



St Dunstan's, Cheam, C of E Primary School

Catch-up Premium Strategy 2020-2021

Last updated April 2022



Funding allocation (Mainstream Schools)

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years Reception through to Year 11.

Payments

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census.

The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term 2021.

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. (See also EEF - School Planning Guide 2020-21)

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

School Overview

Number of pupils in school YR – Y6	417 aged 4+ in October 2020 census/ 451 January 2021
Proportion of disadvantaged	7% /11% January 2021
Proportion of SEND	17%
Predicted Catch-up Premium allocation (Number of pupils x £80)	£33,360
Catch-up Premium Funding received to date	(Autumn 2020) £8,460
Additional Catch-up Premium Funding received	(March 21) £10,969
Additional Catch-up Premium Funding received	(June 21) £13,860
Total Funding Received in2020/21	£33,289
Review dates	February 2021 April 2021 July 2021 October 2021 April 2022
Governor Committee/ Groups	Curriculum Committee Finance Committee

- Our proportion of disadvantaged pupils across the school is below national (based on national for 2019 being 23%) but with our SEND pupils this together totals 24% of pupils.
- The majority of children from Reception to Year 6 in 2019-2020 engaged with at least a proportion of the detailed online learning that the school provided throughout the period of partial closure, as evidenced through regular telephone calls home from teachers to families.
- Upon re-opening on 3rd September 2020 we had an excellent response to children coming back to school. Attendance was very high and remains stable across all year groups upon return. Reception children were brought back on a staggered basis over 3 days following ‘home visits’ to ease the transition process in line with our usual starting school procedures.
- As a staff we discussed the need for the use of a Recovery Curriculum during the first 2 weeks in September and training was given to all staff in preparation for this. This ensured consistent beginning of year for all children to ensure that they were in an emotionally secure place to begin learning. Full transition notes were shared about pupils and the curriculum which had been covered for the receiving year group teachers in 2020-21. All staff carried out consistent baseline formative assessments in reading, writing and maths in order to set a fresh baseline for learning.
- Senior Leaders held Pupil Progress Meetings early in October with each teacher to discuss what their early assessments of their pupils were telling them about the gaps in learning and where support needed to be targeted during the Autumn term.
- The Headteacher, Deputy Headteacher and SENDCo then used the outcomes of the Pupil Progress Meetings to determine the support that could be provided using additional expenditure from the Catch-up Premium, which is in addition to the usual support available to year groups through the notional SEND budget and Pupil Premium expenditure.

Update: February 2021

- During the January 2021 lockdown the majority of pupils not in school engaged with full online teaching and learning. Those who were not able to access received paper copies or the loan of a device.
- 139 Critical Worker/ Vulnerable children continued to attend school during the January lockdown with full provision offered to all Nursery children. (An additional 20 children attended; therefore 159 in total)

The use of the funding in terms of the type of intervention and who it was being delivered by was reviewed in February 2021, April 2021, July 2021, October 2021 and December 2021 and discussed with senior leaders during Pupil Progress Meetings to ensure continued best use of funding.

Action plan to improve future attainment

Identified Barrier	Actions	Desired Outcome	Review and Impact
TEACHING AND WHOLE SCHOOL STRATEGIES			
EEF recommends: Supporting great teaching; pupil assessment and feedback; transition support			
<p>BARRIER IDENTIFIED IN AUTUMN 2020 AND REVIEWED IN JANUARY, APRIL AND JULY 2021:</p> <p>Loss of in-school education from 23rd March 2020 until 21st July 2020</p> <p>Additional loss of in-school education for approximately two thirds of our pupils from 5th January 2021 to 5th March 2021.</p>	<ul style="list-style-type: none"> • Recovery curriculum delivered in each year group • Quality First Teaching with a focus on wellbeing • Objectives identified as not taught in previous year group or not fully embedded (use of Target Tracker data) are being taught alongside a broad and ambitious curriculum (Autumn 2020) • Immediate feedback used to make next steps explicit to children • Self-reflection time to allow pupils to reflect on what they have found difficult and why. What are the next steps? What support do they need? • Whole staff CPD to develop high quality learning – Jane Considine ‘The Write Stuff’ • Ensuring all children are taught a broad and balanced curriculum • DHT and SENCO to attend Cognus/NHS training on Wellbeing for Education Return Covid-19 • Prioritisation of objectives to be taught using NCETM materials • For end of year assessments, teachers have provided an assessment based on the objectives which had been taught 	<ul style="list-style-type: none"> • Pupils make accelerated progress in key areas from their starting points at the beginning of the Autumn term 2020 • Analysis will show that whole class gaps have been reduced • Children feel safe and confident to be in school • Children feel welcomed into their class and the school family • Children are progressing in all subjects across the curriculum • Subject leaders monitor their subject coverage and assessment of skills and knowledge • Curriculum monitored by Phase leaders and Curriculum lead (DHT) 	<ul style="list-style-type: none"> • Learning walks to show children are settled back into school routines • Baseline assessments • Book looks • Pupil progress meetings • DSIP book look with middle leaders <p>Teachers have delivered a Recovery Curriculum and prioritised the objectives they have taught. This has focused on key building blocks for a successful year.</p> <ul style="list-style-type: none"> • Fast feedback continues to make next steps clear to children and to maximise their progress. • Pupil Voice has shown that pupils are confident talking about their progress in all curriculum subject areas and what their next steps are. • Children take more ownership of their own learning and have developed their metacognition skills – thinking about their thinking. Children are more reflective. • Implementation of The Write Stuff has improved the teaching and learning of writing. The quality of writing across the school has improved. More assessment opportunities will be developed next year to gather additional evidence of writing <p>DATA</p>
<p>BARRIER IDENTIFIED IN AUTUMN 2020</p> <p>End of year assessment judgements for 2019-20 were unable to be made due to enforced school closures</p>	<ul style="list-style-type: none"> • Baseline assessments in early September 2020 to identify gaps in learning • Baseline assessments recorded on Target Tracker 	<ul style="list-style-type: none"> • Teachers know where pupils are in their learning early in the Autumn term 2020 and have planned accordingly to accelerate progress so that children can meet end of year expectations for the current year group in 2020-21 • Gaps in core skills identified • Planning adapted to close gaps 	<ul style="list-style-type: none"> • Analysis of assessments • Pupil attainment meetings – October 2020 • Pupil progress meeting – December 2020 • Pupil attainment meeting – March 2021 on full return to school after January lockdown

		<ul style="list-style-type: none"> Analysis of individual data will show that gaps are being filled and progress is being made. 	<ul style="list-style-type: none"> Pupil progress meetings each half term throughout the year with data analysis. From September 2021, pupil progress meetings half termly and pupil attainment meetings December 2021 and March 2022 with full data analysis <p>Teachers have used Target Tracker to monitor gaps in learning and plan for the cohorts next steps based on the prioritisation of the objectives for each subject.</p> <ul style="list-style-type: none"> At the end of 2020-2021 teachers have given teacher assessments based on the objectives taught. Analysis of the data was discussed with Governors at Curriculum Committee meeting and in the Headteacher's feedback report in FGB, as well as in half termly DSIP visits, highlighting activities which have taken place and next steps. <p>Reports given to Curriculum Governors and FGB termly.</p>
<p>BARRIER IDENTIFIED IN AUTUMN 2020: Further developments needed to our remote learning platforms – introduction of and ongoing training for the use of all aspects of Google Suite for Education for the whole school</p>	<ul style="list-style-type: none"> CPD provided for staff on the effective use of G-suite Parents/carers made aware of the platform and how it can support and develop/extend home and remote learning – to be phased in as training occurs and staff confidence levels raise Years 2-6 children trained in use of Google Classroom, Google slides and Google Docs in Autumn Term to support their learning School Council to be utilised as a reference group looking at developing school policy in eg Acceptable Use, Charities for giving, RSE policy etc Autumn/Spring Term, Year 1 children trained in the use of Google Classroom to support their learning 	<ul style="list-style-type: none"> A strong remote learning offer to be in place A new and improved online learning platform is in place and all staff are trained in its use Weekly homework activities are uploaded and feedback to pupils given as and when appropriate Remote learning can be accessed via G-suite/ J2e/Evidence Me in the event of self-isolation and/or quarantine or school closure following a positive test result 	<ul style="list-style-type: none"> G-Suite training delivered during Autumn 1 and Autumn 2 All KS2 classes and Y2 (Y1 in Autumn 1 2021) set up on Google classrooms and log in details shared with YR to Y6 pupils Teachers uploading daily lessons initially to J2e but moved to Google classrooms in Spring term '21 Use of Google meets for parent consultations from Autumn 1 '20 and continuing in new school year 2021-22 Enhanced remote learning provision was available to all pupils during the partial school closure and bubble closures. Remote learning provision was reviewed when all pupils returned to school so as to identify strengths and any future changes needed. July 2021 - Google Classroom use is now embedded across the school (Y2-6, with Y1 in Autumn '21) and we intend to continue to use this platform for our usual home learning as well as for any pupil needing to self-isolate in 2021/2022.
<p>NEW BARRIER IDENTIFIED IN JANUARY 2021: Enforced school closure from 5th January 2021 resulted in teachers needing to plan for teaching and learning in a hybrid way with a significantly larger number of pupils (a third of the school population)</p>	<ul style="list-style-type: none"> Teachers to plan a timetable to ensure quality first teaching experiences for both the in-school bubbles in their year group plus the pupils in their year group who were learning remotely at home. SLT to set shared expectations for the frequency of recorded lessons for each year group from Nursery to Year 6 as well as twice 	<ul style="list-style-type: none"> Year groups clear about the learning that will take place during the spring 2021 enforced school closure period. Parents/carers and pupils know what is expected of them, and what the school will provide, in relation to our remote learning offer for this period. There is parity between year groups in terms of the number of live, recorded and other lesson materials planned and delivered. 	<ul style="list-style-type: none"> Teachers revised planning and NC objective coverage for remote teaching during the enforced closure period. Our remote learning policy with an additional FAQs document for parents/carers, was updated in January 2021, shared with our school community by email and published on the school

<p>attending school in lockdown (as the children of critical workers or as 'vulnerable' children) along with two thirds learning remotely from home.</p>	<p>weekly live Google Meets with those children learning from home.</p> <ul style="list-style-type: none"> • Remote learning policy updated and published on the school website, so that all stakeholders knew and understood our expectations for pupil engagement with remote learning during this enforced closure period. • Teachers to revise Cornerstones planning and consider any limitations to the intended National Curriculum (NC) objectives that had intended to cover this term due to teaching the majority of pupils in the year group remotely (e.g. D&T, Art or Science where pupils may not have the resources, tools or equipment required for an intended learning outcome). 	<ul style="list-style-type: none"> • Teachers have considered and made a note of any NC objectives that cannot be taught in the same way as they would in school and prioritise those for coverage later in the year when all pupils return to face to face learning. 	<p>website so that all stakeholders knew and understood our expectations for pupil engagement with remote learning during this enforced closure period.</p> <ul style="list-style-type: none"> • SLT shared information with staff about the expected number and frequency of recorded and other types of remote lesson for pupils in each year group across the school as well as live Google meets and phone calls. This ensured a continuity of the pace of teaching and learning for all year groups during this closure period. English and Maths was prioritised for recorded lessons, with Foundation Subjects also covered according to year group Cornerstones projects. • After the return to face to face teaching for all pupils from 8th March 2021, teachers in all year groups have kept a close track on the NC objectives that they have covered for their year group to ensure that it is clear where classes/year groups have gaps in teaching and learning due to lost face-to-face time in school. • Information has been shared at July 2021 Pupil Progress Meetings with the year group teacher for the 2021/2022 academic year to ensure teaching and learning priorities for the autumn 2021 term are already known by the receiving year group.
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TARGETED SUPPORT

EEF recommends: one to one and small group tuition; intervention programmes; extended school time

<p>Some children may have large gaps in learning due to not being able to access work set as easily during the nationally enforced lockdown period where schools were closed to the majority of pupils (March to July 2020)</p>	<ul style="list-style-type: none"> • Early assessment in September 2020 leading to swift identification of those pupils for whom there are wider than expected gaps • Use of usually available resources (notional SEND budget expenditure and PPG) to plan interventions for identified pupils – teachers within each year group to plan and record details of this support • Use of Catch-up Premium to provide additional resources to accelerate closing gaps for identified pupils – Neli in YR and Phonics Y1 resources/interventions/pre-teaching groups 	<ul style="list-style-type: none"> • All pupils are back on track (in line with their previous attainment) and making expected or accelerated progress in all areas of learning, but particularly in R, W and M • Parents/carers know how to support their child with their learning • Majority of children to be attaining at, or above, age related expectations by end of Summer 2021 term and continuing into the school year of 2021-22. 	<ul style="list-style-type: none"> • Year group action plans in place • Catch-up Premium expenditure plan • Virtual parent/teacher consultations carried out in October 2020, Summer 21 and October 21 and March 22 where parents were informed of how well the children have progressed across the year and support that has been received. • Interim Reports shared with parents in October 2020 • End of year reports shared in July 2021 • TAs and class teachers have continued to run catch up interventions. A variety of
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	<ul style="list-style-type: none"> • Parents/carers informed of their child's next steps and how to support at home • From September 21 use of Catch-up Premium to provide additional resources to accelerate closing gaps for identified pupils across KS2 in English (eg additional teacher hours to create 3 groups across the year and use of TAs to run interventions or supply cover to release class teachers to deliver interventions/ misconceptions/ pre teaching groups) 		<p>means have been used to support the children.</p> <ul style="list-style-type: none"> • Children's engagement was mostly good, greatly aided by the devices the school were able to allocate to PP and other vulnerable children in Years 1-6
<p>NEW BARRIER IDENTIFIED IN JANUARY 2021: The government announced another period of enforced school closures from 5th January 2021. Whilst initially suggested that this would be for 2 weeks, it was extended until 8th March 2021. Again, some children were at risk of not being able to access remote learning due to not having a device to work on at home.</p>	<ul style="list-style-type: none"> • School to seek to obtain their allocation of devices from the DfE. • School to prioritise loan distribution of devices to disadvantaged pupils in KS2 (as per the government guidance) to ensure they can access remote learning during the spring 2021 enforced school closure. • School to arrange mobile data extensions or Wi-Fi routers through the DfE arrangements for any pupil in KS2 who does not have this access and needs it. 	<ul style="list-style-type: none"> • Disadvantaged pupils in KS2 able to access remote learning and are engaging with the lessons provided. • Access to a device is not an identified barrier to learning for any KS2 pupil during the spring 2021 enforced school closure. 	<ul style="list-style-type: none"> • We were able to gain 42 devices in total . • Class Teachers informed SLT which children in their classes did not have access to a device on which to engage with remote learning. • The school were able to loan all disadvantaged pupils/families in KS2 and in KS1 with a Chromebook where they did not have a device or had previously been working on a mobile phone. • The school were also able to support pupils who are not considered 'disadvantaged', but who did not have a device to work on with the loan of a Chromebook during the spring 2021 enforced school closure. • There was no pupil from Y1-6 who did not have access to a device for remote learning in the spring 2021 enforced closure period as a result of the loaned out devices. • July 2021 – We have continued to be able to offer devices during bubble closures in June/July to ensure that children were able to continue to engage with live and recorded lessons delivered by their teachers. • April 2021 - Teachers kept a close track of pupil engagement with remote learning during the spring 2021 enforced closure and have tackled pupil non-engagement through additional telephone calls home and bespoke remote learning offers where needed. • Further review of use of catch-up funding carried out at April Pupil Progress Meetings to refocus the interventions and the targeted pupils for the summer 2021 term with a key focus on Phonics during the Summer term.

			<ul style="list-style-type: none"> • Further review of the use of catch-up funding carried out in July pupil progress meetings to refocus the interventions and targeted pupils in Y3-6 in writing from September 2021. • Further review of the use of catch-up funding carried out in December pupil progress meetings to refocus the interventions and targeted pupils in Y3-6 in writing/maths from January 2022
<p>BARRIER IDENTIFIED IN SPRING 2021: Some children may have large gaps in their phonics understanding due to not being able to access work set as easily during the nationally enforced lockdown period where schools were closed to the majority of pupils (March to July 2020).</p>	<ul style="list-style-type: none"> • Use of Catch-up Premium to provide additional resources to accelerate closing gaps for identified pupils in years 1 and 2 (e.g. additional hours for TAs to run interventions or supply cover to release class teachers to deliver interventions/misconception/pre teaching groups). 	<ul style="list-style-type: none"> • All pupils are back on track (in line with their previous attainment) and making expected or accelerated progress in all areas of learning, but particularly in phonics. • Parents/carers know how to support their child with their learning. • Majority of children to be attaining at, or above, age related expectations by end of summer 2021 term. 	<ul style="list-style-type: none"> • Catch-up Premium expenditure plan in place. • Virtual parent/teacher consultations carried out in Autumn 2020 and April 2021 where parents were informed of how well the children have progressed across the year and support that has been given both face to face and remotely. • A variety of means was used to support the children e.g. Google Meet, Google Classroom, J2E and telephone calls for those learning remotely as well as face to face sessions for those in school. • Children’s engagement was mostly good greatly aided by the devices the school were able to allocate to PPG children in Years 1-6.
<p>BARRIER IDENTIFIED IN AUTUMN 2020: Some children may have language and communication needs in the EYFS due to lack of social interaction and not being able to access work set as easily during the nationally enforced lockdown period where schools were closed to the majority of pupils (March to July 2020).</p>	<ul style="list-style-type: none"> • Autumn 2020 term - school to register to participate in the government funded Nuffield Early Language Intervention (NELI) project for Reception children. • Reception teachers to undertake training to gain understanding of the NELI programme. • Reception TA to undertake training to gain understanding of how to deliver the NELI programme. • Pre-intervention assessment to be carried out to ensure correct identification of those pupils for whom there are wider than expected gaps in language and communication. • Groupings are established and the Reception TAs deliver the intervention. 	<ul style="list-style-type: none"> • All pupils have the foundations needed for good language and social and emotional development as well as later literacy and numeracy skills. • Majority of children to be attaining at, or above, age related expectations by end of summer 2021 term. • There has been documented accelerated progress in the area of language and communication for the pupils who have received NELI sessions. 	<ul style="list-style-type: none"> • Reception teachers and a TA undertook the necessary training. • Some delay to undertaking the intervention (nationally) as a result of the second enforced school closures in the spring 2021. YR team meetings took place to decide how this would be carried out. • Spring/summer terms – YR team review and measure impact of the provision. Adaptions were made to ensure the programme reached the desired impact. • Children’s engagement was mostly good. • TAs and teachers have both reported noticeable improvements in the language development of targeted children who have participated in the NELI sessions. • NELI sessions continued in Autumn term. • Neli sessions continued to benefit children with closing gaps and continued throughout Autumn and Spring terms 2021/22

WIDER STRATEGIES

EEF recommends: supporting parents/ carers; access to technology; summer support

<p>BARRIER IDENTIFIED IN AUTUMN 2020: Some pupils may struggle to settle back into school and to follow class routines. Concentration levels and learning stamina may have been negatively affected as a result of the extended school closure period in 2019-20 and the lack of usual in-school structured learning experiences</p>	<ul style="list-style-type: none"> • Recovery curriculum planned for core subjects for each year group for early Autumn 1 half term • Teachers to build mindfulness activities and daily relaxation activities into their planning and recovery curriculum • Implementation of new PSHE curriculum and reinforcement of Behaviour Policy and Christian Values and our Vision to improve children's behaviour for learning attitudes and resilience • All children to carry out unit on Growth Mindset 	<ul style="list-style-type: none"> • All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020-2021 	<ul style="list-style-type: none"> • Teachers planned and followed a well thought out Recovery Curriculum for our children, taking into consideration discussions with families and what they have been through this year, and building in mindfulness and daily relaxation time. • Teachers were mindful of their children's resilience levels and tailored activities. • The PSHE curriculum has been implemented with a focus on deliberate calm and restorative practice.
<p>BARRIER IDENTIFIED IN AUTUMN 2020: Possibility of poor attendance as a result of families needing to self-isolate repeatedly throughout the 2020-2021 academic year, or as a result of partial school closure due to a positive Covid-19 case affecting the school community, or as a result of any further enforced school closure locally or nationally</p>	<ul style="list-style-type: none"> • SLT and DSL to closely monitor attendance on a weekly basis • School Attendance Officer and DHT to support families with attendance issues • School to be fully prepared with remote learning offer in place in the eventuality of pupils needing to self-isolate or the event of partial or full school closure 	<ul style="list-style-type: none"> • For overall school attendance to be as near 96% as achievable in 2020-2021 • Any pupils where persistent absenteeism is identified to be supported by the Deputy Headteacher, School Attendance officer and DSL through meetings with parents • Daily remote learning offer to be made available to pupils from September 2020 who cannot attend school due to having to follow Covid-19 guidelines 	<ul style="list-style-type: none"> • Teachers have been uploading daily lessons to those children isolating throughout the Autumn Term and to date. • Overall school attendance reported to Governors at summer meeting on 08.07.21 was 97.3%. • Teachers have been uploading daily lessons to Google Classrooms/J2E/Evidence Me since 21/09/2020. • Extensive remote learning provision was available during partial school closures/bubble closures with a mixture of recorded lessons, live Google Meets and differentiated tasks made available for all whilst at home. • July 2021 / April 2022- Attendance has continued to be monitored closely as we would have done before the pandemic began. We have sent out letters to parents to advise them of attendance concerns (excluding any time off for self-isolation or due to being unwell with coronavirus) so that any persistent absentees or those whose attendance has fallen below 96% for any other reason are still regularly reviewed and parents spoken to

<p>Staff need to develop a greater understanding of children's mental health needs in relation to the effects of lockdown in order to be able to help and support children who may have been affected adversely by closures and impact of Covid-19</p>	<ul style="list-style-type: none"> • Remind staff of training in how to manage children's stress (eg trauma training, all training on Mental health issues led by SENDCo in previous 2 years) • Identify additional training as needed • Use of ELSA and other interventions eg Zones of Regulation for children who require it - to foster self-regulation and emotional control • DHT and SENCO to attend Cognus/NHS training on Wellbeing for Education Return Covid-19 – Children's Mental Health and Wellbeing 	<ul style="list-style-type: none"> • Children will feel supported, calm and safe in school • The profile of PSHE raised throughout the school which support the mental health and emotional and social needs of all of our children • Re-emphasise and remind all daily within Worship of our school vision and values • Staff will feel equipped to identify and support children's mental/physical health and stress • Revise and continue to implement our Growth Mindset curriculum across all year groups • Staff have greater clarity of understanding about how to support children with mental health needs as a result of the national lockdown • Mindfulness activities embedded in planning • Children's individual levels of resilience and self-confidence have been regained/improved by the end of the Summer term 2021. • An improvement in learning behaviour is evident across the school through lesson observations/learning walks and staff/pupil surveys 	<ul style="list-style-type: none"> • Strong PSHE focus daily, and then weekly, during the Autumn Term 2020 and ongoing • CPD for staff on managing recovery Curriculum and children's stress • School has actively promoted mental health weeks for both children and adults this year and regularly shared resources and web links with families. • Identified families and children have received SEMH support through ELSA sessions • Learning walks in the summer 2021 term evidenced a positive behaviour for learning across the school with children engaged in their lessons and confident to talk about their next steps. This was echoed in an external visit from our DSIP.
<p>NEW BARRIER IDENTIFIED IN FEBRUARY 2021: The impact of a second period of enforced school closure is likely to have had a further negative impact on the mental health and wellbeing of some of our pupils. Concentration levels and learning stamina may have again been negatively affected as a result of the spring 2021 enforced school partial closure period.</p>	<ul style="list-style-type: none"> • A new 'recovery curriculum' to be planned for the return of all children to face to face education from 8th March 2021. • DHT/SENDCo and PSHE Lead to speak with staff about supporting children on their return to school. • Teachers to look at how in-school lessons can be 'chunked' into smaller parts and gradually built up in length to reintroduce children to in-school learning expectations and re-establish their stamina for learning. 	<ul style="list-style-type: none"> • Children to successfully be supported to settle back into the day to day routines of school life – learning and peer relationships – to be observed through their happiness in school, attitudes to learning, behaviour for learning and relationships with others. • Children to regain previous levels of concentration and learning stamina by the end of the summer 2021 term. 	<ul style="list-style-type: none"> • A new 'recovery curriculum' was written for the return of all children to face to face education from 8th March 2021. This had a strong, daily PSHE focus for the first two weeks of the return, to re-engage pupils with each other and as a group. • Children who had been learning remotely during the enforced closure period were, on the whole, very happy to return to school and quickly settled back into the expectations and routines. • Of those pupils who had attended school throughout the enforced closure period (the children of critical workers or those classed as 'vulnerable' children), a small minority found the return of all pupils to the classroom more difficult to accept as they had become used to working in smaller bubble sizes and required additional social and emotional support from their class teachers and other adults in school to deal with this transition back to everyone being back at school.

Planned Expenditure to date 2020-2021 (Autumn Term totals)	
Recovery Curriculum Training and resources	£1332
Additional Assessments – Autumn Term	£3364
Assessments – Spring Term – Pira/ Puma	£1651
Jane Considine resources and training	£820
Reception – NELI training	£161
Additional Intense Phonics Catchup – Y1 10x mornings	£322
Mental Health and Wellbeing Training - Cognus/NHS training on Wellbeing for Education Return	£400
TOTAL	£8050

Planned Expenditure to date 2020-2021 (Summer Term totals)	
Release for NELI	
Additional 10 hours of TA support per week for additional Phonics interventions	£1557,75
Additional teacher support hour	£517
Flash Academy	£2800
Actual expenditure Summer 21	£4874.75
TOTAL expenditure 2020-21	£12,924.75

Planned Expenditure to date 2021-2022 (Autumn/Spring Term totals)	
Release for NELI	1,231

Additional 14 hours of Teacher support per week for additional interventions (R, W, M)	£6,721 £7176 3854.84
Additional resources eg manipulatives for maths, resources for The Write Stuff; phonics resources etc	£1400
Planned expenditure 2021-22	20426.84
TOTAL expenditure	33307.59

Written Nov. 2020

Updated 18/12/2020

Reviewed 05/02/21

Reviewed 07/21

Reviewed 10/2021

Reviewed 11/2021

Reviewed 04/2022