

Parklee Primary School Catch Up Funding Strategy / School Improvement Plan 2021-2022

Covid-19 'Catch up' and School Improvement at Parklee

In June, a £1 billion fund for education was announced by the government. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme.

How will spending decisions about interventions be made?

Parklee School Leaders have been following best practice guidance documents and approaches published by the DfE (Department for Education) and the Education Endowment Foundation (EEF) to ensure the additional funding is directed in the most effective way. Approaches taken by the school are driven by our detailed knowledge of children's most recent attainment and draw upon approaches that are evidence-based, that are proven to have a positive impact on closing gaps. Parklee takes a 'tiered approach' to closing gaps and raising attainment. High-quality teaching and learning interventions delivered throughout the school day ensures the most impact.

Quality First Teaching

The curriculum will be adapted to focus on the key skills and knowledge that children need in order to access the wider curriculum. Teachers will focus on embedding these key facts for all core subjects alongside our Trauma Informed approach for wellbeing and also throughout the teaching of the non-core subjects. All teaching will take into account the children's ability and starting points and planning will be tailored to their needs. Pupil progress will be monitored by termly assessments to ensure high quality of teaching across the school.

Classroom interventions

There is at least one Teaching Assistant in each class to support the children with interventions. These children are planned for by the teacher and work with the support of the TA in class to allow for smaller ratios and more targeted intervention. Intervention records are kept and each child below expectations will have a detailed SEND Passport (IEP) in place. These interventions will be monitored frequently by the class teacher, SENDCo, Lead and Assessment Lead.

Targeted Group Support

This is an area where we are investing the majority of the school's catch up grant as we strongly believe it will have the most impact. We selected children to partake in small group targeted interventions which will began in September 2020 and resumed in April 2021. These sessions will be run by qualified Teachers and Teaching Assistants. The accountability for the success of these sessions will lie with them and the class teacher in order to have the most impact. The sessions will be frequent and fast paced and focus on lost learning from the prior year groups in order to give children the best possible chance of progressing from their starting points. The school data at the end of the academic year 2020-2021 showed that disadvantaged pupils were underperforming in comparison to their counterparts and boys were underperforming in comparison to girls.

Health, Fitness and Wellbeing

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We have resumed the afterschool provision to provide children with some social and sports activities from September 2021 and this is led by an HLTA. EYFS and KS1 are having additional sessions with Manchester United Foundation for PE. KS2 continue to work with Rees Sports. The school continues to work towards to Trauma Informed School accreditation. From September 2021 we increased our support from the Family Counselling Service to one full day each week. The school increased the hours of the Learning Mentor to 8:30 – 4pm daily to provide more support for the mental health of our children and families.

We adapted the pace of school life to be more flexible with timetables in order to support our children's mental health while embedding key skills and knowledge to become good learners and in turn widen their curriculum knowledge. With this approach the children will have more determination to succeed enabling them the time to process and embed learning, feeling confident, happy and reach their full potential. Enhanced learning experiences including Forest Explorer, Art Therapy and 2 sensory spaces have been added to the provision.

The new RSE curriculum was completed in Summer Term 2 2021 and this will be enhanced with the Real Love Rocks programme to further support the upper KS2 children with understanding of safe and healthy relationships and staying safe online.

Phase 1 of the 4 Phase Early Years and KS1 Outdoor Provision was completed in Summer 2021 and this provides improving facilities for physical development and social / communication skills.

Who will benefit from the funding?

All children across the school will have undertaken teacher assessments in reading, writing, phonics/spelling and maths and all other subjects. Through careful analysis of this assessment data, we identified groups of children that would benefit from 'catch-up' support or other interventions to enable them to close gaps in understanding and attainment.

Funding allocation

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census, meaning we are predicting Parklee will be in receipt of **£25, 120 (314 x £80)** The spending of this money will be down to schools to allocate as they see best.

The overall aim of our catch-up premium strategy, is to raise the attainment of all pupils to close the gap created by COVID-19 school closures

At Parklee, this money will be used in order to provide:

- Curriculum resources and materials that support "catch up" and the mental health of pupils.
- Additional support staff to develop the outcomes of children who have been identified as needing "catch up" in their learning.

There are two broad aims for "catch up" at Parklee:

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- Attainment outcomes at end of 2021-2022 for all year groups will be in line with those at the end of 2019-20.
- The mental health needs of pupils are met and supported by the school.

‘Catch-up’ at Parklee for all children will involve:

- Working through well planned, sequenced and purposeful lessons following assessment for learning.
- Focus on consolidation of basic skills. The core skills which enable successful learning will require focussed curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.
- Reading, Writing and Maths teaching may require increased teaching time by looking for all opportunities to teach the basic skills within other non core subjects. In order to keep a broad and balanced curriculum, some areas may be taught as blocked days rather than weekly lessons.
- Particular focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to secure and develop children’s reading ability and develop vocabulary.
- Assessment of learning and of basic skills is completed termly using the NFER and past year SATs materials. Teachers will identify gaps in learning and adapt teaching accordingly.
- Time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work as children have had two years of disrupted education. All classes will use the Trauma Informed approach and the PSHCE resources.
- We have recently enhanced our ICT devices so that across the school all children now have access to IPADS and Laptops with learning programmes targeted to support their learning.

‘Catch Up’ at Parklee for some children will involve:

- Additional support and focus on basic core skills. Supported by additional staffing utilising catch up premium funding– dependent on need as identified through ongoing assessment.
- Additional time to practise basic skills. This again will be dependent on the needs of children in order to re-establish good progress in the essentials (Phonics and Reading, developing vocabulary, Writing and Mathematics) and there will be flexibility on timetables to allow this.

‘Catch-up’ at Parklee is not:

- Cramming missed learning
- Pressuring children and families into rapid learning

Costing for additional staffing to support ‘catch-up’:

Planned spending allocated to date	£25, 120
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Teacher extra hours - Autumn Term	£900
Teaching Assistant Extra hours EYFS	£3140
Teaching Assistant Extra hours KS1	£4250
Teaching Assistant Extra hours KS2	£5500
<i>Total spent on staffing</i>	£13790
Future spending allocation	
Additional resources (equipment and/or additional staffing throughout the year)	£
INSIGHT Assessment	1400
NFER Tests Non Verbal Reasoning Tests	5400
Phonics Tracker	400
Home School Resources (£250 per class)	2750
Book Band Stickers	80
Extra Reading Books	1000
Additional Stationery	300
Real Love Rocks Programme (Healthy Relationships)	£250
The Maths Shed and The Spelling Shed	£412.50
Swimming Recovery for Y5 and Y6 Summer Term	£600
Maths Reasoning Club (8 x ½ sessions for Y5/6 More Able pupils)	£600
<i>Total spent on staffing</i>	£13790
<i>Total remaining</i>	£0

Reporting and accountability 2022

Schools must show they are using their recovery premium effectively:

- by reporting on their use of recovery premium as part of their [pupil premium strategy statement](#)
- through [inspections by Ofsted](#) - inspectors may discuss plans schools have to spend their recovery premium funding

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- by declaring that they have spent the funding in line with the conditions of grant (including that it has not been spent on NTP) and can demonstrate this upon request - a tick-box declaration will be added to the 2022 to 2023 year-end statement for NTP

Here is the link to the DFE documentation.

<https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding>

1 Teaching

- Training and support to prepare teachers for the new academic year (TES Educare Online Training / Safeguarding E Learning)
- Professional development opportunities and resourcing to support the implementation of recovery curriculum for Teachers and TA's.
- Assessing and monitoring pupil progress frequently using NFER and past year SATs materials. Data collection and analysis using INSIGHT.
- Transition resources and staffing support for quality first teaching from Subject Leaders.
- A broad and engaging curriculum that focuses on reading, phonics and vocabulary acquisition.
- Basic skills in core subjects are taught /revisited across wider curriculum subjects
- Focus on well-being, mental health, rules, and routines using the Trauma Informed approach.
- Develop effective remote learning and home/school communication through TEAMS and Class Dojos.

1. Teaching

	Identified Pupil Group (Pupil need)	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	What we want it to look like	Staff
A	All Pupils Quality first teaching in all subjects.	Baseline assessments using NFER and SATs materials. Knowledge of	CPD: TES/ Educare INSIGHT Assessment Phonics Tracker Additional support for identified	Prolonged time away from normal teaching routines over two years if disrupted education during COVID pandemic. New Headteacher and returning staff	Strong provision in place to ensure pupils have the best chance of making up for time missed. Termly PPM and Subject Leader Monitoring CPD opportunities for all staff	SLT Subject Leaders

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		increased and prolonged disruption to schooling	teachers/ TA's from Subject Leaders to facilitate monitoring of subjects. Revised Marking Policy – staff CPD to develop writing expertise and ensure accuracy of judgements	member Flexibility in approaches needed in order to meet the needs of all pupils who may not be year group ready	through Performance Management and Appraisals. Ecucare and Wigan Safeguarding Board Utilise the Apprentice Levy for supporting staff to enhance qualifications. AB &JS T.A. Level 3 PW NPQSL	
B	Pupils who were not on track to pass phonics screening in Y1 – classes affected current Y2,3 Additional phonics teaching and catch up. Extra Phonics teaching time	Baseline assessments and Phonics Tracker	Extra TA support for additional group teaching Professional collaboration – coaching and mentoring between teachers and TAs across Key Stages. Implementation of Phonics Tracker. Bug Club – KS1 reading scheme – online and home links. New Phonics Scheme / Policy for Feb 2022.	Pupils unable to complete the usual National Phonics screening in 2020 and 2021. Gaps in learning and lack of practise at home leading to pupils regressing in their phonic knowledge. Pupils have not retained prior phonics learning and cannot apply it to spelling.	Year 2,3, pupils making accelerated progress to develop and embed phonic knowledge and early reading skills Phonics: <ul style="list-style-type: none"> • Y1 - (29/45) 64% • Y2 Retest (37/45) 82% 	Year 2,3 staff Phonics Lead.
C	Children moving from Reception to Y1 Collaborate with EYFS and Y1 professionals to ensure Y1 children have a balanced curriculum following the EYFS ethos to support pupils' transition into Y1 after lost learning time and for those children who were working below age related expectations.	Y1 on entry Baseline Assessment End of year assessments from Reception Professional dialogue - transition needs.	A continuum of reception created for Y1 with more formal learning being merged in for a strong transition. The next phases of the development of KS1 outdoor provision – funding required. Vocabulary – continued development of tier 2 and 3 vocabulary (within subjects and using vocabulary ninja)	It's clear that the lost learning time for many of these pupils means that an extension of the foundation curriculum is required to ensure the building blocks for prior learning are not missed and misconceptions are identified and dealt with.	For teachers to have the resources available to continue a play based approach to learning. Children will have reduced levels of anxiety around the key stage transition. Children will feel comforted by the familiar approach to learning. SEMH progress evidence	EYFS and KS1 staff

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D	<p>Nursery and Reception Pupils.</p> <p>Lack of transition and pupils not completing Nursery / Reception years meaning pupils aren't fully school ready</p>	<p>Baselines and teacher assessments</p> <p>Parent voice</p> <p>New Reception Baseline Assessments</p>	<p>Ensure quality and consistency throughout the early years.</p> <p>Speech and Language Interventions:</p> <p>Specialist support from AL advisor and HLTA to manage interventions</p> <p>Nuffield Language Programme – targeted Nursery/Reception language intervention</p>	<p>Smaller numbers in each class initially to allow more capacity to support learners needs.</p> <p>Classes ensure that this approach can further enhance and develop progress from individual starting points.</p>	<p>Children are well supported to be school ready and catch up on vital stages of early childhood development.</p> <p>Children's language gap will close. Referrals made for identified children</p> <p>Children readiness for mainstream school will improve. Children's fine motor development will improve. Book Look evidence SEMh progress evidence</p>	EYFS staff
E	<p>Year 1-6</p> <p>To ensure all teachers have a clear understanding of the curriculum gaps that need covering in the current year of teaching from previous years objectives (summer term missed learning)</p>	<p>Professional dialogue</p> <p>The use of analysis tools on the assessment programme: INSIGHT</p> <p>NFER and SATs materials</p> <p>Non Verbal Reasoning assessments.</p>	<p>Remote Learning Provision curriculum available when required.</p> <p>Staff to create opportunities to revisit any missed learning from previous years using assessment analysis.</p> <p>New Assessment system to be implemented (main assessment and SEND assessment) with INSIGHT and NFER test materials.</p> <p>Developing new programmes of study for Music, Art, Science, D< PSHCE</p>	<p>Teachers need to have clear starting points for pupils to ensure quality first teaching in every classroom.</p>	<p>All teachers have a clear understanding of the curriculum gaps they need to teach.</p> <p>Teachers will have increased levels of confidence in meeting the needs of their children.</p> <p>Teachers will improve their coaching and mentoring skills.</p> <p>Curriculum Review on Website July 2022</p>	<p>All staff</p> <p>SLT</p> <p>English and Maths lead</p> <p>Music, Art, Science, DT Lead</p>
F	<p>All Pupils</p> <p>To ensure that all children make expected or more progress in all curriculum subjects.</p>	<p>On entry Baseline assessments (Reception, Y1,Y6)</p>	<p>All Teachers will have additional time and support to monitor their specific subject provided by class TA's.</p> <p>The use of subject leader journals will provide a more 'Finger on the</p>	<p>Teachers will have the opportunity to improve subject knowledge.</p> <p>Improved teacher knowledge of the whole school curriculum showing a deeper understanding of progress.</p>	<p>Teachers will have greater subject knowledge across all key stages.</p> <p>Teachers to have a deeper understanding of the expectations of progressive skills.</p>	<p>All staff</p> <p>SLT</p> <p>Subject Leaders</p>

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	<p>Prioritise Reading attainment and progress.</p>	<p>NFER testing resources and results – INSIGHT tracking</p> <p>Assessment analysis using INSIGHT</p>	<p>Pulse’ approach to subject monitoring. Teachers will have the opportunity to conduct learning walks, book reviews and progress analysis. Increased rigour to monitoring across the school.</p> <p>Additional Reading Books – high quality texts linked to the new reading curriculum arranged into Book Bands.</p>		<p>Deeper understanding of a year groups curriculum.</p> <ul style="list-style-type: none"> • Subject Leader Journals • Termly meetings with SLT • Termly monitoring including ‘Book Looks’ • Curriculum Review on Website July 2022 – clearer schema to support staff in understanding progression of learning with knowledge and skills to support gaps in learning and inform next steps. • Increased resources for Reading and renewal of Reading Plus 	
G	<p>All Pupils</p> <p>To have access to the additional ICT devices and programmes to support interventions.</p>	<p>Formal Assessments at the end of the Summer Term 2021.</p>	<p>Programmes including Bug Club, Reading Plus, Reading Boost, Phonics Tracker, Phonics Play Maths and Spelling Shed for all pupils.</p>	<p>The interventions need to be easily accessed and frequent. With the enhanced computing provision children can have the opportunity to independently or in groups ‘over learn’ aspects of curriculum to secure knowledge and understanding.</p>	<p>Strong provision in place to ensure pupils have access to up to dates technology and learning programmes</p> <p>July 2021 – DFC funding used to put in place a 3 year strategy for ICT to increase number of devices and facilities for teaching Computing.</p>	<p>SLT</p> <p>Maths, English, Phonics, Computing Lead.</p>
H	<p>All Pupils</p> <p>To ensure all pupils have a good understanding of staying safe and healthy relationships.</p>	<p>Teacher Assessment of RSE Curriculum engagement.</p>	<p>RSE curriculum was completed in Summer Term 2 2021 and this will be enhanced with the Real Love Rocks programme to further support the upper KS2 children with understanding of safe and healthy relationships and staying safe online.</p>	<p>Pupils understanding of online safety to be a priority in light of increased online learning and developments prompted by the COVID pandemic.</p>	<p>Children will know how to keep themselves safe online and have clear understanding of healthy relationships.</p> <ul style="list-style-type: none"> • RSE Policy learning completed Summer Term 2 – information sent to parents and carers. • Real Love Rocks took place in December 2021 for Y5&6 and re referenced throughout the year when required. 	<p>All Pupils</p> <p>Y5/6 staff</p> <p>SENDCo</p> <p>PSHCE Lead</p>

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I	<p>All Pupils</p> <p>To ensure all pupils have a good understanding and experience of Equality and Diversity</p>	<p>Teacher assessment of attitudes and behaviour management</p>	<p>Development of PSHCE curriculum and opportunities to experience SMSC through curriculum and also wider curriculum enrichment opportunities.</p> <p>Development of a 'Nurture Provision'</p> <p>Work alongside Music Action / Refugees Project if available.</p>	<p>The population of the school is not culturally diverse.</p> <p>There is a high proportion of SEND pupils with various needs.</p>	<p>Pupils will have respect towards others, celebrating differences and diversity.</p> <p>Pupils will treat other will respect and equality.</p> <p><u>Whole School Assemblies and Mindfulness:</u></p> <ul style="list-style-type: none"> • Diwali • International Advent / Christmas Cultures • Chinese New Year • EID • Palm Sunday / Passover / Stations of the Cross • Pride • St Andrews /St Patricks /St David's/ St George's Day • Mental Health Awareness • Autism <p>Violet Class – Refugees Project</p>	<p>SMSC Lead</p> <p>PSHCE Lead</p> <p>All Staff</p>
J	<p>All Pupils</p> <p>To ensure all pupils have an opportunity to have their voice heard</p>	<p>The school and ECO council have been limited in their opportunity due to the pandemic</p>	<p>Election of School Ethos and ECO council in the first half term</p> <p>Development of School Games Committee and Digital Champions</p>		<p>Meetings taken place with School Ethos and ECO Councillors - minutes taken and points actioned.</p>	<p>PSHCE lead</p> <p>ECO Lead</p> <p>HLTA Sports coach</p> <p>Computing Lead</p>

2 Targeted Academic Support

- Small group and one to one tuition
- Small group and additional intervention work
- Physical development

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- Same day English, Maths and Phonics interventions.
- Deployment of Teaching Assistants to carry out specific interventions including SALT and Phonics/ early reading
- Teacher-led ‘booster’ groups
- Health and well-being support
- 1:1 support to assist pupils with transition back into school.
- Mentoring sessions for specific pupils on self-awareness, self-management, problem solving and social skills.

2. Targeted Academic Support

	Identified Pupil Group (Pupil need)	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	What we want it to look like	Staff
A	<p>Independence & fluency in certain children’s reading abilities</p> <p>Individual, group and class reading opportunities will have been missed by many throughout lockdown.</p>	<p>Use of NFER tests to gain an accurate baseline</p> <p>On entry Salford Sentence Reading Test to define a chronological /reading age.</p>	<p>Staff to analyse data and identify gaps. Planning will then address these gaps.</p> <p>Individual reading opportunities for all targeted children.</p> <p>Opportunities to develop fluency and independence in reading.</p> <p>Group reading sessions for selected groups</p> <p>Reading Plus – targeted intervention across Years 6 and 5</p> <p>Reading Boost – targeted 1:1 interventions delivered by TAs (CPD completed December 2020)</p>	<p>Confidence and competence to read independently and fluently may have decreased and alongside this, the reading skills that are taught via the reading domains may not have been accessed through home learning.</p>	<p>Baseline Assessments in reading will allow interventions to be focussed and children will receive and develop their reading accordingly and gaps in learning, knowledge and understanding will be narrowed.</p> <p>More access to individual reading will take place both in school for all pupils as well as after school for pupils who require extra support. Focus on reading in all lessons will develop vocabulary opportunities for all pupils.</p> <p>Vocabulary and meaning of words will develop, fluency of reading will increase and comprehensions skills will deepen allowing understanding of texts in all subjects to improve.</p> <p>KS1 Reading:</p>	<p>All staff</p> <p>SENDco</p> <p>English Lead</p>

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					<p>71% EXS+ 22% GD</p> <p>KS2 Reading Teacher Assessment: 76% EXS+ 27% GD</p> <p>KS2 Disadvantaged Pupils TA: 56% EXS+</p> <p>School Led Tutoring Reading Plus Analysis</p>	
B	<p>Most pupils in school will need the opportunity to rehearse their presentation and basic skills knowledge</p> <p>Basic skills knowledge and understanding is not age related due to missed learning throughout lockdown.</p>	<p>End of year 2021 Summer Term Assessment identify underperformance in EGPS across the school.</p> <p>Revised Presentation and Handwriting Policy</p>	<p>Small group intervention for Grammar and Punctuation assistance Y2 – 6 children.</p> <p>Spelling interventions – Y1 – 6 children in small groups</p> <p>Teacher and TA's to support identified pupils.</p> <p>Daily handwriting opportunities and high expectations from teachers of Presentation.</p>	<p>Work and writing of the children is not at the usual standard.</p>	<p>Gaps in knowledge and understanding of punctuation, grammar and spelling are narrowed.</p> <p>More pupils achieve age related or above expectations in SPaG.</p> <p>Children are applying spelling, grammar and punctuation knowledge to their writing.</p> <p>Improved presentation across the school.</p> <ul style="list-style-type: none"> • Presentation, Handwriting, Display, Teaching and Learning, Assessment Policies • School Led Tutoring in place. 	<p>All staff</p> <p>English Lead</p> <p>School Led Tutoring Lead</p>
C	<p>Pupils in school continue to need the opportunity to build up their stamina in writing.</p> <p>Stamina and style of writing has been</p>	<p>Baseline assessments.</p> <p>Book scrutiny.</p>	<p>Focus on fiction writing techniques and non-fiction writing techniques to develop quality of writing for all pupils.</p> <p>The previous teachers have identified the skills the children did</p>	<p>Pupils have fallen behind with their writing over the lockdown period and not been exposed to quality teaching of the different genres and given purpose for writing at a sustained level.</p>	<p>Quality of writing improves across the school with more pupils achieving age related or above expectations in writing.</p> <p>Writing in the broader curriculum improves and aids knowledge and</p>	<p>All staff</p> <p>English Lead</p>

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	disrupted across two academic years.		<p>not cover or master before the 'lockdown' and opportunities to learn and practise these have been built into this year's planning.</p> <p>Writing small group intervention to supplement class writing opportunities.</p> <p>Writing for purpose using Parklee Blogs</p>		<p>understanding of foundation subjects.</p> <p>Confidence of the pupils increases in writing.</p> <p>Children are able to write at length.</p> <p style="color: green;">Summer Term 2 Writing interventions in Reception</p>	
D	<p>Year 2 & 3 pupils who were not on track to pass phonics screening in year 1</p> <p>Additional phonics teaching and catch up.</p> <p>Target extra Phonics teaching time</p>	<p>Baseline assessments and Phonics Tracker</p>	<p>Small group tuition</p> <p>Phonics Tracker</p> <p>Sounds Write – targeted small group interventions (phonics – Year 2 and 3)</p>	<p>Pupils unable to complete Phonics screening.</p> <p>Gaps in learning and lack of practise at home leading to pupils regressing in their phonic knowledge</p>	<p>Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills</p> <p style="color: green;">Phonics: Y2 Retest – 82% (37/45)</p>	<p>Year 2 & 3 staff</p> <p>School Led Tutoring Lead</p>
E	<p>Lower and Middle attaining pupils in Year 3/4</p> <p>Additional phonics teaching and catch up.</p> <p>Extra Phonics teaching time</p>	<p>Baseline assessments / Phonics Tracker</p> <p>NFER test results - tracking</p>	<p>Small group tuition</p> <p>Daily Phonics and Spelling lessons</p>	<p>Gaps in phonics knowledge and learning from Y1 – Y3.</p>	<p>Year 3 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills</p> <p style="color: green;"><u>Y3 DATA</u> R: 57% W: 29% M: 62% EGPS: 53% Spell: 29%</p>	<p>Year 3/4 staff.</p> <p>Phonics Lead</p>
F	<p>Y5/ 6 Pupils in Reading, Writing, Maths not on track to meet Age Related Expectations.</p>	<p>End of Summer Term 2021 assessments.</p>	<p>Small Group Tuition</p> <p>Experience of SATs style questioning.</p>	<p>Pupils must be secondary ready and to ensure they have additional catch up learning to prepare them for secondary school</p>	<p>Year 5/6 pupils catch up and are secondary ready and those who can achieve the expected standard in R,W,M</p>	<p>Year 5/6 staff</p>

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	Extra teaching and learning opportunities	Value added progress analysis from Y2 National data.	Development of test stamina and appropriate level of challenge. Focussed target setting with class teachers.		Pupil Progress measured from Y2 data as a starting point. Value Added DATA for Y5 R: +4.7 W: +0.9 M: +0.9 Value Added DATA for Y6 Progress: <ul style="list-style-type: none"> • Reading – 39 pupils made expected progress 87% • Writing – 34 pupils made expected progress 76% • Maths – 36 pupils made expected progress 80% 					
G	Children’s knowledge and understanding of the times tables for their year group not secure.	End of Summer Term 2021 assessments. KS1 Data & NFER test results – tracking.	Use of Times Tables Rockstars and The Maths Shed to assist in teaching of tables and practise at home. Competitions to be set up by class teachers for the children to complete at home. Fast Maths – fast recall of basic facts Continue training in fluency and questions for more able Y4 – experience and practise of the Y4 Multiplication Tables Check	Timetables supports many of the children’s knowledge within the maths curriculum. Fluency in timetable knowledge is needed as children progress through school	Times tables learnt for each year group and used in daily maths lessons to assist in the development of fluency and reasoning in maths. Pupils more confident with times tables. Year group competitions actively played at school and at home. Y4 Multiplication Tables Check <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Score Percentage of questions correct</td> <td>% of children Out of 45</td> </tr> <tr> <td>0-10 <40%</td> <td>18%</td> </tr> </table>	Score Percentage of questions correct	% of children Out of 45	0-10 <40%	18%	All staff Maths Leads Y4 Teachers
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					<table border="1"> <tr> <td>11-15 40-60%</td> <td>24%</td> </tr> <tr> <td>16-20 60-80%</td> <td>16%</td> </tr> <tr> <td>21-24 >80%</td> <td>20%</td> </tr> <tr> <td>25 100%</td> <td>9%</td> </tr> <tr> <td>Did not sit MTC</td> <td>7%</td> </tr> <tr> <td>Absent during test window</td> <td>4%</td> </tr> <tr> <td>No longer at school</td> <td>2%</td> </tr> </table>	11-15 40-60%	24%	16-20 60-80%	16%	21-24 >80%	20%	25 100%	9%	Did not sit MTC	7%	Absent during test window	4%	No longer at school	2%	
11-15 40-60%	24%																			
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Absent during test window	4%																			
No longer at school	2%																			
H	<p>Number and place value understanding is not at age related levels due to missed teaching</p>	<p>End of Summer Term 2021 assessments.</p> <p>KS1 Data & NFER test results - tracking</p>	<p>Interventions for place value and number for all year groups in school.</p> <p>Homework to supplement intervention teaching will be set to develop knowledge and understanding further.</p> <p>Staff will use the planning and resources created by White Rose Maths Hub to supplement training and interventions.</p> <p>Use of resources for Reception, Year 1 and Year 2 to develop recall and understanding of number bonds and addition and subtraction facts.</p>	<p>The children across school missed the opportunity to secure their understanding in number and place value knowledge due to the disruption in learning over the past two years.</p>	<p>Understanding and ability to apply knowledge and skills of place value and number lead to age related expectations and above being met in maths.</p> <p>End of Summer Term 2021 assessments.</p> <p>Reasoning and fluency in maths increases as a result of a better understanding of number and place value.</p> <p>KS1 Maths: 71% EXS+ 7% GD</p> <p>KS2 Maths Teacher Assessment: 71% EXS+ 20% GD</p>	<p>All staff</p> <p>Maths Lead</p>														

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					KS2 Disadvantaged Pupils TA: 56% EXS+	
I	More Able Pupils have not had access to Maths Reasoning groups to extend and challenge their thinking skills.	Teacher Assessments Book Scrutiny End of year Summer Term assessments 2021.	Additional Reasoning Club Sessions provided by a Specialist Maths teacher (Peter Dickinson) 8 x ½ days in small groups.	Pupils have missed out on opportunities to work together solving Maths problems using reasoning skills.	Reasoning in maths increases and pupils can approach more challenging Maths problems with confidence. 8 x Reasoning Clubs taken place Took part in National Primary Maths Championship online 27/4	Y5/6 Teaches Maths Lead
J	Pupils in all year groups with social emotional needs brought about by lack of routine	By class teachers, Learning mentor and SLT	Continued implementation of the Trauma Informed Approach across the whole school. Small group intervention by learning mentor and class teachers Small group support and informal counselling support through extended day provision. Family Support Counsellor One Day per Week with additional 'break out' spaces created by reconfiguring rooms in KS2. Full Time Learning Mentor	To ensure pupils are confident and mental ready to learn with strong learning behaviours	Pupils are able to quickly adapt back into routines and access full learning opportunities. Pupils have greater resilience skills and strategies SEMH evidence	All staff Learning mentor SENDCo
K	Pupils in all year groups will develop their physical wellbeing. Improve physical wellbeing of all pupils.	Class teachers and SLT.	Extra PE sessions each week timetabled. Daily Mile completed in each class. Manchester United Foundation working with Reception, Y1,Y2,	To ensure pupils develop their physical strength and activity levels. To improve mental health and support team work, cooperation and confidence.	Pupils have improved fitness and well-being and meet the requirements for swimming before they leave Primary School. Additional Swimming Lessons completed in Summer Term	All staff PE Lead.

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			<p>SEND group and supporting team building in breaktimes with Upper KS2.</p> <p>Additional Swimming in the Summer Term targeted at Y5 and Y6 pupils who are identified as non-swimmers.</p>	<p>To improve cardio vascular health, stamina, strength and growth.</p> <p>To address weight gain in pupils.</p> <p>To ensure all children are water safe before they leave Primary School.</p>	<p>PE Passport Assessment Data</p>	
L	EYFS and KS1 pupils have returned to school with a communication barrier.	Baseline data and class teachers.	<p>Additional support to improve expressive and receptive language skills.</p> <p>Using Elklan / Speech and language / Learn to Learn Speech Programme principles throughout departments led by HLTA.</p> <p>TAs to deliver 1-1 and small group intervention where needed</p>	<p>Supporting Early Language skills.</p> <p>Elklan</p>	<p>Pupils will close the language gap.</p> <p>Pupils will have improved understanding of reasons, means and opportunities to communicate.</p> <p>Pupils will have increased levels of confidence and self-esteem.</p> <p>WELLCOMM screening complete and SALT interventions in place / referrals made</p>	<p>All EYFS and KS1 staff</p> <p>SENDCo</p> <p>School Led Tutoring Lead</p>
M	Pupils identified as SEND. Our SEND pupils will not have had specialist teaching and interventions whilst being home schooled and may have fallen behind with academic, emotional and social skills.	Addressing these gaps & supporting children and families back to school to meet their complex needs will be a high priority for all children with SEND	<p>Meetings with class teachers and SENDCo to personalise work for individuals and provide correct interventions for pupils using:</p> <ul style="list-style-type: none"> • Precision Teaching • Sounds Write • Phonics Play / Jolly Phonics • Nessy • Write Stuff • Lexia • Talking Partners • Reading Plus • Bug Club • Reading Eggs • Third Space Learning • Fast Maths 	<p>INSIGHT trackers identify a regression or slow progress since school closure- show progress during catch-up period – SEND Pupils are tracked separately from the Main Assessment system.</p> <p>To personalise targets to support individual needs</p>	<p>Progress for SEND children is evident across all subjects.</p> <p>Work is challenging yet aimed at individuals for them to achieve to their potential.</p> <p>Emotional and social skills are nurtured and this is reflected in behaviour for learning in school.</p> <ul style="list-style-type: none"> • MOTIONAL toolkit in place. • Trauma Informed Practice embedded • Dyslexia Screener 	<p>All staff</p> <p>Assessment Lead</p> <p>SENDCo</p> <p>School Led Tutoring Lead</p>

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			<ul style="list-style-type: none"> Numicon <p>Use of SEND Passports (IEPs) to highlight level of need.</p> <p>School Led Tutoring Lead</p>		<ul style="list-style-type: none"> Interventions and SEND Passports reviewed frequently 2 pupils attended Three Towers Provision School Led Tutoring Programme in place 	
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3 Wider Strategies

- Family and pastoral support
- Supporting parents and carers mental health and wellbeing
- Accessing technology and resources at home during prolonged isolations
- School staff used to cover classes rather than supply, where possible.
- Safeguarding updates (KCSIE and SVSH guidance / Policy)

3. Wider Strategies

	Identified Pupil Group (Pupil need)	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	What we want it to look like	Staff
A	Children absent from school due to isolation etc.	Track and trace School absences - Learning Mentor / Attendance Officer	Continue to provide home online learning via TEAMS and Class Dojos for children to access when required. This should be linked to the learning that is/would be taking place in the classroom.	The government has set out that all pupils should return to school in September 2021. There needs to be provision for learning that is being provided at school to be accessed from home by individuals isolating.	Remote Learning continues with work taught in school being matched and accessed by those working from home. Learning continues and knowledge and understanding of age related teaching is accessed by all pupils regardless of whether they are attending school or at home. <ul style="list-style-type: none"> All pupils now returned 	All staff SLT Office staff Learning Mentor Remote Learning Lead
B	Staff, Pupils and parents' anxiety on returning to	Through our learning	Individual and group intervention support from learning mentor.	A number of parents and carers reporting to have anxiety and mental	Additional support available to break down anxiety and ensure pupil	SLT

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	<p>school</p> <p>Mental health and anxiety support for all</p>	<p>mentor and SLT</p>	<p>Staff Mental Health and Well-being – strategies built into school life, efforts from SLT to reduce workload, support offered for individuals via Occupational Health Services.</p> <p>Reduced expectation on Marking with new Marking Policy.</p> <p>Staff Performance Management completed for all members of staff.</p>	<p>health issues.</p>	<p>attendance</p> <p>Overall Attendance 21/22: 93% PA: 22%</p> <ul style="list-style-type: none"> • Family Support Counsellor in school one day a week – referrals made • Horse Therapy for Bereavement support and SEMH • Referrals to Occupational Health for counselling • Reduced staff meeting times to allow for 'directed time' to support workload 	<p>Learning mentor</p> <p>Family Counsellor</p>
C	<p>Support given to individuals to re-establish or establish friendship groups and learn cooperation and team work skills.</p>	<p>Children have missed opportunities of learning with and from peers on a social level.</p>	<p>Provide opportunities for exploration through group work and problem solving.</p> <p>Trauma Informed School Diploma – 2 staff trained within school to support key individuals (DHT and AHT)</p> <p>Therapeutic Schools – Continue to work towards Therapeutic School Award</p>	<p>Knowledge of children –reflection on what they know about themselves and how we can help them develop positive relationships and trust.</p>	<p>Life Skills are integrated into the children's daily behaviour support including working and playing with their friends in and outside of the classroom.</p> <p>Opportunities for exploration of self within their learning – listening to children and rebuilding trust and relationships with new and old friends</p> <p>Social interventions in classes responding to the needs of the children.</p>	<p>All staff</p> <p>Learning mentor</p> <p>PSHCE Lead.</p> <p>TIS trained staff: DHT and AHT</p>
D	<p>Children in school to follow school routines etc.</p> <p>Strong routines need to start at home with bed time routine, start of the day and stamina</p>	<p>School will provide routine and supporting families to create a routine at</p>	<p>Use of visual timetables in all classrooms in order to ensure structure, routine and predictability for the children</p> <p>Mindfulness to become an integral part of the school day through PSHE</p>	<p>Everyone has experienced two disrupted years during the COVID pandemic.</p>	<p>Visual timetables help children understand the routine of the day.</p> <p>Routine to school day to re-start in order that children have familiarity and know what is</p>	<p>All staff</p> <p>SLT</p> <p>SENDCo</p> <p>Learning</p>

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	throughout the day.	home is a priority.	and included in assemblies. Children are to be reminded of high expectations, particularly when discussing sensitive issues as a class.		happening per day. Mindfulness 'calm me' times become routine and a valuable part of every day and help individual children cope with the demands of returning to school. Cool Off / Nest / Sensory/ Art Wellbeing Room provisions	Mentor PSHCE Lead
E	Pupils understanding of their own Mental Health	All groups of pupils to ensure 'hidden' difficulties are tackled and addressed	Trauma Informed Approach developed and to be the vehicle through which our academic curriculum is delivered in order to address and support Mental Health needs of our pupils. Trauma Informed School Diploma – 2 staff trained within school to support key individuals (DHT and AHT) Therapeutic Schools – Continue to work towards Therapeutic School Award Development of Art Therapy space and 2 sensory rooms in school. Development of Forest Explorers	Mental Health, wellbeing and being part of a class - this Trauma Informed approach embedded in the curriculum. Need to prepare children for life, helping them really know and value who they are and understand how they relate to each other in their ever-changing world.	Smooth transition into a new year group via a curriculum that focusses on integrating back into school life. Opportunities for individual children to share their experiences Children have opportunities to self-reflect on their experiences via mindfulness activities. • Assembly focus and non-uniform day awareness	All staff TIS trained staff: DHT and AHT Learning Mentor Outdoor Learning Lead (NB) School Led Tutoring Lead MU Foundation
F	Revised Behaviour policy and rules and routines within school need to be understood and followed.	All pupils need to be aware of the new procedures in school and the rationale behind it.	Explicit teaching in behaviours for learning in the classroom environment including independence and resilience. Revisions to the Behaviour Policy to be discussed, understood and implemented by all pupils and staff.	The Behaviour Policy needs to be understood and implemented by all but also sensitively to meet the needs of all children.	Parklee ethos integrated back into the children's learning and reflected in their daily behaviour. Behaviour policy with changes implemented and all children feel safe in and around school. Changes made to normal routine of	SLT All staff

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			<p>Risk assessment actions carried out to ensure all members of the school community feel safe.</p> <p>Enrichment activities to reward positive behaviour.</p>		<p>the school day implemented as per risk assessment and action plan to maintain the safety of all members of the school community.</p> <p>Behaviour Policy Revised after consultation with all staff and governors</p>	
G	<p>Deprivation and financial difficulty experienced by families.</p>	<p>Learning mentor and SLT through conversations and ongoing support</p>	<p>Continue to provide parents with advice and support where needed – signposting.</p> <p>Ensure toast, fruit and food available in the morning for children</p> <p>Uniform swaps and donations</p> <p>Food Bank referral / collections in the main entrance.</p>	<p>(DFE guidance) Children not coming to school hungry and in the right uniform has a negative impact on self-esteem and concentration. Without providing pupils with the basics then they can't access learning.</p> <p>The school is in the 4th Quintile for deprivation (5th is the highest)</p>	<p>Pupils are ready to learn, concentration is increased and pupils have good self esteem</p> <p>Families supported with accessing benefits, food banks and meeting payment needs for their children.</p>	<p>All staff</p> <p>Learning mentor</p>
H	<p>Disadvantaged Pupils who don't have stationery and/ IT resources etc. for completing work from home if forced to self-isolate</p> <p>Deprivation and financial difficulty</p>	<p>Learning mentor and SLT through conversations and ongoing support</p>	<p>Ensure all families have access to resources to work from home when self-isolating.</p> <p>Loan of IT equipment to those families who need access to a laptop for online learning.</p> <p>Distribution of Government funded devices.</p>	<p>(DFE guidance) Some families don't have access IT equipment. These lack of resources would make it impossible for continued learning to take place.</p>	<p>All pupils are able to access home learning if having to self-isolate and continued learning can take place.</p> <p>All pupils now returned to school</p>	<p>SLT</p> <p>Learning mentor</p>