

SUMMARY INFORMATION					
Name of School	Great Hollands Primary School			No. on roll in R-Y11 (Oct 2020)	323
School CU Lead	Mrs N Watson	Total budget (£80 pp)	£25,840		

Gap identification procedures

Initial formative assessments of all pupils on return in September utilising the PiXL autumn Package

At end of September 2020 summative assessment of all pupils – Recorded as an addition Data Point. (AutHT)

Analysis of data information to identify areas of concern – globally / cohort level / individual

Pupil Progress Meetings (PPMS) timetabled early October.

Overriding aim is to ensure any spend against the catch-up premium is based on a needs analysis, rooted in research informed procedures, which can be explained and supported using data as far as possible.

IDENTIFIED CONCERN	ACTION	KPI	PROJECTED SPEND	STAFF LEAD	WHEN WILL THIS BE REVIEWED?
<p>Increased number of pupils in school with emotional and mental health problems due to experiencing the trauma of the COVID 19 pandemic</p> <p><i>The EEF state: On average, SEL (Social, Emotional Learning) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i></p>	<p>Well-being package delivered to whole school every day for the first two weeks. Each session is designed to support pupils to share and process their experiences from the lockdown period, as well as gradually reintroducing some of the learning behaviours pupils will need to revisit.</p> <p>The sessions are:</p> <ul style="list-style-type: none"> Reconnecting and reengaging Same but different Managing Change Being challenged Our support networks Good conversations Hearing not listening 	<p>Attendance is in line with the national.</p> <p>Oct review:</p> <p>GHPS attendance (Aut-1: 97.11% [NAT Aut 19: 95%; NAT20: 90%]</p> <p>NB: Attendance in BF secondaries is very low at 72% - we are bucking the trend!</p> <p>Dec review 2020</p> <p>The schools overall attendance is above national. The school's overall</p>	<p>Additional ELSA hours for 9am-10am £3,229</p> <p>Well-Being Training (waiting for cost)</p>	NW	<p>October half term 2020</p> <p>December 2020</p>

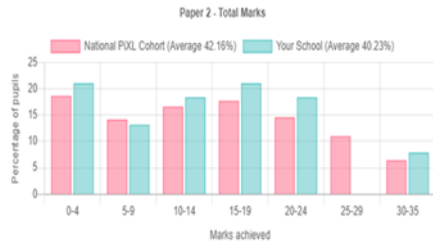
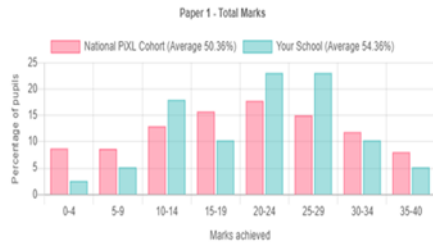
<p>The school recognises that pupils learn better and are happier if their emotional needs are being met.</p> <p><i>Emotional needs impact the ability and readiness to learn. Targeted therapies have been proven to impact on emotional wellbeing. ELSA is a recognised effective approach to develop children's emotional literacy skills and TAs are trained by Educational Psychologists (www.elsanetwork.org).</i></p> <p><i>The EEF state: Meta-cognition and self-regulation intervention has an impact of +8 (high impact for very low cost, based on extensive evidence)</i></p>	<ul style="list-style-type: none"> • Getting on with others • Applying new schools • Appreciation <p>Staff training on the trauma bridge and the Road Map to Renewal (Rest, Recover, Rebuild). Also visit SWAN with the staff (Safe, Welcoming, All Together and Nurturing)</p> <p>Key staff to attend online Well-being training for COVID delivered by EP service.</p> <p>Both ELSAs available in the first session to help transition anxious pupils. 1:1 drop in for all ELSA pupils (every three days to start with) and those pupils feeling anxious.</p>	<p>attendance is 96.89% compared to the national last year which was 95.07% for the same period of time (Autumn term 2019).</p> <p>The national PA % for autumn term 2019 was 11.23 %. The school's PA is below the national and is currently 7.76% which has remained the same from autumn 1 which was 7.66%.</p>			
<p>Gaps have emerged in all cohorts for reading, maths, writing and Spag due to COVID 19 (see baseline data and QLAs for cohorts).</p> <p><i>The EEF state: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher,</i></p>	<p>Teachers to efficiently and accurately identify gaps in learning across whole cohorts using the Autumn Pixl Package through Diagnosis, Therapy, Testing and Revisiting.</p> <p>Staff to focus on key conceptual stepping stones so that pupils' learning can continue to progress</p> <p>Teachers to complete TCCs (Transition Cohort Checklists) – complete diagnosis assessment for each characteristic and complete QLAs. Upload QLAs to Primary Wise.</p>	<p>90% of pupils attending PiXL TCC groups have their gaps identified and filled.</p> <p>Oct Review:</p> <p>Each cohort has identified pupil learning gaps and raising attainment plans have been put into place to address identified gaps.</p> <p>Data drop in Dec 20 will measure progress of all children including a focused review of RAP and identified groups.</p>	<p>Afternoon TA for cover £6,458</p>	<p>NW</p>	<p>December 2020</p>

<p><i>more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i></p>	<p>QLAs and Puma and Pira used to identify gaps in cohorts, pupils who need therapies to catch-up.</p> <p>Therapies delivered by class teacher while class supervised by TAs after initial teacher input.</p> <p>Employ afternoon TA for covering 5/6 phase and 3/4 phase while teacher provides QFT for 20 minute intervention groups. (these year groups did not return in June 2020).</p> <p>Additional ELSA hours for 9am-10am</p> <p>Gaps have emerged in all cohorts for reading, maths, writing and SPaG due to COVID 19 (see baseline data and QLAs for cohorts).</p>	<p>Dec review 2020</p> <p><u>Year 1</u></p> <p>Increases of % at ARE in all areas, especially R, W and combined</p> <p>Boys greater increases in % at ARE – narrowing of gap in reading by 5%, writing by 11% and combined by 11%</p> <p><u>Year 2</u></p> <p>Increases of % at ARE in all areas – 15% reading, 10% writing, 9% maths and combined.</p> <p>Boys increased more than girls in writing and maths – narrowing gaps by 5% and 10%</p> <p>Positive DA gap remains in all areas.</p> <p><u>Year 3</u></p> <p>Decreases in % at ARE in R- 8%, M – 2% and combined – 3%. Increases in GPS of 10% and writing 1%</p> <p><u>Year 4</u></p> <p>Increases at % at ARE in Maths – 6%, combined – 3% and GPS 3%</p> <p>Gender gap narrowed in maths to 6% and combined to 9%</p> <p><u>Year 5</u></p> <p>Increase of % at ARE in GPS by 5%</p> <p>Positive DA gap remains in all areas.</p>			
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		<p><u>Year 6</u></p> <p>GPS – boys so narrowing of G gap by 5%</p> <p>No change in % at GD</p>			
<p>During pandemic parents struggled to support their children with RWI so pupils have missed six months of the programme (RWI assessments on return, parent voice, pupil voice)</p>	<p>Home Learning RWI books and cards to be bought and sent home to parents.</p> <p>RWI videos for parents from RWI website.</p> <p>February 2021</p>	<p>90% to pass phonic screening check in year 1</p> <p>90 % to pass phonic screening in year 2</p> <p>Oct review: The sound of the day / weekly video emailed to parents each week to review with child at home.</p> <p>Dec 2020 Review:</p> <p><u>Year 2</u></p> <p>93% reached threshold for phonics in year 2</p> <p>Boys outperformed girls.</p> <p>100% of DA reached threshold</p> <p><u>Year 1</u></p> <p>Currently 75% are on track to pass but there are an additional 11% of pupils just below this. All children not on track are currently receiving additional daily 1:1 phonics tutoring. We expect at least 86% to reach the threshold but this could be higher.</p> <p>This is above NA of 82%</p>	<p>RWI cards and parent books - £1000</p>	<p>NW and NY</p>	<p>December 2020</p>

		Boys are currently outperforming girls in phonics and there is a 6% DA gap			
<p>50% of pupils did not read at home (monitoring of Bug Club, pupil's voice, TCCs reading gaps, RWI assessments, Pira and Puma assessments)</p> <p>Accelerated Reader does not take pupils out from Quality First teaching. IT was recommended by the school by the English Hub and the EEF state:</p> <p><i>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i></p> <p><i>EEF study findings for Accelerated Reader: The study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</i></p>	<p>Purchase Accelerated Reader Staff training on accelerated Reader Purchase electronic books for Accelerated reader TAs to change books bands to match Accelerated reader.</p>	<p>Year groups to get back before pre COVID – 6 months catch-up</p> <p>Oct review: Accelerated reader has been purchased</p> <p>Roll out is on track for spring 1</p> <p>TRAINING and ADMINISTRATION to be COMPLETED</p> <p>Dec review:</p> <p>Training completed and Accelerated Reader completed for roll out in January.</p>	<p>Accelerated Reader - £1,980</p> <p>1 year license for 5000 electronic books - £2000</p> <p>Staff training on Accelerated Reader - £2,134</p> <p>TAs to change book bands after school to match</p> <p>Accelerated Reader- £500</p> <p>Total spend = £6,614</p>	NW and NY	February 2021

<p><i>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</i></p> <p><i>(EEF Toolkit)</i></p> <p>Third Space does not take pupils out from Quality First teaching, as it is delivered after school. The school has used Third Space Learning in the past and seen successful outcomes for pupils from it.</p>	<p>Third Space Learning after school for years 3-5 And year 6. 1:1 lesson from specialist maths tutors tailored to the pupil's individual needs.</p> <p>TAs employed to cover Third space groups after school.</p>	<p>Year groups to get back before pre COVID – 6 months catch-up</p> <p>Oct review: Maths tutoring programme via third space learning started Nov-20 20 children on programme.</p> <p>After school programme – in addition to core maths teaching in school.</p> <p>Initial pupil voice very positive.</p> <p>Dec review: In the December Year 6 PiXL assessment for all three maths papers GHPS was compared with 632 PiXL primary schools and GHPS's average was higher in the calculation and reasoning 2 papers compared to the PiXL cohort schools.</p> <p>Paper 1 calculation paper: GHPS average- 54.36% PiXL cohort of schools- 50.36%</p> <p>Paper 2 – Reason 1 GHPS average- 40.23% PiXL cohort of schools- 42.16%</p> <p>Paper 3 – Reason 2 GHPS average- 32.41% PiXL cohort of schools- 31.72%</p>	<p>Third Space 1:1 tuition for years 3-6 £4000</p> <p>TAS covering Third Space learning groups after school - £2,586</p> <p>Total spend = £6,586</p>	<p>NW</p>	<p>Spring 2021</p>
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School is aware that new concerns/ gaps might emerge throughout the year re COVID so a contingency will be held to address any upcoming issues.

Contingency for newly identified concerns/ gaps.

£1,953

NW

Spring 2021

<p>October Update</p>	<p>National tutoring programme: Using the NTP we will be able to extend the online tutoring programme from Third Space Learning over 2 more terms for a reduced rate of £2000. Contingency and reorganisation TA allocation will enable to costs to be met.</p> <p>Mental Health Objective:</p> <ul style="list-style-type: none"> • MHST – Mental Health Support Team: GHPS is part of the NEW HNS cluster to provide bespoke additional MH support to vulnerable families in school. • GHPS has applied to be a HOST school for NHS workers on site. (Outcome December) • Returning back to school Mental Health Training attended by 5 key staff across school. • 2 sessions of 2.5 hours CPD for MH leads. Provider: DfE delivered by BF Educational Psychologist Service <p>Academic Mentorship:</p> <p>Application submitted – we are open to the Teach First Service: https://schools.teachfirst.org.uk Awaiting further details from them.</p>		
<p>December Update</p>	<p>Application was submitted to be a host school but the application was not successful. Follow-up Mental Health Training is taking place in February for the key staff who attended the previous training. Also, the staff who attended the training are now able to access the SHaRON online network providing peer support and access to resources 24/7 on mental health and wellbeing. SHaRON stands for Support Hope and Resources On-Line Network. The newly launched SHaRON platform provides support specifically for Education Professionals.</p>		