

Pupil premium strategy statement (Primary) 2021-22 Planned expenditure (inc. 2020-21 review)

And report on Recovery, School Led Tutoring and Catch Up Premium in school

1. Summary information					
School	Settle C.E. Primary School				
Academic Year	2021-2022	Total PP budget	£34,207 2020-21 £27,727 2021-22	Date of most recent PP Review	September 2021
Total number of pupils	157	Number of pupils eligible for PP	16 in Y1-6	Date for next internal review of this strategy	September 2022

2. Current attainment *Taken from summer 2021 assessments on return to school with clear drop in writing levels-affecting % at ARE for RWM combined* Y1-Y6 attainment (16 PP children)								
For EYPP data see attached EYFS lead data	Pupils eligible for PP (16 pupils)				Pupils not eligible for PP (141 pupils)			
	EME	WTS	EXS	GDS	EME	WTS	EXS	GDS
% achieving ARE (or above) in reading, writing and maths <small>*Some may be EXS in one or two and GDS in another/EME in one or two and EXS in another. Children have been placed in whichever their lowest band is*</small>	5 (31%)	6 (38%)	5 (31%)		26 (19%)	48 (34%)	57 (40%)	10 (7%)
% achieving ARE (or above) in reading	3 (18%)	6 (38%)	5 (31%)	2 (13%)	21 (15%)	25 (18%)	44 (31%)	51 (36%)
% achieving ARE (or above) in writing	5 (31%)	6 (38%)	5 (31%)		25 (18%)	35 (25%)	62 (44%)	19 (13%)
% achieving ARE (or above) in maths	3 (18%)	6 (38%)	7 (44%)		16 (11%)	31 (22%)	56 (40%)	38 (27%)

5

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Enjoyment for writing/reading /writing and reading ability
B.	Low mathematical ability
C.	Occasional low self-esteem/behaviour/mental health
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Home learning/ COVID /parental support.
E.	Financial Barriers
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children have a positive attitude to writing and are more confident to apply skills across the curriculum. A consistent approach will be used across school. Reading/writing skills taught as part of a 3/5 phase approach.	Writing will have improved as a result of the strategies put in place. Children will write more regularly for a real purpose across a greater range of genres. Writing stamina will return to pre covid levels and basic skills (presentation, grammar, spelling and punctuation) will improve. Reading skills embedded as part of the learning journey. Children enjoying high quality texts that engage them in their learning.
B.	Pupils make clear progress, especially with number and fraction work. Basic number skills secured early in Reception and KS1. Time tables improve. Home learning is taking place – parents are confident in assisting with this. Maths approaches consistent across school so children know expectations.	Regular meetings/communications with parents help them to be confident to help their child. Children make good progress with number work and more confident with times tables.
C.	Child is happy and confident and self-esteem is at a good level to achieve. Behaviour and attitude is good. Child can be included and participate in all classroom activities. Well-being and mental health issues are built into lessons regularly across school, including working with outside visitors. Dinner and playtimes are positive experiences.	Child is consistently positive and happy and this transfers to work and attitude to it. Child enjoys playtimes and lunch break. Children know where they can access help, both inside and outside school.
D.	Pupils are able to complete additional tasks at home or at clubs running outside of the normal school day. Increased numbers will attend homework clubs. Seesaw purchased and embedded in KS2 (Tapestry extended from EYFS to KS1) as part of Covid lockdown home learning measures then utilised for enhanced home-school communications. Children will catch up any lost learning.	As a result of school targeted work and help at home the child is making progress and is closing the gap. Children are able to regularly complete tasks outside of the school day. Improved relationships. Child has regular work set on MyMaths and access to TT Rockstars and Numbots to support basic number skills.
E.	Families and children can access many things that they would otherwise struggle to pay for or are able to access support/agencies they are unaware of.	Families will be made aware of external agencies for family support. Children will be able to access services such as ASC/breakfast club, meals, music tuition, trips and residential visits, school uniform etc. All considered on an individual basis.

5. Planned expenditure						
Academic year	2021-22					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?

A: Child is making good progress in writing and closing the gap due to the targeted provision/expectations and quality resources in place. They have clear strategies place to help them focus on key skills.	Pupil progress meetings inform how well progress is going. Targeted interventions where children are supported to accelerate progress in phonics and basic writing skills work. CLPE subscription purchased and quality matching texts to inspire children and give a real purpose to writing tasks. 3/5 phase approach to writing and reading (Phillip Webb) rolled out across school	Child not reaching ARE in reading and writing. Pupils affected by COVID lockdowns. Need to close the gap and return to pre-covid levels.	New books purchased throughout school in alignment with CLPE subscription. New long term plans created with a whole class text focus. Class libraries/Reading passport/Starbooks/VIPERS all maintained to inspire reading so children have ideas to draw upon for writing. Whole school tracking system to continue. New child friendly writing assessment cards to share writing focus/targets with pupils. TA support used to ensure pupils are supported in class with this as well as run interventions (Sound Discovery, Reading Inference, Rapid Readers etc) to targeted pupils.	JW RW LT	£300 CLPE subscription TA support: See section below on TA support.	At termly pupil progress meetings. When updating tracker. Observations/work scrutiny. Pupil interviews. Assessment cards. Book looks
A: Children can use skills learnt in reading and phonics and apply to their writing.	Phonics and reading scheme books aligned to phonic phases so reading/phonics feeds more effectively into writing. Reading/phonics audit with literacy consultant. Phonics scheme to be trialled and purchased so phonics and reading can be delivered with fidelity to one scheme.	OFSTED expectations Drop in writing standards, esp with PP pupils. Gov expectation.	JW and HW to trial different schemes then share with staff once purchased. Once set up, reading and writing should closely follow phonic phases.	JW LT RW	Cost of chosen scheme and books TBC.	At termly pupil progress meetings. When updating tracker. Observations/work scrutiny. Pupil interviews. Assessment cards. Book looks
B: Child is making good progress in maths and closing the gap due to the targeted provision in lessons and DIRT time following a mastery approach. Early number skills secured in Rec and Y1/2.	Testbase assessments purchased already to use at end of year. Mastery approach being further embedded further. Maths enrichment days linked to real world, eg. Christmaths, Orienteering, STEM days when allowed. Same/next day interventions as outlined below. Flashbacks and diagnostic questions embedded to create spaced learning opportunities and boost retention. Enrolled on Mastering Number programme for Rec, Y1/2 teachers. Start to roll out programme in classes mid Autumn onwards.	Child not reaching ARE in mathematics. Large gap to close. Huge body of research into effectiveness of mastery approaches – seen effect of this in school too. LT NPQH research project.	Whole school tracking system embedded. LT to set up Flashbacks and diagnostic questions. LT and other adults, eg, Olly Roberts, to run enrichment days. Regular same/next day interventions.	LT RW	No cost	At termly pupil progress meetings. When updating tracker. Observations/work scrutiny.
C: Child is happy and confident. They can talk about their feelings and can approach staff when they need to. Child can use coping strategies. All staff feel more confident with behaviour management strategies.	Zones of Regulation/positive mindset lessons are regular. Daily ZoR check in if needed. ZoR visible in each class. Class ethos encourages children to share feelings and talk to staff. Children know who they can talk to. Clear positive behaviour policy implemented. Reflection areas set up in each class. Sensory room used/resourced for withdrawal work. Whole staff training from BK on SCARF materials and consultation on RSE. Worry monsters/jars in each class. Well being sessions included within PE afternoons led by PI as positive psychology sessions.	Pupils can sometimes have a negative attitude to learning. Pupils not always able to talk about things or control emotions. Some staff are under confident when dealing with challenging behaviour.	Ensure that the school ethos is that of an open and approachable culture where all children feel valued and safe. Staff attend all training sessions then monitor approaches used in school when issues have arisen. ZoR training for staff and new behaviour policy continuing to embed. Use of behaviour file to give clear sanctions to pupils whilst managing to deal with situations calmly. Sensory room continues to be used. RSE curriculum shared and consulted on. SCARF rolled out to ensure progression of skills and clear support for well being. PI to deliver positive psychology sessions as part of PE afternoons.	RW NS	SCARF subscription: Cost of PI positive psychology sessions:	Staff meetings. Ongoing as incidents arise/potential incidents. When behaviour file is checked. End of summer term. Lessons obs and pupil interviews.

A, B, C, and D: Child is well supported in school so targeted support can be provided as and when needed in writing/reading, maths, with behaviour and to support home learning.	TAs used and moved to work alongside pupils with the greatest need. Staff matched with pupils carefully so as to achieve the best outcomes for individual pupils.	Children perform better, focus more and behave better when targeted support is provided in class. Enable children to participate –inclusivity. Or withdraw and have 1:1 when needed in a quiet space. Allow class provision to be unaffected.	NS to work closely with staff and RW to ensure staff are placed where there is the greatest need. Where children are not making progress, additional support can be given or when behaviour/emotional challenges are affecting ability to learn. CS specifically employed to provide intervention and pastoral support and to support other staff supporting challenging pupils.	RW NS CS	£21, 817	All the time! Through lesson observations and learning walks especially. Is the impact of TAs clearly visible?
Total budgeted cost						Cost of TA support (£21, 817)
ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
A: Interventions include: Sound Discovery with KS2 classes. Rapid Readers/Reading Inference with CR/FH for Y6 (feeds into writing) Additional phonics. Writing support for all classes from staff using assessment cards/3/5 phase approach	Regular interventions for pupils falling behind/a long way off their FFT targets. JW to look into further ways to provide targeted support through interventions linked to new phonics scheme.	Some children do not want to write therefore standard is poor. Lack motivation/purpose. Stamina has also dropped post covid. Pupils underconfident with inference skills.	Ensure intervention termly sheets are completed. Assessment cards reviewed each term. JW to monitor any new approached implementated. We have groups of children identified for phonics who are doing catch up sessions in Reception, Year 1 and Year 2 with TAs.	LT JW TAs	£650	Termly Pupil discussions. Assessment data. Observations

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
E: Access to After School Club	Give the child the option to attend ASC if they want to.	Child can access ASC to integrate and access activities.	Ensure parents are aware of this.	RW	£650	Sept 21
E: School trips paid for.	Ensure child has access to all school trips.	Inclusivity	Ensure parents are aware of this.	RW	£400	Sept 21
E: Other items subsidised, eg. Meals, uniform, music tuition and limited IT equipment made available.	At discretion of head, on an individual basis. Older desktop computers for those who need access to IT for home learning.	Inclusivity	Ensure individual parents are targeted on a needs basis.	RW	£400	Sept 21
D: TT Rockstars/Numbots/Sum dog for use in school and at home. MYMaths rolled out across school from Y1-Y6. Spelling Frame Seesaw Tapestry	Apps available to support learning at home 'on the go'. Also aids home-school communication.	Child can access programmes used to support learning.	Monitor use of TT rockstars with weekly 'rockstars', certificates and celebration display. Staff to record results in class. Children's account to track play.	LT	Cost already accounted for above.	Ongoing.
Total budgeted cost						£ 1450

6. Review of expenditure

Previous Academic Year 2020-2021		£31, 417 (based on 2019 cohorts with 16 FSM/FSM6 @ £1345, 4 LAC/AFC @ £2300 & £517 Early Years PP)		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Child is happy and confident. They can talk about their feelings and can approach staff when they need to. Child can use coping strategies. All staff feel more confident with behaviour management strategies.	Zones of Regulation/positive mindset lessons are regular. Daily ZoR check in. Class ethos encourages children to share feelings and talk to staff. Children know who they can talk to. Clear positive behaviour policy implemented. Reflection areas set up	Child has consistent good attitude to learning. Feel able to talk about anything, know who to find to talk to. All children more aware of ZoR. Children have clear reflection areas they can use. Early Help allowing access to school nurses for counselling, children and family workers and youth mentors (all being used in school).	Some children need further support. Staff need specific training to support the most challenging behaviours (RW to roll out/utilise experts from local EMS). Early Help utilised too where needed. Can these pupils access specific sessions from EMS and/or Early Help to support behaviour/emotional regulation?	No cost
Child is making good progress in writing and closing the gap due to the targeted provision/expectations and quality resources in place. They have clear strategies place to help them focus on key skills.	Pupil progress meetings inform how well progress is going. Targeted interventions where children are supported to accelerate progress in phonics and basic writing skills work. New child friendly writing assessment cards shared. CLPE subscription purchased and quality	Improved KS2 results for reading from 2017 to 2018. Slight dip in 2018-19. Staff clear on using whole school VIPERS approach and 'book talk' after training with Kelly Ashley. New resources being used regularly in reading journals.	Continue but develop with further strategies, sharing approaches/resources etc, e.g. Develop whole school approach to make this more consistent, buy into whole school resource (Literacy Shed, etc). Still need whole school approach to be embedded – VIPERS and 3/5 phase teaching approach to be rolled out. Further SAT style prep needed especially across Key Stage 2.	£900 Cracking Comp. £600 training £600 Author New books £4000
Children can use skills learnt in reading and phonics and apply to their writing.	Phonics and reading scheme books aligned to phonic phases so reading/phonics feeds more effectively into writing. Reading/phonics audit with literacy consultant.	Children using reading areas and class libraries regularly in class. Reading takes place often and willingly and children then achieve more understanding of texts. Children are motivated to read and choosing books appropriate to level and age.	Continue to purchase new books for across school using funds from Book Clubs. Purchase the final phonics scheme to be followed with fidelity. Explore use of books as rewards?	
Child is making good progress in maths and closing the gap due to the targeted provision in lessons and DIRT time following a mastery approach.	Testbase assessments purchased already to use at end of year. Mastery approach being further embedded further. Maths enrichment days linked to real world, eg. Christmaths, Orienteering, STEM days when allowed. Same/next day interventions as outlined below	Children across school (PP and non PP) have really benefitted from use of CPA in maths, new equipment and books. Progress clear in books and children across school making good progress on termly tracker. Exception: staff absence and inconsistencies between staff who have been involved in mastery work and those who haven't	Refresher on mastery approaches on return to school to ensure all staff up to date. Staff handbooks	£300 Testbase materials

Child is well supported in school so targeted support can be provided as and when needed in writing, maths, with behaviour and to support home learning.	TAs used and moved to work alongside pupils with the greatest need. Staff matched with pupils carefully so as to achieve the best outcomes for individual pupils.	Children have been well supported and able to access lessons/activities they may previously have given up on/struggled to access. When incidents have occurred, staffing has allowed lessons to continue uninterrupted so these do not affect the rest of the class. Children can be given time and space to regain control, rather than be pressurised to 'conform' too quickly.	Will need to continue and be closely monitored by all staff and final decisions about TA support made in conjunction with SENDCo and RW. Tight focus on impact of TAs in lesson obs/learning walks. Is this evident in books? Roll out intervention tracker.	£21,788
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children completing tasks at home to support learning in school. Specific homework club for Y6 and Y5 will have regular attendees. MyMaths Y1-Y6 SATs bootcamp specific to Y6 TT Rockstars	Homework support offered in after school club which is supplemented for PP children. Homework timetable shared on posters and ASC newsletters. Specific homework clubs run by teaching staff for Y6	Whole school ethos reinforces the fact they can talk to teachers and peers about their worries. Pupils aware of the different feelings and coping strategies for the 4 colours in ZofR.	Children need more support with how to use coping strategies more proactively. Seek support from EMS as above for specific children. Utilise other agencies such as NSPCC.	No cost
Child can talk about feelings and acknowledge when they need help from staff. ZofR sessions support most vulnerable pupils. Support from outside agencies.	Child feels able to talk to staff if not happy. Child has tailored materials/approaches to suit them (eg. Support plans, colour flipbooks, emotion cards if needed) and other staff aware of these children.	Parents/children record in reading records more regularly and reading passports updated each week (Y1-5/Starbooks rewards Y6. Children like the wider choice of books available.	Continue to add to new books using book club money and use of book passports/Starbooks to continue. Embed SCARF materials and new RSE.	No cost. SCRF forecast to be £300 going forward.
Interventions include: Sound Discovery with KS2 classes. Rapid Readers/Reading Inference with CS/FH for Y6 (feeds into writing) Additional phonics. Writing support for all	Regular interventions for pupils falling behind/a long way off their FFT targets. JW to look into further ways to provide targeted support (Phonics scheme and 3/5 phase approach)	Pupil discussions. Assessment data. Observations – all show clear progress for children involved in interventions.	Yes continue! Other staff to observe sessions and roll out across KS2 where appropriate. Hard to articulate/prove impact so look at developing intervention tracker and how to show impact in pupil books of TA support.	£650

Success@Arithmetic Y6 intervention. <i>Same day/next day intervention used in all classes. Pupils targeted on a needs basis following maths lesson.</i>	S@A to boost Y6 pupils Same day/next day intervention in assemblies/timetabled DIRT time and/or start/end of lesson. Children work in purple pen.	Session notes. Class work. Pupil's confidence. Assessment data.	Need to look at interventions to aid recovery and have impact across school. RtP materials. Look at same/next day intervention run by class staff (no cost and can be more consistent than previous interventions).	TA cost
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Access to After School Club	Give the child the option to attend ASC if they want to.	Some families in need are accessing this.	Continue to make this available and ensure parents are aware.	£500
School trips paid for.	Ensure child has access to all school trips.	Some families in need are accessing this.	Continue to make this available and ensure parents are aware.	£200
Other items subsidised, eg. Meals, uniform, music tuition and limited IT equipment made available.	At discretion of head, on an individual basis. Older desktop computers for those who need access to IT for home learning.	Children were able to access all home learning during lockdowns with 6 government laptops and a whole collection of old desktops loaned out.	Continue with this approach but look at other ways part of PP money can be used to ensure good progress academically. How can we engage parents and have more visible means of using PP money?	£200
TT Rockstars/Numbots/Sum dog for use in school and at home. MYMaths rolled out across school from Y1-Y6. Spelling Frame Seesaw Tapestry	App available to support learning at home 'on the go'.	Use of TT rockstars very visible with regular play time, weekly 'rockstars', certificates and celebration display. Staff recording weekly results in class. Children using account to track play.	Children able to access a variety of learning platforms that can be accessed from home and in school to support learning.	£500 £650

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online on our website.

*TA support calculated as £600 per year for every one hour of TA support (this varies depending on level of TA providing support).

Recovery Premium

The school has received Recovery Premium Money to off-set the significant disruption to learning due to the Pandemic.
This totals £2,320 (£1,353 in 2021 & £967 in 2021/22)

Settle Primary School Recovery Curriculum September 2020/21

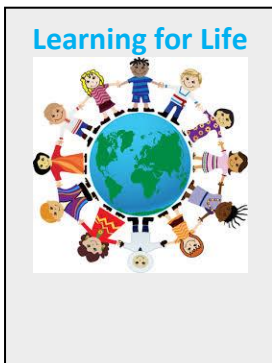
A significant area of focus for the Recovery Curriculum has been to target the mental health and well-being of pupils and this has been undertaken through various strategies including use of 1-1 and Group mentoring to provide pastoral support and to enable pupils to develop strategies they can use to help build self-esteem, resilience and a positive mind set, the inclusion of a mental health and well being element into our PE games afternoon and strengthening our PSHE curriculum with the introduction of a new scheme of work.

PSHE Curriculum

In 2020/21 the PSHE Lead, Mrs King undertook an audit with the headteacher and highlighted that there were a number of key requirements that needed to be addressed and included a list of what each class needs to support their children. The aim was to try to make the process of recovery and support as easy as possible for teachers to deliver. This included:

- A progressive spiral curriculum that covers the elements of the new curriculum and the needs of the children at Settle.
- The school expectation and intent that PSHE has a weekly slot on the timetable – using SCARF materials (a published scheme) to provide a systematic framework for learning but to ensure that within lessons there is versatility and space to include recognition of local community needs, including updates and information directed to ensure safeguarding concerns and messages are addressed and delivered.
- A PSHE book was introduced to record activities. To make it more meaningful to the children a decision was made to call the book Learning for Life instead of PSHE and work will be

kept in purple from September.



their class.

- Mish Mash books will be replaced with Mindful Me books that can record mindful colouring and activities that teachers can choose to complete with

Each year group has access to fully planned and resourced lessons using the SCARF Scheme. In addition to this, the school also subscribed to the PSHE association which is a great source of information and advice keeping staff up to date.

Recovery Curriculum 2020/21:

Rationale: Children returning to school following lockdown have experienced loss (routine, freedom, relationships, social interaction structure) and have lived through a collective trauma. The intention of a Recovery Curriculum is to provide opportunities to rebuild relationships and a sense of community, space to re-establish a sense of self and to relearn behaviour for learning skills. The focus following Lockdown is to gently return to some semblance of routine and settling back into school life ready for learning.

The Evidence for Learning website contained useful information shared with staff and outlined key areas for consideration.

<https://www.evidenceforlearning.net/recoverycurriculum/>

Lever 1: Relationships – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3: Transparent Curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Lever 4: Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

What this will look like at Settle Primary School:

To support our children back into school life the PSHE Lead collated a range of resources for teachers to use. It was difficult to judge what the children would need in terms of emotional support but the Lead planned for classes to complete a PSHE/well-being activity daily for the first few weeks. The collection of activities was taken from various sources including the PSHE Association and SCARF which the school subscribes to and staff are expected to follow the PSHE curriculum to ensure that as a school we cover all the new requirements. The activities are suggestions and will hopefully prove useful to all classes, but there is an expectation that teachers adapt and change as necessary to fit with the needs of their class and community. Daily sessions built into the school day and shorter sessions of mindful activities may be necessary to help the children adapt back into school life and time needs to be given to allow the children to discuss their feelings and talk about the issues that are important to them. There needs to be an awareness of local issues and there is a requirement for sessions to include preventative safeguarding information to keep children safe with areas such as online safety and recognising key British values etc. as outlined in our Safeguarding training updates.

The PSHE Association has put together a series of mental health sessions and staff have also received training through Compass Buzz. There are also links to the Zones of regulation sessions that give the children a good understanding and vocabulary to discuss how they are feeling and which supports our Behaviour Policy.

Each of these sessions are planned, resourced and has a PPT. These are all saved in a file on the school network (staff common-PSHE):	
Year Group	Topics
Year 1/2	<ul style="list-style-type: none"> • We all have feelings • Good and not so good feelings • Big feelings
Year 3/4	<ul style="list-style-type: none"> • Everyday feelings • Expressing feelings • Managing feelings
Year 5/6	<ul style="list-style-type: none"> • Mental health and keeping well • Managing challenges and change

SCARF resources	
SCARF have produced back to school resources under these headings. Please see the website for details. https://www.coramlifeeducation.org.uk/back-to-school-with-scarf/ (Login details are needed which I will email out to you)	
Safety	Caring
Achievement	resilience
Friendship	

School Led Tutoring

The school has received £1,620 for School Led tutoring (£946 in 2021 & £674 in 2022/23) – this has been used to complement the above Recovery Curriculum by investing a Positive Psychologist tutor (Positive Impact) to work with children on a 1-1 basis and in small groups during the Spring and Summer terms of 2021, to build upon pupils self esteem and confidence and to equip the children with coping strategies to deal with mental health barriers that might impact on their ability to catch up with lost learning at school. Often this work coincided with specific core curriculum learning in literacy and numeracy building on what had been introduced or taught in class by the teachers, but at other times the work carried out by the tutor originated from the children's own worries or anxieties/barriers to learning. The aim of school led tutoring has been to target pupils who needed additional psychological support to better equip them mentally with strategies that would enable them to cope better with lessons in the classroom.

Covid-19 Catch Up

What is Catch up Funding?

The government provided funding to cover a one-off universal catch-up premium academic year to support pupils to catch up for lost learning so that schools can meet the curriculum expectations for the next academic year. Although we received funding on a per pupil basis, we used the sum available to us as a single total to prioritise support. There were no specific requirements for who to spend it on and schools were asked to identify pupils that would benefit most from the funding. When pupils came back to school, we identified those who've lost the most learning time and as such those who are likely to have the biggest gaps.

We looked at pupils who:

- Missed a lot of work, or weren't been engaging with or accessing remote learning
- Didn't have access to the technology needed, or whose home lives make home learning difficult
- Are vulnerable or have EHC plans, so learning from home may have been challenging (talk to your DSL/SENCO)
- Had experienced difficult family circumstances, such as a bereavement, that may have got in the way of their learning
- Were struggling to reintegrate back into mainstream schooling due to SEND or medical needs

The school received £ 8,260 in 2020/21 and £5,900 in 2021/22 for Covid-19 Catch Up. The funding was used to employ an HLTA specialist, Miss Segger, to work in classes across the school to target those pupils who were particularly affected by lockdown and pandemic disruptions. Initially her role was to support targeted groups across the school, but such were the number of high needs SEN pupils in the school, a significant part of Miss Segger's role was used initially to support 1-1 work of pupils who were struggling to integrate back into school life and whose behaviour might disrupt the work of others and prevent quality first teaching.

As the weeks passed Miss Segger was able to focus on intervention work with targeted groups to facilitate catch up in literacy and numeracy.

While Miss Segger was targeting our priority pupils all teachers were asked to use **low-stakes assessment in lessons to see which of their children needed extra and above support to help them Catch Up**. An audit was conducted to find out where the gaps were in terms of key concepts and knowledge. Teachers were asked to complete a GAP analysis to determine who had **significant** gaps.

This meant:

- Pupils who have more gaps in their knowledge and skills than others (if all pupils have significant gaps, the teacher should just adjust their normal planning to account for this)
- Pupils who are unlikely to catch up with the consolidation lessons teachers planned for all pupils

Teachers were asked to carry out some **low-stakes** quizzing and **low-threat** knowledge checks during lessons to find out what pupils can remember and where they have gaps. Depending on the subject, these could take the form of:

- A quick quiz at the back of exercise books, e.g. 10 minutes to write down everything you can remember about the cold war
- Multiple choice questions in a Google Form
- Discursive pair work, e.g. read the textbook for 10 minutes, then can you tell you partner the 10 features you read about?
- Checking knowledge through discussion, e.g. can they explain a concept in their own words?

When a clear idea was established of which pupils had significant gaps, and where their gaps were, teachers were able to start to put the measures in place to help them catch up – this could be work carried out on an individual or group basis in class or via additional intervention support out of class.

NOTE: All classes IN Year 1-6 have been given access to TA support to help core areas of literacy and numeracy as the strategy of ensuring 'Quality first Teaching' is a strategic priority for the school. Our catch-up approach varied depending on the changing needs of our pupils and our school's evolving context.

Input was expected to be intense and time-limited: we wanted our pupils to fill in the gaps as quickly as possible so they could start doing the same work as their peers and teachers referred to the **SENCO/ Peripatetic SENCO for additional support and advice as appropriate.**

- **It focused on key knowledge and concepts:** using knowledge organisers where possible for catch-up teaching and quizzing, so that pupils are taught the most important things they need to know
- **Target teaching at filling pupils' specific gaps:** adapting catch-up strategies used in class in light of what teaches learnt about where pupils' gaps were, and keeping low-stakes quizzing going during the process
- **It complemented a 'recovery curriculum'** - so that no child is missed out and all teaching and learning was planned with a view to catch up being a priority.
- **Staff who delivered this catch-up were well-trained** –catch up sessions therefore were initiated by the class teacher, with HLTA support staff working in classrooms and being clear about expectations.
- **We tried to make sure pupils experience success early on:** so pupils felt that what they were doing was having an impact and they could see their progress - this we found, motivated them to continue
- **We gave pupils the opportunity to practise what they're learning and show that they understand:** this meant recovering work that may have otherwise been done during the lockdown period in the previous year.

Effective catch-up could be done in separate intervention groups, but it can equally happen in the classroom, built into the ongoing recovery curriculum and run alongside pupils who are consolidating their learning. This can work as long as:

- Teachers have TA support to establish small working groups (as Settle does for the core areas of Maths and English) or in very small classes of up to 20 pupils (as at Kirkby Malham Primary)
- Only a small number of pupils (3 to 5) need catch-up
- Other pupils are not disadvantaged by the above arrangements.

While other pupils are working on an independent task, the teacher or HLTA can work closely with small groups, or on a one-to-one basis.

Teachers have been asked to aim to "teach to the top": all pupils should complete the same, high-level work, focused on the same key knowledge - the only difference is that the catch-up group aren't going into the same depth as the rest of the class.

Run after-school or lunchtime lessons

As appropriate the school has provided catch up sessions after school or at lunchtime These are:

- Learning-focused and well-planned
- Focused on independent study, if age-appropriate (so as to replicate the positive home-environment other pupils might have when parents supervise their homework)
- Age-appropriate: Note - pupils younger than year 5 will likely have limited stamina to cope with an extended day so sessions need to be succinct and concise.