



The Cathedral School of St Peter and St John RC Primary Responsive Curriculum – Catch Up Premium Plan

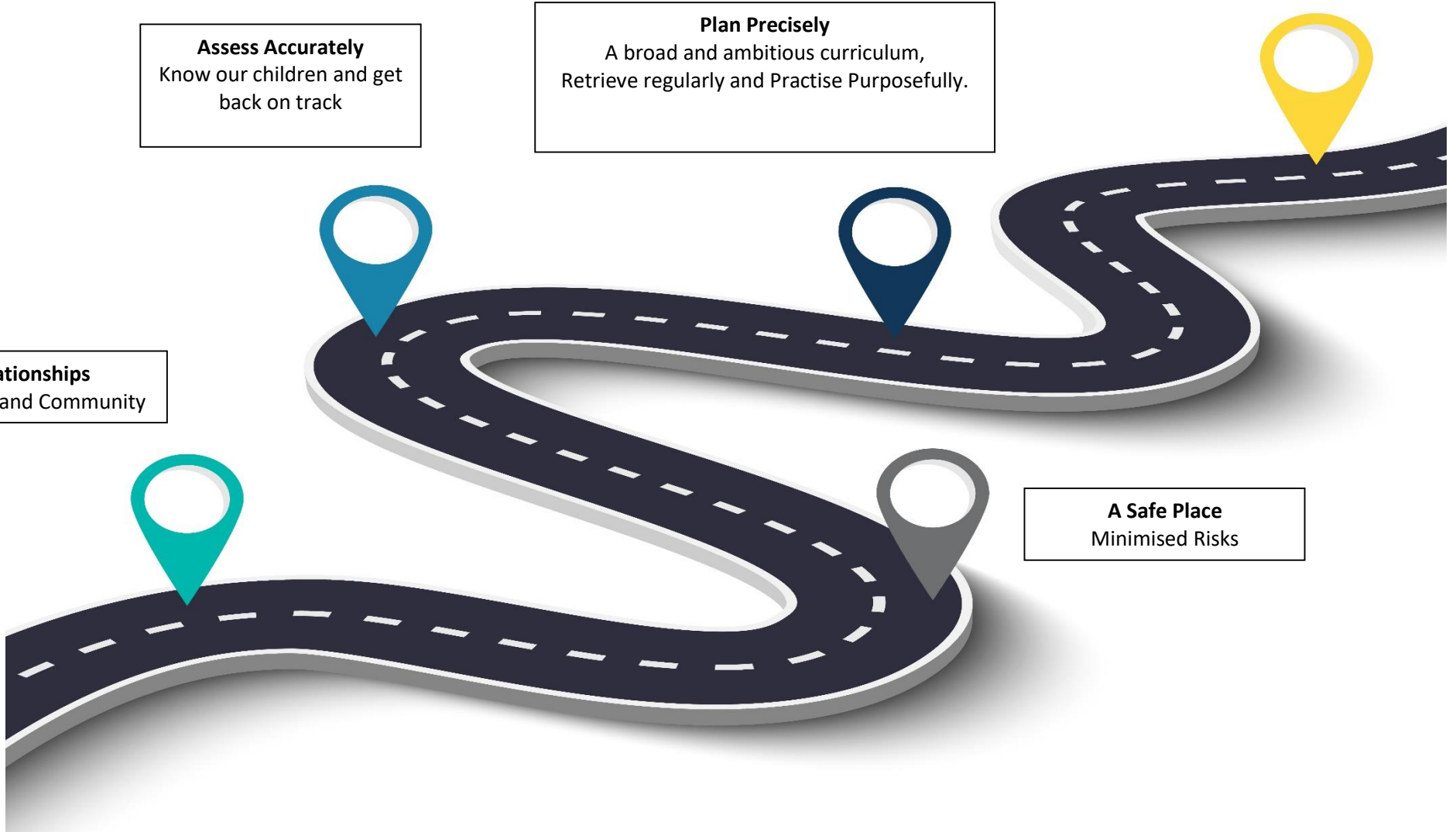
Assess Accurately
Know our children and get
back on track

Plan Precisely
A broad and ambitious curriculum,
Retrieve regularly and Practise Purposefully.

Evaluate Effectiveness
Review, reflect, respond

Relationships
Belonging and Community

A Safe Place
Minimised Risks





Catch-Up Premium Plan

Summary information

School	Cathedral School of St Peter and St John RC Primary				
Academic Year	2020-21	Total Catch-Up Premium	£15,040	Number of pupils	209

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

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.

EEF Recommendations

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

Our Responsive Curriculum for 2020-21 Overview:

Relationships: Belonging and Community:	A Safe Place: Minimising Risks	Assess Accurately: Know our children and get back on track	Plan Precisely: A broad and balanced curriculum, including retrieve regularly and practise purposefully	Evaluate Effectiveness: Review, reflect, respond
<p>Wellbeing focus. Calls home to isolating. Dojo parent contact. Return to routines. Disadvantaged and vulnerable groups supported. Reignite school culture. Whole School initiatives despite separate bubbles. Support staff and pupil attendance. Visits to open spaces. Opportunities to support working parents offering a longer day.</p>	<p>Safe and secure environment. September RA and policies Covid Plan Covid clean Testing Procedures Remote learning – Google Classroom The Contain Framework – local restrictions/national lockdowns. Staggered start and end times.</p>	<p>Identify learning gaps. Assess needs. Identify whole class vs individual needs. Targeted support. Specific task to catch up lost teaching/learning. Reasonable adjustments – accessibility for all. Booster sessions.</p>	<p>Bridging the Gap – Literacy Units. Ready to Progress Mathematics Units. Review of Foundation Subjects to cover missed topics and opportunities. Build on previously taught knowledge and concepts. Adapt Curriculum. Retrieve regularly – encourage automatic recall, review previously taught material – inc. science. Provide opportunities for independent application. Repeat to increase fluency. Encourage children to vocalise and explain responses.</p>	<p>What is working? What is not working? What needs changing? What is BEST for pupils?</p>

Identified impact of lockdown

Wellbeing

Regular contact with parents and children provided opportunity to identify needs and children who were becoming more vulnerable so school could prioritise these children to attend when wider opening was possible or support with food vouchers/parcels/referrals .

However we have seen an increase in referrals to the Bridge. Many support phone calls with Head Teacher were made support parent mental health.

Regular contact throughout lockdown and the Summer holidays with both children and families has ensured that the majority of children felt safe and excited to return to school – 90% of children said they are happy to be back at school, with those who said no citing wanting to remain home with parents as their main reason along with being tired readjusting to the full school day.

92% children said they feel safe to return to school, with the 8% saying they are worried about Covid and the school having to close again.

Pupil return to school surveys suggest that routines and sleep patterns were disrupted during lockdown for many but are re-establishing with the structure of returning to school, although 42% of children report they are tired at school.

66% of children have said that they are hungry in school.

Maths

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 the majority of children's attitudes to learning.

Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies however the majority of children are quickly picking these up again with regular practise and increased emphasis on importance of owning own learning (UKS2)

Post lockdown re-entry assessment data shows:

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
At ARE or above		55%	44%	13/24 54%	66%	57%	50%
WTS		45%	56%	46%	33%	43%	50%

Writing

Children have lost essential practising of writing skills. GRAPs specific knowledge has suffered, leading to lack of punctuation, spelling and fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't physically 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.

EYFS/KS1 have seen a significant regression in handwriting and letter formation as well as grapheme/phoneme correspondence some children have forgotten how to write their name in year 1.

Post lockdown re-entry assessment data shows:

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
At ARE or above		55%	40%	9/24 37.5% Spelling, CEW	57%	64%%	46%
WTS		45%	60%	62.5%	43%	36%	54%

Reading

Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families with older children 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 has now increased.

Phonics knowledge in EYFS and KS1 has regressed significantly over lockdown due to lack of regular practise and application. Although those reception children who regularly attended the book changing day during lock down have doe better.

Post lockdown re-entry assessment data shows:

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	At ARE or above		55%	Phonics check 40%	15/24 62.5% 11/24 (44%) ARE 4/24 (16.6%) Above	64%	74%	63%
	WTS		45%	60%	37.5%	36%	26%	37%
Non-core	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 curriculum moments.							

Planned expenditure -				
Relationships: Belonging and Community:				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Whole School - Transition support</u>				
Children who are joining school from different settings or who are beginning their schooling with The Cathedral School have an opportunity to become familiar and confident with the setting before they arrive.	<i>New starters (EYFS) were invited to meet the teacher via a virtual meeting and covid secure stay and play sessions. The September start was gradual to ensure all children and parents were settled.</i>		JH	Oct 20
Children transitioning to new year groups have the opportunity to settle into new routines and establish relationships with new teachers.	<i>Before children returned to school each class teacher personally rang to speak to both the parents and children who would be joining their class. This was a chance to introduce themselves and an opportunity for parents to ask questions or voice any concerns they might have had about their children returning to school.</i>	<i>These phone calls were very much appreciated by families.</i>	DH	Oct 20
	<i>Transitioning children into their next year group early (teacher and classroom, not curriculum) through the use of bubbles in Summer 2, eased half the children into their new year group when September came.</i>	<i>Children have come in happy to return and ready, eager to begin learning. Children and parents have adjusted to new routines and changes to the school day with little difficulty. This is down to the</i>		

	<p><i>At the start of September the children who had not attended school at all during lockdown were invited for 2 days before being joined by the rest of their class. This gave an opportunity to focus on wellbeing and address what has been happening and any concerns they might have.</i></p> <p style="text-align: right;"><i>£</i></p>	<p><i>regular contact and focus on wellbeing during the periods when children did not attend.</i></p> <p><i>90% of children said they are happy to be back at school</i></p>		
<p><u>Whole School Strategies - Well being:</u></p> <p>Positive relationships and EHWB support are of high priority offering children stability and belonging at The Cathedral School.</p> <p>Opportunities for children to express themselves</p> <p>Children will be given more opportunities to be outside in nature and to be active.</p>	<p><i>Priority given to EHWB across the school – revised overview and additional time built in for reflection and mindfulness.</i></p> <p><i>Pastoral HLTA increased time to provide play therapy/counselling skills for children (drop in and targeted)</i></p> <p style="text-align: right;"><i>£</i></p> <p><i>Development of P4C across the curriculum</i></p> <p><i>Return to school well being surveys.</i></p> <p><i>Increased access to Pastoral HLTA</i></p> <p><i>Review of timetable and regular outdoor learning.</i></p> <p><i>Regular small group visits to Heaton Park.(nursery – year 6)</i></p> <p style="text-align: right;"><i>£</i></p> <p><i>Development of Forest School (CVS funding)</i></p> <p style="text-align: right;"><i>£</i></p>		<p>DH/AB</p> <p>AG KC/DH AB</p> <p>DH MB/AB</p> <p>KC/JD</p>	<p>Dec 20</p> <p>Dec 20 Nov 20</p> <p>Jan 20 Dec 20</p> <p>July 20</p>
<p><u>Wider Strategies - Supporting parents and carers</u></p> <p>Parents are kept aware of school updates and communications about their child’s learning, despite not being able to access the school grounds or see the class teachers daily.</p> <p>Parent meetings still take place and encourage parental support in their child’s learning journey.</p>	<p><i>Introduction of Parent access to Class Dojo reward system to foster the link between parents and school praise.</i></p> <p><i>Increased frequency of phonecalls to parents to discuss pupil achievements.</i></p> <p><i>Pupil progress discussions moved forward and completed in Autumn 1 via booked telephone appointments following initial assessment period to discuss wellbeing and impact of lockdown on learning and progress.</i></p> <p style="text-align: center;"><i>- Release time for staff</i></p>		<p>KC/MB</p> <p>Class Teachers</p> <p>Class Teachers</p>	<p>Sept 20</p> <p>Ongoing</p> <p>Oct 20</p>

	<p style="text-align: right;">£</p> <p><i>Class Zoom meetings to be held re: phonics and early reading (EYFS) and phonics screening Yr1/2</i></p> <p>- <i>Purchase of Zoom Account</i></p> <p style="text-align: right;"><i>£120 +VAT</i></p>		KC	Oct 20
<p><u>Whole School Strategies - Reignite school culture</u></p> <p>Despite being in separate class bubbles children still feel like they belong to part of a larger community and celebrate the achievements of other classes</p>	<p><i>Film night / Sing along movie night</i></p> <p><i>Artist of the Week - music</i></p> <p><i>Classopoly</i></p> <p><i>School wide projects – art – what makes you happy</i></p> <p><i>Newspaper</i></p> <p style="text-align: right;">£</p>		Class teachers	Ongoing
<p><u>A Safe Place:</u> <u>Minimising Risks</u></p>				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Whole School Strategies - Contain Framework – Local Restrictions</u></p> <p><u>Staggered start and end times</u></p> <p>Contact with children outside of bubble is minimised to reduce the possible spread of infection</p>	<p><i>Each class has a specific start/finish time, using both gates, no 2 classes arrive together.</i></p> <p><i>Break and lunch times are staggered so no playgrounds are shared.</i></p> <p><i>All children still received required hours of learning. Some children receive additional hours (start earlier/finish later due to siblings – time effectively used for catch up)</i></p> <p><i>EYFS/KS2 eat in their classrooms.</i></p> <p><i>Additional cost for welfare to cover each bubble</i></p> <p style="text-align: right;">£</p>		DH	Daily
<p><u>Whole School Strategies - Covid Clean</u></p> <p>The school environment will be kept as covid secure as possible. Hygiene and cleanliness importance will be taught to all and children and parents will be reassured that school is as safe as we can possibly keep it.</p>	<p><i>TA role</i></p> <p><i>Welfare specifically allocated</i></p> <p><i>Handwashing and hand gel purchases</i></p> <p style="text-align: right;">£</p>		DH/LJ MD	

<p><u>Wider Strategies - Remote Learning: Access to technology</u></p> <p>Continuity of learning and ensuring children are still educated during bubble closures and periods of enforced isolation (lockdowns).</p>	<p><i>Whole school survey of home access provision – WiFi and devices to assess level of need.</i></p> <p><i>DfE Laptop for EHCP pupil who is still isolating (long term)</i></p> <p><i>DfE Laptop scheme – allowance of 16 initially – reduced to 3 by October.</i> <i>Once a bubble closes apply for 3 chromebooks to support home access for those without own devices.</i></p> <p><i>Reboot and upgrade old RM Notepads to allow access to the internet and basic software which can be loaned to children and families in the event of a bubble closure in order to top up the support we can offer to families without devices in order to access home learning.</i> - Release time for computing team to set up</p> <p><i>Support families to access Salford pilot WiFi scheme with BT Hotspot vouchers</i></p> <p><i>Support families with access to the internet through the Vodaphonefree data SIMs for school aged children scheme (50 ordered)</i></p>	<p>Wifi and individual laptop/tablet 59.8% (125) Wifi and shared device 14.8% (31) Mobile phone only 12% (25) No internet access 4.8% (10 – additional 21 originally until vouchers applied for) No device 5.3% (11) Able to access (inc. phone): 80.9% Not able to access: 10.5% No response 8.6%</p> <p>Laptop provided. Paper work packs provided every 4 weeks. Daily welfare phone calls made by 1-1 TA and weekly welfare calls made by HT</p> <p>Chromebooks ordered and arrived when EYFS bubble closed</p> <p>7 devices currently rebooted. 2 devices already borrowed by isolating families.</p> <p>21 children/10 families vouchers successfully applied for. 1 family/5 children unsuccessful due to location.</p>	<p>KC</p> <p>DH</p> <p>DH/KC</p> <p>MB</p> <p>KC</p> <p>KC</p>	<p>Oct 20</p> <p>Sept 20</p> <p>Nov 20</p> <p>Ongoing</p> <p>Dec 20</p> <p>Dec 20</p>
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<p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>Assess Teacher access to appropriate technology at home should remote teaching be needed.</i></p> <p><i>Order 3 additional HP laptops to top up existing bank of staff machines.</i></p> <p style="text-align: right;">£1,743.05</p> <p><i>Ensure all staff have access to Portico (remote access to school server for resources), Google Classroom training and Loom.</i></p> <p><i>Staff training time.</i></p> <p><i>Staff non contact time to set up Google Classroom and prep online learning.</i></p> <p style="text-align: right;">£</p>	<p><i>Not all teachers have home webcams/strong WiFi access</i></p>	<p>KC</p> <p>LJ</p> <p>DH/KC</p>	<p>Oct 20</p> <p>Oct 20</p> <p>Nov 20</p>
<p><u>Wider Strategies - Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><i>Additional online learning resources sourced – Google Classroom. Time to set up and establish the system access for all staff and pupils.</i></p> <p><i>Time for staff training.</i></p> <p><i>Time in the timetable to familiarise pupils with how to access.</i></p> <p style="text-align: right;">£</p> <p><i>Home-learning paper packs are printed and ready to distribute for all children in the instance of a bubble closing / whole school closure. Stationery is to be assessed and included in packs for children to take home when home-learning occurs.</i></p> <p style="text-align: right;">£500</p>		<p>KC/ Class Teachers</p> <p>Class teachers</p>	<p>Nov 20</p> <p>Oct 20</p>
<p><u>Assess Accurately:</u> <u>Know our children and get back on track</u></p>				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Whole School Supporting Great Teaching - Identify Learning Gaps</u></p> <p>Timetable/curriculum paused for 3 week assessment period</p>	<p><i>Additional Inset days X2 at the start of the school year reviewing curriculum and support planning</i></p> <p style="text-align: right;">£</p>	<p>Staff have had training and time to review and discuss impact of lockdown and develop collaborative approach to catch up. All staff involved in creating non negotiables for the year to</p>	<p>DH</p>	<p>Sept 20</p>

<p><u>Whole School Assessment and Feedback – Initial Assessment of Needs – Individual or whole class</u></p>	<p><i>Off curriculum assessment period for all classes, first 2 weeks of term - Ready to Progress Maths, Reading, Writing, Phonics assessments of end of previous year expectations</i></p>	<p>ensure high expectations and catch up of learning.</p> <p>Staff are aware acutely of each individual child's strengths and areas for improvement and can effectively plan for whole class/small group/individual interventions.</p> <p>Long term curriculum overviews can be adjusted accordingly for individual cohort needs.</p>	<p>Class teachers/s subject leads</p>	<p>Oct 20 ongoing</p>
<p><u>Whole School Assessment and Feedback ongoing</u></p> <p>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>Purchase and implement the Head Start science termly topic tests to identify gaps and to track performance.</i></p> <p><i>Increase access to Phonics Tracker to include Year 3 and additional KS2 pupils who are not yet phonetically secure</i></p> <p>£ £288</p>		<p>PA KC</p>	<p>July 21 July 21</p>
<p><u>Targeted Approaches - 1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased phonetic knowledge and will be able to blend and segment words independently and fluently.</p> <p>Identified children will have significantly increased recall of timestables and number facts.</p> <p>Identified children will have significantly improved spelling knowledge and will apply strategies to support this.</p> <p>Identified children will have significantly increased rates of reading fluency. 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</p>	<p><i>Provision of phonics lessons will be doubled across EYFS and KS1.</i></p> <p><i>Additional phonics small group work with identified children will take place with phonics trained TA</i></p> <p><i>- Additional welfare employed to cover this</i></p> <p>£</p> <p><i>TA's specific target groups of children for small group tuition</i></p> <p><i>TA's specific target groups of children for small group tuition</i></p> <p><i>TA's specific target groups of children for small group tuition</i></p>		<p>JH/AG DH/JD DH/SR DH/SR</p>	<p>Jan 21 Feb 21 Feb 21 Feb 21</p>

will be confident readers and dips in reading attainment will be negated.	<i>Additional release time and training to support the delivery of interventions will be needed</i>			
<u>Targeted Approaches - Intervention programme</u> An appropriate numeracy intervention, such as RM Maths supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i> £430		DH/KC	Jan 21
<u>Targeted Approaches - Extended school time</u> Identified children will have significantly increased rates of reading fluency. 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.	<i>Identified children invited to attend school earlier than/leave later than the rest of their bubble for additional reading and comprehension support. Additional support materials and training will be sourced</i>		DH/Class Teachers	
<u>Targeted Approaches - Extended school time: Booster Sessions</u> Children in key year groups are able to access weekly catch up boosters. The attainment of these children improves and the effect of lockdown is becoming negated. Parents are supportive of the sessions and understand the need.	<i>Year 2 weekly additional booster session whole class with teacher and TA Year 6 twice weekly additional booster session whole class with teacher, TA and HT</i> £		AG DH/SR	Jun 21 Jun 21
<u>Plan Precisely:</u> <u>A broad and balanced curriculum, including retrieve regularly and practise purposefully</u>				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting great teaching:</u> Curriculum review to ensure gaps/slippage are addressed.	<i>Additional Inset days X2 at the start of the school year reviewing curriculum and support planning</i> £ <i>Bridging the Gaps – Literacy Units</i> £180		DH SR	Sept 20 Nov 20

	<p><i>EYFS Planning for Learning for Early Adopter Schools</i> £25</p> <p><i>Maths – Ready to Progress training</i> - National College - Reddy Made Maths £50</p> <p><i>Maths – Bridging Gaps and Accelerating Progress/Key Aspects of Year groups training, Reddy Made Maths</i> £260</p> <p><i>Add on 2Simple Purple Mash subscription – Serial Mash – Online library of fiction books</i> £60</p> <p><i>Build on previously taught knowledge and concepts. Break into smaller chunks – pre-teach/assess previous years knowledge to build on – quizzes, competitions.</i></p>		JH KC KC	July 21 Dec 20 July 21
The foundation subject overviews will be revisited and planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	<p><i>Additional time for subject leads and teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i> £</p>			

OFSTED IMPROVEMENT

September 2020

<u>Areas for improvement</u>	<u>Actions Autumn 1</u>	<u>Impact so far</u>
Though improving, standards still vary too much in writing across the school	<ul style="list-style-type: none"> ~ Appointment of a new English lead ~ Three weeks of assessments of where the children are regardless of where they were. ~ Emphasis of reading into writing ~ Input on vocabulary across the curriculum ~ Focus on spellings of the year group and catch up plans for those who need it. ~ Bridging units sourced for years 1 – 6 incorporating a catch – up programme for reading and writing. 	<ul style="list-style-type: none"> ~ Class teachers have a clear understanding of the needs of all their children. ~ Catch up plans have been able to be drawn up. ~ Reading books for home and school are matched to the phonic ability of all the children to aid consolidation. ~ EMTAS – yet to see impact ~ Booster yet to see impact

	<ul style="list-style-type: none"> ~ Plans were analysed to ensure effectiveness ~ Use of phonic tracker for all pupils reception to year 4 ~ Referrals to EMTAS of new pupils with little or no English ~ Booster set for years 2 and 6 – catch up plans for specific pupils during non-directed times. ~ Homework given to consolidate new skills learned 	
<p>Though progress is improving, it still varies too much in in mathematics in key stage 2.</p>	<ul style="list-style-type: none"> ~ Appointment of a new mathematics lead with TLR ~ Review of the long term plans via inset day. ~ Audit and re-assignment of whole school mathematics equipment. ~ Reflection, analysis, training and exemplification of the NCETM document Ready To Progress ~ Three weeks dedicated assessment time with regards to the Ready to Progress statements yr 1 – yr 6 ~ EYFS and nursery baseline assessments carried out ~ Early Adoption of the new EYFS Framework ~ Mathematics will include a greater detail on the importance of shapes, spatial reasoning and measure as part of early maths learning, and how children can foster a love of maths. ~ The introduction of fractions in action – a practical way of introducing and embedding concepts within the fraction topic. ~ Mental Maths progression – number Facts whole school 	<p>Areas needing more focus have been given more directed timetabled time.</p> <p>All children assessed against the statements</p> <p>Class Teachers have established the needs of each individual</p> <p>Yet to see impact</p> <p>More children are now understanding fraction concepts due to the practical nature of the tasks</p> <p>Focus on number facts is enabling the pupils to know more and remember more.</p>
<p>New assessment and tracking systems do not yet contribute effectively to securing consistently strong progress.</p> <p>In subjects other than English and mathematics, pupils' progress is variable.</p>	<ul style="list-style-type: none"> ~ Analysis of long term plans ~ Review of long term plans to ensure deeper understanding of History – Geography – Art including drawing and painting and science. ~ Science / geography / history knowledge organisers developed ~ Creation of year group over views for history / geography and science includes knowledge and skills NC of previous year and the year to follow ~ Sourced science assessment activities for all year groups and topics 	<p>Indication of deeper knowledge and understanding across all subjects for most pupils.</p> <p>Moved to assess knowledge and skills in History and Geography Target Tracker</p> <p>All subjects have a clearer direction so no slippage in the direct teaching/learning and assessments of these subjects</p> <p>~ Yet to impact</p>
<p>The progress of current pupils who have special educational needs (SEN) and/or disabilities and those who are disadvantaged, though improving is not consistent enough across all year groups. Leaders have appropriate strategies in place, but they do not yet maximise the impact of the extra funding.</p>	<ul style="list-style-type: none"> ~ Review of the learning strips and overview of the reasonable adjustments – re named accessibility Ring the expectations Highlight actual ~ All pupils have had a pupil portrait created which indicates their individual needs and traits ~ Planning formats for all subjects has a reasonable adjustment section to enable efficient and effective planning of reasonably adjusted tasks. ~ SEND has been given a weekly slot on the Staff Meeting agenda – Aspects of SEND delivered by the SENDco ~ SENDco has a regular drop in day for staff to air concerns which are not immediate. ~ 	<p>Expectations and ownership is given to the child.</p> <p>Support in place for all if/when a new member of staff is required.</p> <p>SEND pupils have been given the impetus to be driven forward with acceleration.</p> <p>Staff feel comfortable in raising concerns earlier.</p>

<p>In some year groups, teachers do not consistently plan lessons that interest pupils and keep them engaged in their work.</p>	<ul style="list-style-type: none"> ~ Two separate CPD inset days given to art. – Drawing and painting. ~ Discussing what was working well and sharing best practice within the staff meeting and inset times. ~ Music and DT whole school overview created. ~ Yaerly overview of potential educational visits ~ Super learning days to be timetabled ~ Choosing Tuesdays to be re-introduced 	
<p>Leaders of subjects other than English and mathematics do not have a clear view of strengths and actions needed to develop their subject.</p>	<ul style="list-style-type: none"> ~ Completion of subject leaders file inc ~ KO ~ Yearly overviews ~ NC expectations ~ 	

**Evaluate Effectiveness:
Review, reflect, respond**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
Total budgeted cost				
Total budgeted cost				
		Cost paid through Covid Catch-Up		
		Cost paid through school budget		