p> <p>Summer: Whole school attendance: 97.58% Pupil Premium attendance: 96.25%</p> <p>Persistent absence: 1.64%</p>		Below 96%	Below 93%	Below 90%	All pupils	24.92% / 76 pupils	12.13% / 37 pupils	6.89% / 21 pupils	PP pupils	37.8% / 31 pupils	19.51% / 16 pupils	13.41% / 11 pupils
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