

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)	£28,160

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. 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 • Getting on with others • Applying new schools 	Attendance is in line with the national.	<p>Additional ELSA hours for 9am-10am £3,229</p> <p>Well-Being Training (waiting for cost)</p>	NW	October half term 2020

<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"> • 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>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, more sustained engagement in smaller groups,</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>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>90% of pupils attending therapy groups have their gaps identified and filled.</p>	<p>Afternoon TA for cover £6,458</p>	<p>NW</p>	<p>December 2020</p>

<p><i>or work which is more closely matched to learners' needs explains this impact.</i></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>December 2020</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 90 % to pass phonic screening in year 2</p>	<p>RWI cards and parent books- £1000</p>	<p>NW and NY</p>	<p>December 2020</p>
<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</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>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>NW and NY</p>	<p>February 2021</p>

<p><i>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>TAs to change book bands after school to match</p> <p>Accelerated Reader- £500</p> <p>Total spend=£6,614</p>		
<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>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>
<p>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.</p>	<p>Contingency for newly identified concerns/ gaps.</p>		<p>£4,273</p>	<p>NW</p>	<p>Spring 2021</p>