

Summary information					
School	Shamblehurst Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£40,400	Number of pupils	505
				Number of pupil in receipt of pupil premium	111 22%

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

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 11.

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	EEF Recommendations
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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](#).

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

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as maths, however they have lost essential practising of writing skills. GAP specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.</p>
Non-core	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful authentic outcomes.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p>Increase in reading fluency, understanding and outcomes. Identified children will have significantly increased rates of reading fluency and understanding. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated. Children to be immersed in tier two vocabulary.</p>	<p><i>Year R and Year One – double phonics daily Year 2 Phonics taught twice daily. KS1 Lead to model high quality phonics within year group. PP children at WTS in reading identified and added to intensive reading intervention. Renaissance package used to forensically identify children's gaps and for teachers to plan to address them. Guided reading package from year 2-6 to be monitored by English lead and coaching given where expectations are not met. Bedrock introduced to support targeted children, focus PP</i></p>	<p>78% achieved PSC Year 1 with 72% being on track for reading. Gap emerging between Pp and non PP 33%. 73% Of EYFS children achieved GLD (internal data) In reading 77% of non-PP children achieved reading with 66% of PP children achieving reading, Key Stage 2 Guided reading model easily transferred to remote offer – so children were still used to the model.</p>	<p>JB SR SM AJ</p>	<p>Sept 2021</p>
<p><u>Teaching assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Introduce Renaissance assessment package so that teachers have a consistent assessment package from Year 2 -6, focussed on reading and maths.</i></p> <p><i>Ensure all teachers are able to use the feedback policy successfully through Covid – peer observations supported by SLT where target marking and verbal feedback are used most effectively. Drop ins to focus on this.</i></p> <p><i>Two moderation staff meetings every half term to ensure consistency in writing, as well as to reinforce the high expectations of our children's curriculum offer to staff.</i></p> <p style="text-align: right;">(£6000)</p>	<p>Renaissance provided the school with a robust, diagnostic assessment system. Data was captured from December and used, from March , to set Cohort targets.</p> <p>Writing moderation did take place and enabled staff to support each other in terms of next steps and understanding what are cohort gaps. What was clear that exceeding judgements were rare in writing and that this would be something the school would have to address. Writing data across the school is weaker than maths and reading. Stamina in writing was an issue on return to school. In addition, it became clear that spelling was a whole school issue</p>	<p>SLT SR - Coaching</p>	<p>Dec 2020 Easter 2021 July 21 Data</p> <p>Writing moderation x 2 each half term, looking at writing and Enquiry</p>

		and would need to feature within SIP. Spelling shed staff meeting in July ensured school was ready to act come September.		
<p><u>Smaller class sizes:</u></p> <p>Children will make accelerated progress in two of our most vulnerable year groups.</p> <p>These children never completed their final key stage and have high levels of vulnerability – SEND and PP. Data indicates large gaps in their learning.</p>	<p><i>Children, in Year One, can be targeted more effectively by having full time LSA and teacher with smaller numbers of children. Progress will be tracked forensically.</i></p> <p><i>Monitoring of Continuous provision introduced this year to enable smaller targeted teaching in groups rather than a reliance on whole class teaching.</i></p> <p><i>Forensic monitor of data and provision to ensure this cohort is not disadvantaged long term by lockdown.</i></p> <p><i>Year 3 cohort of 90 split into 4 classes so that teachers can address the emotional and social needs of this cohort, as well as their gaps academically.</i></p> <p><i>Year 3 will benefit from ongoing support in PPA and a coaching model to support them in addressing the complex needs of this cohort.</i></p> <p style="text-align: right;">£60000 +</p>	<p>Data from Year 1 indicates that children made good progress from December 202 and July 2021 in reading and maths, despite the lockdown from January until March. Reading December 2020 45% ARE – July 72%.</p> <p>Maths 67% to 75% in July 2021.</p> <p>In line with the whole school picture writing data showed a dip – this was specifically in terms of children’s spellings in many cases.</p> <p>Continuous provision was noted by EYFS inspection as very positive and that has continued to be developed throughout the year.</p> <p>Year 3 data shows that children did make progress from December – July Reading Dec 68% July 69% Writing 59%to 65% Maths 49% to 64%</p> <p>This year group was hit the hardest by Covid in terms of at one point three teachers were off with positive Covid cases. There were two whole year group bubble shut downs and one partial.</p> <p>Year 3 had support in terms of Enquiry planning but due to staff illness did not have consistent support in PPA. They did have support with maths planning in the summer term.</p> <p>The social and emotional needs within this cohort were supported by the smaller classes. There was a reduction in some behaviours.</p>	AJ SR SM	Sept 2021
<p><u>Teacher CPD:</u></p> <p>The quality of teaching and learning throughout the school is good or better in all classes.</p> <p>Teachers are well and morale is high.</p>	<p><i>We are embarking on a year’s project focussed on the work of Barak Rosenshine’s Principles of Instruction, with the focus being to promote a healthy dialogue about high quality teaching and learning and being reflective in our practice. This will enable staff to observe each other’s practice as well as experiment with different techniques and models. We believe that the</i></p>	<p>Due to Covid we only successfully managed to deliver CPD on the questioning element of Rosenshine, combining these with Walk Thrus. All staff have been presented with these two books.</p> <p>They have formed the target on SIP of developing questioning and leading</p>		

	<p>best response to the period of lockdown many of our children faced from March 2019 is to provide them with energised, confident, reflective teachers who have a teaching and learning toolbox that enables them to teach high quality lessons day in day out.</p> <p>Staff continue to have their weekly PPA time which can be taken at home on request. In addition, staff are given 2 days to work with their teams to plan their next enquiry.</p> <p>Time has also been allocated to report writing and reading of educational think pieces. £300</p>	<p>towards a no hands up school. One year team will lead on this in December 2021.</p> <p>We made the decision to not hold staff meeting from Jan – March due to the excessive workload of teachers teaching in class and teaching remotely.</p> <p>On return meetings were held in small groups and delivered by SLT. Staff continued to have PPA and 2 days planning time for enquiries. Leaders were quick to identify elements of practice that had been impacted by Covid – Afl, questioning and feedback as well as the work previously shared on metacognition. All teachers had training on making effective use of LSAs, pre teaching, questioning, IT, Spelling and reading in the Summer term .</p>		
Total budgeted cost				£ 66,300

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and understanding. They will be able to comprehend reading better as a result of being able to read</p>	<p>Year 2 children have targeted phonics intervention led by DHT every morning (8)</p> <p>Every child in Year 2 will read daily for the whole of the Autumn term and beyond.</p>	<p>Every child did read daily in year 2 in the Autumn term with no real improvement in data. This made us think as to how else we can ensure every child is a reader by the end of</p>	<p>AJ SR SM</p>	<p>Feb 21 – in lockdown</p>

<p>at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p> <p>Children in year 5 and 6, through small group intervention, will have gaps identified and taught so that they are working in line with FFT (50) predictions.</p>	<p><i>Year 3 children have targeted phonic and spelling support (8) – children who had not passed the phonic screening test in Year one and missed out on retake in Year 2</i></p> <p><i>40 reading egg licenses purchased.</i></p> <p><i>53 children in Year 5 and 6 – small group maths intervention delivered by Maths Lead practitioner September 2020 – July 2021</i></p> <p><i>£50,000</i></p>	<p>year 2. We subsequently implemented a reading recovery model to specific children in January’s lockdown which we continue to implement now. Year 2 children received targeted phonics intervention. 78% of children achieved 32+ in PSC In Year One Dec 2020- 8% of children had a score of 32+ this increased to 80% by July 2021 (pp 71%) Year 3 children had one terms worth of phonics in Autumn term, moving forward to spelling intervention. These children are monitored now through pupil progress meetings. Reading Eggs given to children with SEND – logins shared with parents so they could be accessed at home and at school. Children engaged well with online reading programme.</p> <p>Small group maths for first part of Autumn term. Maths lead supported year groups in planning and delivering maths – in particular year 3 from June onwards. Worked with HIAS to look at effective planning and identifying gaps.</p> <p>School enrolled on Mastering Number Programme as a result of gaps identified on return in March – R-2 Maths lead practitioner works alongside colleagues to develop solid number sense, including fluency and flexibility with number facts, which will have a lasting</p>	<p>PB JB</p> <p>CT AJ</p>	<p>July 21</p>
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		<p>impact on future learning for all children.</p> <p>In addition, school enrolled on Year 4-6 project run by HIAs – aimed at identifying those children who have slipped during the pandemic – these children will be tracked over the 18 months of the project – teachers have ongoing support, led by maths lead. There is a forensic use of data and rapid identification of those children at risk of ‘not keeping up’ and not meeting the expected standard at EOKS2.</p>				
<p><u>Intervention programme</u> Ensure LSAs receive training on key interventions so that they are good value for money and highly effective.</p>	<p>Training delivered on: Paired reading Maths boards Toe by Toe 123 High Freq Precision teaching Phonics – letters and Sounds Talk Boost Reading Intervention based on reading recovery Reading eggs SENDCo on using ZOOM to support learners at home White Rose Schemes of learning Numicon Introduction to Metacognition Making Effective Use of LSAs Pre teaching</p> <p>Specific training: Mental Health First Aid Understanding Children and Young People’s Mental Health</p>	<p>Where possible and where school remained open, LSAs received high quality CPD – this shifted throughout the year and incorporated using Seesaw and being able to respond effectively to support teachers.</p> <p>LSAs had training on reading intervention based on Reading recovery and implemented this intervention from March to the summer term. Where there was consistency, data indicates that children made good progress. However, due to the ‘stops and starts’ and bubble closures, as well as staff absence consistency for some remained the biggest issue. All staff have training on re-teaching, questioning and metacognition.</p> <p>All LSAs received training on the EEF research for Making Effective Use of TAs</p>	SEND team CT SR	July 21		
<p>To close the literacy and vocabulary gap for our vulnerable and disadvantaged students.</p>	<p>Implement the Bedrock programme for 100 students in Key stage 2 who are PP or additionally vulnerable, based on a focus on the Renaissance data collected in October 2020 –</p> <p>PP lead to monitor data and outcomes.</p>	<p>Due to the disruptions in school and then lockdown this was not introduced until March 2021</p> <table border="1"> <tr> <td>Category</td> <td>Attainment aver – 22nd</td> </tr> </table>	Category	Attainment aver – 22 nd	Implement Dec 2020 KE	July 2021
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		<table border="1"> <tr> <td></td> <td>March till July 2st</td> </tr> <tr> <td>All</td> <td>+37%</td> </tr> <tr> <td>PP</td> <td>+48%</td> </tr> <tr> <td>Non-PP</td> <td>+30%</td> </tr> <tr> <td>Girls</td> <td>+31%</td> </tr> <tr> <td>Boys</td> <td>+48%</td> </tr> <tr> <td>SEND</td> <td>+37%</td> </tr> </table> <p>Where data was strongest was in year groups where there was consistency and less infection or bubble shut downs. Bedrock will be rolled out again in September 2021.</p>		March till July 2st	All	+37%	PP	+48%	Non-PP	+30%	Girls	+31%	Boys	+48%	SEND	+37%		
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				Total budgeted cost	£50,000													

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
To ensure that children who are struggling to regulate their behaviour and/ or have social and emotional or communication needs, are taught transferable skills that enable them to better access life within the classroom. This will then have a positive impact on their learning behaviours and outcomes.	<p>Introduction of NOLA, led by Forest school lead and supported by SEND team.</p> <p>NOLA provides evidence of development in three areas – self ,others and the environment. It assists learners to develop high levels of motivation, esteem, skills, knowledge and a desire to learn and puts personal development at the heart of outdoor learning.</p> <p>One of the main aims of the NOLA award is to capture and celebrate the personal and social change created by outdoor learning, in a measurable way. It focusses on personalised</p>	<p>Nola pre and post data is very effective.</p> <p>Final data submitted September 21. This has to be one of the most positive things that has come out of lockdown 1!</p> <p>Data indicates that NOLA has had a positive impact on the children taking part. For example: Children in Year 2 from their pre and post assessments made 18 points gain in social interaction, with a 8 point gain in emotional</p>	KR SEND team	<p>Feb 2021</p> <p>July 2021</p>

	<p>learning and self-assessment through reflective practice – this in turn is a lifelong skill we hope our children will develop.</p> <p>Within these groups there are six children who have EHCP and a further four who we are in the process of applying for EHCP. 14 of these children are in receipt of the PP. 4 of these children are currently supported by Children’s Services. 3 are being supported through PBS.</p> <p style="text-align: center;">£14,500</p>	<p>regulation. This group comprised on 10 pupils, 6 who were in receipt of the PP and 1 who had an EHCP. Similarly in Year 3 11 pupils took part, 4 who were in receipt of the PP and 1 with an EHCP. This group made a 13 point gain in social interaction. Un Year 4 the focus was on attention and listening – here children made a ten point gain. The group was made up of 5 children 2, with pending EHCP. In Year 5 12 children took part in NOLA. 6 were in receipt of PP, 4 had EHCP and 2 children had EHCP’s pending. This group made gains of 9 points in attention and listening and a 29 point gain in social interaction skills. In Year 6 the focus was on social interaction and they made a points gain of 22. This data was strong even though the school had numerous bubbles burst , as well as the Jan-March lockdowns.</p>		
<p>To ensure the well-being needs of the school community are met.</p>	<p>Our school, led by our SEND team will be embarking on The Wellbeing Award for Schools – promoting emotional wellbeing and positive mental health throughout our school. This is an 18 month project with the aims being to reduce stigma around mental health, to improve pupil behaviour, to improve pupil wellbeing, to improve staff wellbeing, to improve parental wellbeing and improve staff morale. Our school is committed to promoting and protecting positive emotional well-being and mental health and hope this project will be a vehicle to ensure this message is communicated to all involved in the school.</p> <p>Training and support for well being</p> <p>£2000</p>	<p>School now commissions support from a trained counsellor to meet the needs to our children. This is at a substantial cost to the school but has supported children since last September, many of these children had been severely impacted by Covid – the lack of routines, the feelings of isolation as well struggling with self-image and identity.</p> <p>For some children Dexter, the therapy dog also attends.</p> <p>On return to school in March the whole school used the Charles Macksey book , The Boy, The Fox and The Horse to discuss feelings experienced during the Covid pandemic and feelings about</p>	<p>SEND team</p> <p>AJ</p>	<p>July 2021</p> <p>Sept 2021</p>

	<p>(not including staff time)</p>	<p>looking forward. This was really effective in allowing children to talk and to instil a sense of community within the school.</p> <p>There are now 5 Mental health First Aiders. As a school we are very good at noticing when staff, children and families are facing mental health difficulties.</p> <p>Mental Health Day was celebrated through lockdown and in school. The SEND team lead on mental health and the team have been effective in noticing and supporting through this difficult time. The school continues to be part of the Wellbeing project and will submit project at Easter 2022</p> <p>SEND team now conduct (post Covid) a mental health and wellbeing assembly for children every Monday.</p> <p>6 hours of SLA time spend to staff CPD to support mental health and well being. Staff attended 3 training sessions with the Educational Psychologist on Trauma, Wellbeing and Anxiety. CPD for SEND team has strengthened their knowledge and expertise. SEND team have completed training on Wellbeng for Education Return Anxiety and Developmental Trauma The Trauma Continuum Emotional Health and Wellbeing Mental Health First Aid</p>		
<p>To ensure that children and families are supported in the event of lockdowns and periods of self-</p>	<p>*Access the family aspect of SEESAW *Provide training for staff that they can cascade to parents and children</p>	<p>*All families have access to the family aspect of Seesaw – Year R</p>	<p>JH AJ</p>	<p>Ongoing throughout pandemic</p>

isolation by being confident in using our online remote learning platform Seesaw	<p>*To use SEESAW as a means of delivering weekly home learning</p> <p>*To provide weekly or daily check ins to pupils/families self-isolating, including Zoom conversations.</p> <p>*DSLs to ensure SW and vulnerable families have regular check ins.</p> <p>*SEND team to liaise with families where children have additional needs and might need further resources to support their learning.</p>	<p>used Tapestry very effectively through lockdown.</p> <p>*Teachers and LSAs are trained on using Seesaw – monitoring of quality took place throughout lockdowns and isolations – support given where necessary.</p> <p>Zoom calls introduced mid way through third lockdown – very effective and really good for well being</p> <p>DSL ensured all vulnerable children were either in school or had regular check ins – numbers for disadvantaged children increased steadily from January to March – going from 17% to 67%</p> <p>83% of children with EHCP attended during lockdown – either full or part time. The two children who did not attend had complex health needs.</p>		<p>Review after each period of self-isolation</p> <p>July 2021</p>
				16,500
Total budgeted cost				132,800
		Cost paid through Covid Catch-Up		£40,400
		Cost paid through charitable donations		0
		Cost paid through school budget		92,400