

# St Helen's Intervention 'Catch up plan and strategy' 2021-22 Impact report:



## Additional Information: Catch up 2020-22

### Website version:

**Leaders responsible:** Kelvin Chappell, Andy Spens

**St.Helen's CE Primary School:** Excellence, enjoyment and achievement together.

**This year's allocated expenditure for catch up funding is: £80 per child x 204 children = £16,320**

**What is the most effective way to support pupils achievement?**

We have considered the recent EEF guidance that was published in August 2020: *The EEF Guide to supporting school planning: A Tiered approach to 2020-21* to think about the best strategies to use in order to enable children to 'catch up'. This is also considered alongside the EEF report published in June 2020 *Covid -19 Support Guided for schools*.

**Please note this plan and strategy is a working document so that we monitor the impact of our actions regularly. The money received for Catch up was delegated to develop a two year strategy plan.**

**This also includes information about the Impact of our work for School Led Tutoring.**

Recovery Premium developed in 2021-22

For the academic year



The key elements that the EEF reports states will have an impact on accelerating children's progress are:

### *Support strategies*

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- |                             |   |
|-----------------------------|---|
| 1 Teaching                  | <ul style="list-style-type: none"><li>– High-quality teaching for all</li><li>– Effective diagnostic assessment</li><li>– Supporting remote learning</li><li>– Focusing on professional development</li></ul>   |
| 2 Targeted academic support | <ul style="list-style-type: none"><li>– High-quality one to one and small group tuition</li><li>– Teaching Assistants and targeted support</li><li>– Academic tutoring</li><li>– Planning for pupils with Special Educational Needs and Disabilities (SEND)</li></ul>   |
| 3 Wider strategies          | <ul style="list-style-type: none"><li>– Supporting pupils' social, emotional and behavioural needs</li><li>– Planning carefully for adopting a SEL curriculum</li><li>– Communicating with and supporting parents</li><li>– Supporting parents with pupils of different ages</li><li>– Successful implementation in challenging times</li></ul> |

As a school we will develop and use our catch up funding around these key points. It is our belief that at St.Helen's all children have the entitlement to everyday good QFWT, which continues to be a key feature of our work in school.

## Catch Up Premium strategy aims for all pupils 2020-22

As a school we have built our Catch up strategy for 2020-22 around several key areas, as highlighted by the EEF. These aims are also explicitly linked to strands of our SDP for 2020-21

**Aspirations:** At St. Helen's we endeavour to provide opportunities in all aspects of school life, for all of our children to achieve the very best that they can and to develop a lifelong love of learning, and to develop high aspirations and ambitions for their future whilst here at St.Helen's. For all our children we wish for all our children to be Flying High.

### Key aims: The targets for 2020-21 are:

#### Teaching:

- 1) That all our children including our most vulnerable children have access to **good quality first wave teaching every day.**
- 2) That children have access to regular feedback, both self and peer assessment that clearly moves children's learning on and receive access to one to one feedback from teachers and teacher assistants including Interventions when necessary.
- 3) To promote and achieve high levels of attainment and progress, with all groups of children continuing to diminish the gap.
- 4) To ensure that all children make very good progress from **their starting points** measured and assessed in September 2020 in the core skills including Reading, Writing and Maths
- 5) To ensure that all children are re-assessed in Reading using the school benchmarking scheme.

### **Targeted Academic Support:**

- 1) All children that are highlighted as needing intervention provision are given a wide range of interventions.
- 2) Teachers and Teaching Assistants deliver high quality targeted support and the impact of their work is measured carefully.
- 3) Children with additional SEN needs, including those with EHC Plans are carefully tracked and monitored to ensure the provision they receive is ensuring progress.
- 4) To ensure that 100% of children meet the Year 1 Phonics standard.
- 5) That KS2 Year 6 children meet top 20% of UK FFT progress targets
- 6) That KS1 Year 2 children meet top 20% of UK FFT progress targets
- 7) That 100% EYFS children achieve a GLD.

### **Wider Strategies**

- 1) Children are supported in the school environment with their social, emotional and behaviour needs.
- 2) External agencies are used when necessary and Early Help given for those families that need support the most.
- 3) Parents feel supported in their children's return to school.

## Spending Priorities and rationale for the current academic year 2020-22

### Teaching:

- 1) That all our children including our most vulnerable children have access to good quality first wave teaching every day.
- 2) That children have access to regular feedback, both self and peer assessment that clearly moves children's learning on and receive access to one to one feedback from teachers and teacher assistants including Interventions when necessary.
- 3) To promote and achieve high levels of attainment and progress, with all groups of children continuing to diminish the gap.
- 4) To ensure that all children make very good progress from their starting points, measured and assessed in September 2020, in the core skills including Reading, Writing and Maths

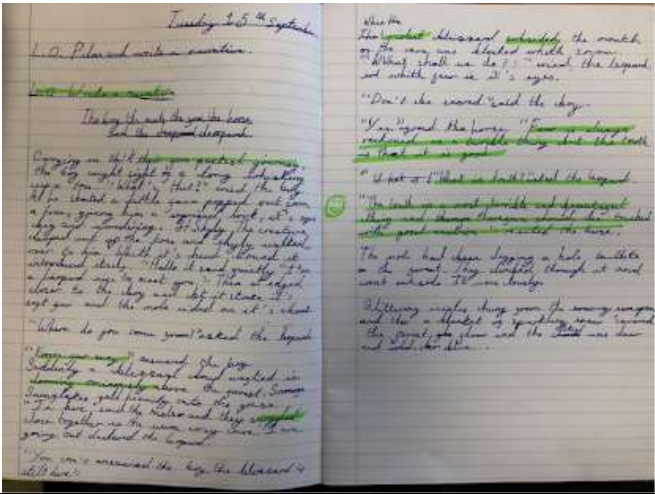
Catch Up Strategy: Desired Outcomes:							MEASURES OF IMPACT Significant Moderate Low Impact
School Aspirations:	EEF Strand	Actions	Desired Outcome:	Measurable Outcome: How will impact be measured?	Who? Costing:	Monitoring (See below)	
1 2	Teaching	All children have access to high quality good QFWT- every day.  CPD development of all staff members via staff meeting and continued	All children make good progress in all the core subjects, having accessed good QFWT every day.	Attainment and Progress of children is good from their starting point in all the core subjects and the foundation subjects.  End of KS2 results show that PP children make good progress and attainment.	CPD across the year- linked to SDP.  Staff meetings linked to SDP.  Training and mentoring for 1 NQTs in EYFS	SLT and Governor monitoring through the year.	

		development of school priorities in Maths and Reading linked to our SDP priorities.		KS1 PP Children achieve FFT Top 20% targets and make good progress from their starting points.  Children's Year 1 and 2 Phonics assessments are above national and local results.	Staff have access to online CPD opportunities.		
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Term 1 and 2: Monitoring: All children have returned to school and re-engaged with the 3 core principles that we intended children to do:

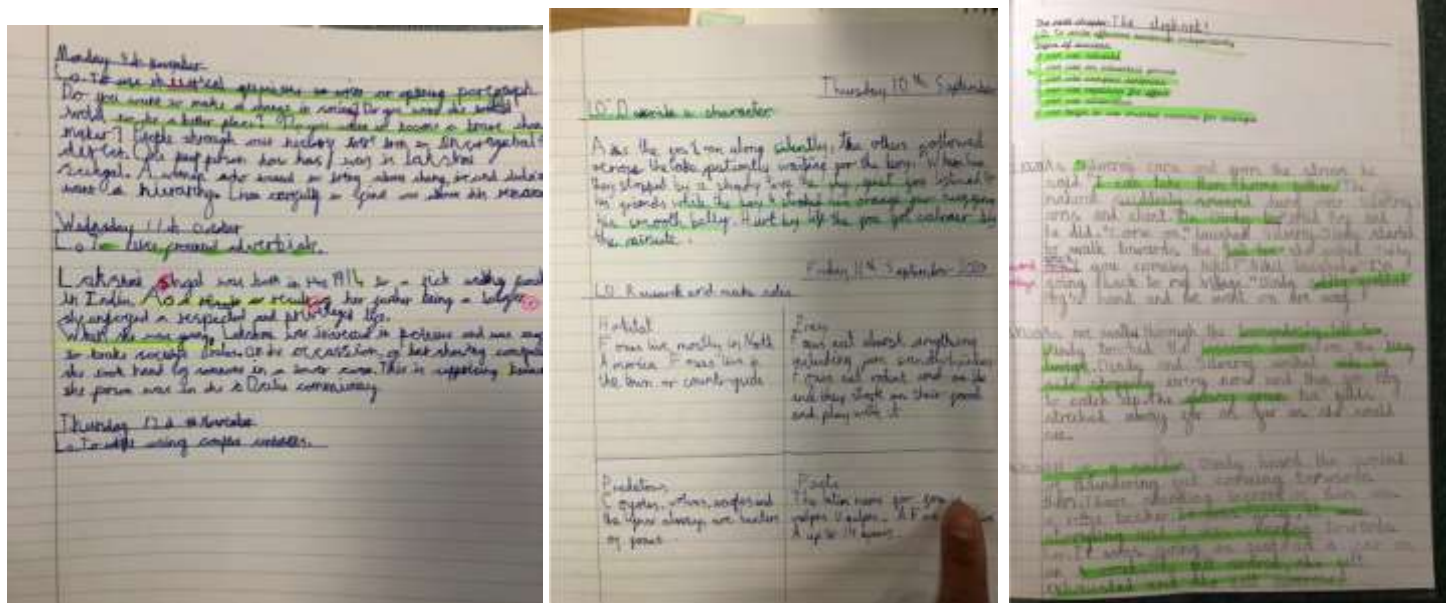
- Reconnect with friends, with their school and with school routines and expectations
- Respond to themselves, their emotions and feelings and to the world around
- Re-establish foundations – identifying learning gaps and addressing them, supporting any catch up required

Term 1's curriculum was based around two phases built around the value of Hope. High quality texts were chosen to inspire the children and to consider their feelings on their return to school. Monitoring of work produced demonstrates that children have engaged with their work.



Attendance at the end of Term1 was a high 97.6% and all groups including the most vulnerable were above 95%. Engagement levels were good, and the use of bubbles meant that children's behaviour at lunchtimes was deemed to be good, and less issues were seen.

Work samples throughout Term 1 and Term 2 demonstrate that children have engaged with their first phases of learning, Examples from Connected curriculum monitoring and SLT monitoring shows that this has been a good return.



Pupil Voice has been collected to look at children's re-engagement with school. One set of Pupil Voice focused on the children's return to school and their attitudes to Maths lesson, as part of our re-connection strand:

In the beginning of September children were also questioned on their return to school.





	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>How do you feel about Maths? Why?</b></p> <p><b>How would you describe Maths in Year X?</b></p>	<p>Happy because it is fun! Happy because it's learning.</p> <p>Good, so good.</p>	<p>I feel great because I like learning Big Maths questions.</p> <p>I like Maths because I like learning all my doubles.</p> <p>It's kind of happy for me because I like having a bit of challenges in Maths.</p> <p>I think kind of in the middle because sometimes I feel sad about not getting the answer right but sometimes I feel happy about it.</p>	<p>I feel really amazing about Maths and it's my favourite subject because it's really fun. My sister told me, if you do Maths the better you can learn.</p> <p>I feel quite nervous and excited sometimes because if you read the LO it sounds quite tricky but when you do it it's really fun and exciting.</p> <p>It's kind of like what am I gonna learn? What am I gonna learn? When you're saying that in your head, the more you're going to learn about Maths the more you're doing to like it.</p> <p>It's really fun because when I pick up the answer sheet when I get an answer wrong what I do is just turn over the sheet and have a go again. If I just have a go again, the better and the more easier it will be.</p>	<p>I like it because if you're stuck, the teacher will help you and if you're not stuck, you can just get on with it.</p> <p>Linking on from Macy, the person next to you if they're past a question and if the teacher is busy, the person next to you can try and help you.</p> <p>I like it a lot because...</p> <p>It's my favourite subject.</p> <p>It's my favourite subject too!</p> <p>When we first got into Year 4, it was quite easy but then it got harder and harder. Most days I'm fine. First day fine, then next day not. It's often that I'm not.</p> <p>It's really fun because if the teacher was helping someone else, someone next to you or someone around you could help you out. I got onto Step 3 and I thought I can do better than this.</p> <p>I think I can do better most days but I'm a really slow mathematician.</p>	<p>Confident because I can do my times tables very quick and that's basically the base of Maths.</p> <p>I'm fine with Maths but sometimes I find it tricky because I struggle with my times tables.</p> <p>It's definitely harder than Year 4 – at first it was quite challenging because it's suddenly a change in level.</p> <p>I feel that Step 1 is quite easy but once you get onto Step 3 you have to really think about it.</p>	<p>I feel confident because I know all methods and Maths is one of my favourite subjects and I practise quite a lot at home.</p> <p>I feel confident as well and having my partner help me with Maths is really helpful because we work together and I'm getting better at Maths.</p> <p>Some parts are easy and some parts are hard. Some questions I can crack easily and some I don't even understand e.g. 65% or 7,000.</p> <p>I find it quite easy with some questions, others are quite different but I try to crack them with different methods.</p>

What has it been like coming back to school?  
 • It has been exciting coming back to school because you can be learning things that you didn't know before.

What feelings have you felt most often? (calm/worried/excited/happy/sad)  
 I feel excited because I like seeing friends and doing lessons.

What have been your favourite parts of school so far?  
 My favourite thing is doing art.

What has it been like coming back to school?  
 • challenging because of Covid 19 and lots of rules we didn't have before.  
 • fun so we can see our friends and have fun

What feelings have you felt most often? (calm/worried/excited/happy/sad)  
 I have felt calm and excited most of the time because we are able to see our friends and even though we have to social distance we all can still have fun

What have been your favourite parts of school so far?  
 Coming back to school in general seeing meeting friends and working with teachers again.

If you could choose anything to change about school at the moment, what would you choose?  
 When it is really sunny we would be able to sit on the field and eat our dinner.

What are your lessons like?  
 Really simple.

Exciting seeing all of my friends, yet at the same time nervous too because I want everybody to be some way and not get the virus.

What feelings have you felt most often? (calm/worried/excited/happy/sad)  
 excited because like 6 months or so I haven't seen many of my friends but seeing them again was fun.

What have been your favourite parts of school so far?

If you could choose anything to change about school at the moment, what would you choose?  
 More class activities activities because I like working in a group with other children solving order questions. Also swap around at lunch.



Examples of Pupil Video Conferencing. September 2021- Return to School and the start of a new year still in Covid restrictions.

Term 3 and 4 update: Children's return was hindered by the second lockdown in January. On the return to school, we outlined three principles for the children and phased the learning around this.

Assessments were carried out by teachers across key points of the school and information used as a baseline. Inset day with Vicky Gordan, focussed on the use of KPIs in writing, these are now included in the back of books for clear assessment purposes.


Term 5 and 6 Update: A baseline has been completed by the school for assessment at the start of Term 4- this was conducted online with Maths and for the Year 5 and 6 children – Reading.

This will also be used at the end of year, as we start to gather the data for the end of this year via assessment tests and classroom monitor work.

Monitoring through Term 5 and 6 has shown that children are engaged and enthused by their learning and behaviour in classrooms is generally very good. Progress made by the children in lessons is good and children have been engaged by their Topics in term 5 and 6.

7.6.21  
9:45 am Start of observation:  
Children inferring about an image on the board that was preparing them for an animation that they were going to be watching.  
Children all focussed and the language being used by Virginia *inference and prediction* was also on a slide on the flipchart which reinforces the language that you want the children to use. This is a really nice link to guided reading.  
Animation used 'A cloudy lesson' was really engaging and has no narration - so children are having to use their inference skills

KPIs being used effectively in the back of their books and really effective marking and feedback seen in books.  
Good use of prompt stickers enabling children to articulate their thoughts.



Evidence of strengths:	Next Steps/ Areas of Growth
<ul style="list-style-type: none"> <li>Children's attitude to learning, the children were really engaged by the lesson and showed good learning behaviours.</li> <li>Good use of partner talk to generate ideas, and partner work to help each other.</li> <li>KPIs are being used directly and children achievements are being highlighted clearly with the children.</li> <li>The purpose for writing planning slide was great and showed exactly the reasons.</li> <li>Very clear systems are put in place to enable the children to be successful in writing, planning grids, KPIs assessments, talk partners.</li> <li>Steps paragraphs so children know what to include.</li> </ul>	<ul style="list-style-type: none"> <li>A modelled example or even a shared writing beginning of an opening sentence, may have enabled all children to get going. Some children did not know whether to make notes or script it in the first few minutes of their time.</li> </ul>
<p>Andy's Observation: Focus Algebra</p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>Clear progression in the levels of challenge for the children who were working through stepped levels of challenge</li> <li>Strong peer support and collaboration which children were keen to access. Sense of partnership between the children which really supported their learning</li> <li>Appropriate focus (algebra) in terms of this time of year and in supporting children's progression to secondary school</li> <li>Children were enjoying their maths</li> <li>There was real challenge for the children</li> <li>Tom, was skilled in leading the class through the example on the board, asking open ended and sometimes quite direct questions!</li> </ul>	<p><b>Areas for growth/development:</b></p> <ul style="list-style-type: none"> <li>I'm not sure whether you always deliver the White Rose slides and resources, but I think it is important to adapt these slides and resources to the needs of the class. What I am not saying is that there will not be times when it is not appropriate / useful and efficient to use them, but I would expect that most lessons it would need to be adapted and different resourced used alongside white rose ones to make sure it is tailored to the class.</li> <li>I think it would have been really beneficial to have modelled the algebraic equation for the books/scarf alongside the bar model on the PowerPoint. This would have been a really good opportunity to consolidate some of the learning that was going on during the lesson</li> </ul>

Examples of monitoring in school throughout Term 5 and 6.

Results across the school particularly in Year 6 were good and showed effective used of Catch Up funding. (See end of report data.)

1	Teaching	The school's connected curriculum will be incorporate the value of Hope. High quality texts in English will links to other areas of the curriculum, will inspire children in the curriculum opportunities provided.	Children experience a high quality broad and balanced curriculum, which enables them to make good progress in the core subjects, with a underlying focus on reading throughout the curriculum.	Monitoring of curriculum shows that all children are engaged in their learning and high quality work is produced.  Pupil conferencing children are able to share their thoughts about the connected curriculum and talk about the Value of Hope in Term 1.	Term 1  All teachers.  <b>No cost:</b>		
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**Term 1 Impact was significant:**

Children's return has been extremely successful, the value for term 1 that was chosen across the partnership Hope was covered within classes by the choosing of quality texts across the school and children reconnecting to their schools, underpinned by the three principles developed by school. The Value of Hope displays were developed across the school to showcase children's return a significant amount of work was focussed on the ARTs.



Term 5 and 6: Children in classes across the school have continued to have access to art activities in developing their art work alongside the connected curriculum to create their own displays. Alongside this, children have been able to develop activities in extra-curricular areas such as PE and Computing.

3	Teaching	<p>To develop high and aspirational targets for all children throughout the school including all Pupil Premium Children.</p> <p>To develop the arithmetic and reasoning skills of children in KS2.</p>	<p>KS2 and KS1 Pupil Children meet the top 20% of UK FFT targets and progress targets.</p> <p>Phonic assessments demonstrate that children have made good progress.</p>	<p>End of KS2 results which show that PP children make good progress and attainment.</p> <p>KS1 Children achieve FFT Top 20% targets.</p>	<p>Term 1 SLT and curriculum leads.</p> <p><b>No cost:</b></p>		
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		To develop the reading and writing skills of children in KS1.					
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Term 1: Targets have been set for children using FFT Top 20% Targets for Year 2 and 6. Targets have been set with EYFS and Year 1 phonics. Although children have been away for a number of months, we have still considered FFT Top 20% targets and have set aspirational targets. Year 6 assessments at the end of Term 1/ Start of Term 2 will start to determine whether the children are on track or not.

Key interventions have been set up to target specific children in Year 6, 2, 1 for key areas such as arithmetic and reading.





Class: Year 6 Term: 2 Catch Up funding



Name of Children: SEN Pupil Premium	Reason for group intervention: (Key barrier to learning) All children;  Children have been highlighted to achieve GDS using Top 20% FFT from Year 5 data points. All children will focus on GDS questions which are at the end of an arithmetic question. T1 Maths assessment has been used a baseline of assessment:  Greater depth target 35+	Type and Duration of Intervention: (Specific timings/Person who is running additional interventions)  All children 4 x 10 mins a week:  Costings T2: 0.66 hrs x £33 = x 7weeks = £154
K	End of Year 5: 5 developing Arithmetic Scores T1: 25 /40	
Is	End of Year 5: 5 developing Arithmetic Scores T1: 20/40	
C	End of Year 5: 5 developing Arithmetic Scores T1: 25/40	
Y	End of Year 5: 5 developing Arithmetic Scores T1: 26/40	
M	End of Year 5: 5 developing Arithmetic Scores T1: 21/40	
<b>Graduated Approach: Assess Plan Do Review</b>		

Class: 2 Term: 2



Name of Children: SEN Pupil Premium	Reason for group intervention: (Key barrier to learning)	Type and Duration of Intervention: (Specific timings/Person who is running additional interventions)	
Group 1 <ul style="list-style-type: none"> <li>• A [REDACTED]</li> <li>• H [REDACTED]</li> <li>• M [REDACTED]</li> <li>• L [REDACTED]</li> <li>• O [REDACTED]</li> </ul>	To consolidate Phase 3 digraphs and progress onto consolidating Phase 5.	1:30 – 1:50pm Phonics intervention with Mrs Woolford on a Monday, Tuesday and Thursday.	
Group 2 <ul style="list-style-type: none"> <li>• P [REDACTED]</li> <li>• H [REDACTED]</li> <li>• J [REDACTED]</li> <li>• E [REDACTED]</li> </ul>	To consolidate Phase 3.  Blend all sounds instead of guessing words.	2:30pm – 2:50pm Phonics intervention with Mrs Woolford on a Tuesday and Thursday.	
<b>Graduated Approach: Assess Plan Do Review</b>			
<b>Key Barriers to Learning:</b>  	<b>Provision:</b> (Who, what and when, including time and duration) 	<b>Target outcomes by the end of Term 2:</b>  	<b>End of Term 2:</b>  
<b>Term 2 Phonics Check:</b> <ul style="list-style-type: none"> <li>• A [REDACTED]</li> <li>• H [REDACTED]</li> <li>• M [REDACTED]</li> <li>• L [REDACTED]</li> <li>• O [REDACTED]</li> </ul>	1:30 – 1:50pm Phonics intervention with Mrs Woolford on a Monday, Tuesday and Thursday.  Phase 3 flashcard starter: ure, ow, qu Common gaps from phase assessment: Week 2 Sound family – ea, ey	To consolidate Phase 3 digraphs and progress onto consolidating Phase 5.	

Examples of Term 1 and 2 Intervention maps:

Year 4 and 5 children have been targeted by additional intervention groups held by emotional and behaviour specialist Vicky Borel and Mrs. Hardy. These focus predominately on children with identified gaps and involve some children with SEN support needs and some children that we feel need a 'small' booster type sessions across Term 1 and 2.

Term 4, 5 and 6 Update:

Children have been re-assessed through Term 4, and all children given a specific baseline of where they are in the core subjects. Interventions for children developed in preparation for Term 5.

Catch up Interventions in key points of the school have demonstrated that children have made good progress. For example catch up interventions held in Year 5 proved to have very high impact.

Group Intervention Map 2020-21

St Helen's  
C Primary School

Class: 5 Term: 5 Catch Up funding Arithmetic and Number Group

Name of Children: SEN High Potential	Reason for group intervention: (Key barrier to learning)	Type and Duration of intervention: (Specific timings/Person who is running additional interventions)
	Children have been highlighted to achieve EXS using Top 20% FFT from Year 5 data points. Children were at WTS or borderline EXS in recent PUMA Maths assessment and identified as needing additional support by class teachers.	
L	Term 4 Puma Assessment: Raw Score 7 WTS Score of 2/21 Number and Operations.	30 mins 3 times per week with Jo Robinson (1:00-1:30) Week 1: + and - Week 2: HTU x U decimal x U Week 3: HTU x TU
L	Term 4 Puma Assessment: Raw Score 10 EXS Score of 8/21 Number and Operations.	Week 4: Short division Week 5: x 10 x100 Week 6 : /10 /100
K	Term 4 Puma Assessment: Raw Score 17 EXS Score of 8/21 Number and Operations.	
H	Term 4 Puma Assessment: Raw Score 13 WTS Score of 6/21 Number and Operations.	
L	Term 4 Puma Assessment: Raw Score 11 WTS Score of 8/21 Number and Operations.	
F	Term 4 Puma Assessment: Raw Score 13 WTS Score of 7/21 Number and Operations.	

Graduated Approach: Assess Plan Do Review

Key Barriers to Learning:	Provision:	Target outcomes by the end of Term 2:	End of Term 5:
White Rose Y5 Spring Arithmetic paper	(Who, what and when, including time and duration)		White Rose Y5 Spring paper
0%	All children to receive arithmetic boosters- focusing on the core skills in four operations and key number facts for the arithmetic paper.	Children will be able to score successfully on the arithmetic paper at the end of term 5.	3/21 65% (+11 +55%)
21 25%	Week 1: + and -	(All children target for between 25 and 30 + by the end of Year 5 as this will enable them to be on course for EXS) Children's T4 arithmetic baseline will be used as a baseline and further interventions developed from results.	T 2/21 60% (+8 +49%)
1 20%	Week 2: HTU x U decimal x U		C 8/21 46% (+4 +20%)
21 25%	Week 3: HTU x TU		an 8/21 36% (+1 +5%)
25%	Week 4: Short division		12/21 66% (+7 +35%)
30%	Week 5: x 10 x100		8/21 40% (+2 +16%)
	Week 6 : /10 /100		See above for improvements in arithmetic scores on the same paper.
	(Alongside this, HH will run a weekly session on problem-solving skills so that these skills can be applied).		Huge improvements seen in confidence and ability to access learning in Big Maths, Flashback 4 and Maths lessons.
			Term 6 - Lola, Finley, Lyla to continue to have arithmetic input with KC 3x per week with a focus on the gaps that remain:

Children across the six week block of intervention made very good progress and this has been replicated in other areas around school for example with Year 6s arithmetic. This has shown that the impact of the catch up spending has been used well.



Name of Children: SEN Pupil Premium	Reason for group intervention: (Key barrier to learning)	Type and Duration of Intervention: (Specific timings/Person who is running additional interventions)
[Redacted]	Reading support: Benchmarking or skill below ARE	Monday/Tuesday/Thursday/Friday  8:50 – 9:15 (JR)  Supporting access to classroom text using the competences: vocabulary, inference, prediction, explanation, retrieval, summarising
[Redacted]	Spelling and keyboard dexterity based on learning need e.g., dyslexia and/or assessment	Nessy using laptop. Individually on rotation across the week (afternoons)

**Graduated Approach: Assess Plan Do Review**

Term 1			Term 4						
[Redacted]	20	21	3S	4S	22	>95	4E	6E	
[Redacted]	21	21	4E	5S	22	>95	3S	6E	
[Redacted]	23	23	4E	3U	24	>95	4E	5S	
[Redacted]	23	24	2U	5S	25	>95	2U	8E	
[Redacted]	25	26	4E	5U	26	>95	4E	8E	
[Redacted]	26	27	4E	7S	28	>95	4E	7S	
[Redacted]	26	26	2U	5U	25	>95	U	6S	

1	Teaching	To ensure that all children in KS2 receive directed Teacher and TA time throughout the Week as part of QFWT.	Children receive regular feedback and receive regular next steps marking to ensure progress is made.  (Linked to EEFoundation findings.)	Children’s books will show exemplary examples of school’s marking and feedback policy with next step questions regularly set.  Children’s books will show frequent examples of next step questions and	SLT monitoring.		
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				<p>misconceptions being corrected.</p> <p>Targeted and SEN children's books will be sampled regularly to ensure children are making good progress.</p>			
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**Significant Impact:**

T1: Monitoring of books demonstrate, the opportunity for children to receive effective feedback whether verbal or written feedback.

Interventions have continued throughout the school led by TAs and Senior leaders. The SENCO Helen Hardy is also leading a 'catch up' Tuesday predominately focussing on children in Year 5 in order to enable them to be in a good position for Year 6.

Maths interventions also continued to be used and in the majority of interventions are demonstrating a good impact and there is good progress being seen.

Example of tracking sheet that demonstrates the progress that is made:

Name of Children: SEN Pupil Premium	Reason for group intervention: (Key barrier to learning)	Type and Duration of Intervention: (Specific timings/Person who is running additional interventions)
[Redacted]	Children have been highlighted to achieve EXS using Top 20% FFT from Year 5 data points. Children were weaker EXS in recent Puma Maths assessment.	2:45 pm to 3:05 pm 3 times per week with KC  Week 1: + and – Week 2: HTU X U decimal x U Week 3: HTU x TU Week 4: Short division Week 5: x 10 x100 Week 6 /10 /100
	Term 4 Puma Assessment: Raw Score 14 EXS Score of 6/21 Number and Operations.	
	Term 4 Puma Assessment: Raw Score 16 EXS Score of 9/21 Number and Operations.	
	Term 4 Puma Assessment: Raw Score 19 EXS Score of 7/21 Number and Operations.	
	Term 4 Puma Assessment: Raw Score 17 EXS Score of 9/21 Number and Operations.	
	Term 4 Puma Assessment: Raw Score 19 EXS Score of 10/21 Number and Operations.	
	Term 4 Puma Assessment: Raw Score 6 WTS Score of 3 /21 Number and Operations.  Term 4 Puma Assessment: Raw Score 18 EXS Score of 8/21 Number and Operations. <b>Graduated Approach: Assess Plan Do Review</b>	

Key Barriers to Learning:	Provision:	Target outcomes by the end of Term 2:	End of Term 5:
White Rose Y5 Spring Arithmetic paper  [Redacted] 6/20 30% [Redacted] 20 40% [Redacted] n 8/20 40% [Redacted] 9/20 45% [Redacted] 9/20 45% ayna 10/20 50%  T- G 13/20 65%	(Who, what and when, including time and duration)  All children to receive arithmetic boosters- focusing on the core skills in four operations and key number facts for the arithmetic paper.  Week 1: + and –  Week 2: HTU X U decimal x U  Week 3: HTU x TU  Week 4: Short division  Week 5: x 10 x100  Week 6 /10 /100	Children will be able to score successfully on the arithmetic paper at the end of term 5.  (All children target for between 25 and 30 + by the end of Year 6 as this will enable them to be on course for EXS) Children's T4 arithmetic baseline will be used as a baseline and further interventions developed from results.	White Rose Y5 Spring paper  [Redacted] 17/20 85% (+11 +55%) [Redacted] /20 65% (+5 +25%) [Redacted] n 13/20 65% (+3 +15%) [Redacted] 12/20 60% (+3 +15%) [Redacted] 12/20 60% (+3 +15%) yna 12/20 60% (+2 +  T- G 10/20 50% (-3 –

Very clear progress from using key interventions has been seen and this has been highlighted in end of year assessments.

**Targeted Academic Support:**

- 1) All children that are highlighted as needing intervention provision are given a wide range of interventions. (See catch up interventions overview)
- 2) Teachers and Teaching Assistants deliver high quality targeted support and the impact of their work is measured carefully.
- 3) Children with additional SEN needs, including those with EHC Plans are carefully tracked and monitored to ensure the provision they receive is ensuring progress.
- 4) To ensure that 100% of children meet the Year 1 Phonics standard.
- 5) That KS2 Year 6 children meet top 20% of UK FFT progress targets
- 6) That KS1 Year 2 children meet top 20% of UK FFT progress targets
- 7) That 100% EYFS children achieve a GLD.

School Aspirations:	EEF Strand	Actions	Desired Outcome:	Measurable Outcome: How will impact be measured?	Who? Costing:	Monitoring (See below)	
1	Target academic support.	All children will be re- assessed in Reading- including benchmarking and phonics assessments.	Children will be given the right support and intervention that they require.	Interventions in the core subjects are provided for children across the school.  Interventions are mapped rigorously and the impact of the	Additional TA time to reassess phonics and benchmarking levels.		

		Children will be assessed and comparisons made with end of T6 data that is available.		interventions measured carefully.  (EEF recommendations followed)			
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All children across the schools from Year 1 to Year 6 have used baseline assessments to see where the children are in key areas such as Reading (Benchmarking) and Phonics. In class Maths assessments have been used at the start of every unit if work.

School: St Helen's CoE Primary

Pupil's Name	Previous Year T3/4 Home Reading	Term 1 - level	Percentage	Re-telling level	Comprehension level	T1 Home Reading (ARE Orange)
	Red	8	66%	2U	35	Yellow
	Pink	5	96%	35	4E	Yellow
	Red	8	97%	4E	5E	Blue
	Red	8	97%	4E	45	Blue
	Yellow	11	99%	35	2U	Blue
	Yellow	11	97%	35	5E	Green
	Yellow	11	97%	4E	45	Green
	Yellow	11	92%	4E	5E	Green
	Blue	14	99%	35	35	Green
	Blue	14	93%	35	45	Green
	Blue	14	99%	2U	5E	Green
	Blue	14	96%	2U	5E	Green
	Blue	14	96%	35	5E	Orange
	Blue	14	96%	35	5E	Orange
	Blue	14	99%	4E	5E	Orange
	Blue	14	99%	4E	45	Orange
	Green	16	97%	35	45	Orange
	Green	16	90%	2U	55	Orange
	Orange	18	85.50%	35	3U	Orange
	N/A New Joiner	18	83%	35	45	Orange
	Orange	18	98%	35	45	Turquoise
	Orange	18	98%	35	45	Turquoise
	N/A New Joiner	18	96%	35	5E	Turquoise

Colours: **Below EXP** / **Just below e.g. Orng level below EXP** / **EXP** / **GD**

Reading ARE: Orange <small>Yellow: Start T1 Blue: Mid T1</small>	Phonics /52	Weekly Spelling /10	Spelling Exit /20 <small>-11 W1 12-16 EXP 17-20 GD</small>	Place Value /12	Learn Its Step <small>Autumn: ARE Step 7. +4 -3 Bridge 10 &amp; 11s. Step 6: Doubles.</small>
Yellow Target: F 83%	21	5, 3, 6, 6	8	12	6
Yellow Targets: R & C - 5	34	3, 1, 9, 8 Practise?	9	9	6
Orange Targets: R & C - 5	38	10, 9, 9, 10	18	10	8!!
Orange Targets: R-U & C-5	38	10, 10, 10, 10	14	10	5
Blue Yellow E so moved up	34	5, 1, 8, 9 Practise?	11	10	7
Green Targets: R & C - 5	34	10, 9, 10, 10	14	12	6
Green Targets: R & C - 5	38	10, 10, 10, 10	17	11	5
Green Blue E so moved up	33	10, 10, 10, 10	11	10	6
Red Target: Yellow F 80%	7	Key words: Set 4 still		4	5
Orange Green E so moved up	37	9, 8, 8, 10	11	12	7
Green Target: R-U	31	10, 8, 9, 10	15	10	7
Green Blue I so moved up	20	7, 0, 0, 7 Practise?	11	10	6

Example of Benchmarking Reading assessment

Year 2 Phonics assessments and recording of Maths entry data.

Through interventions provided by teachers and teaching assistants children are making good progress. For example in the recent Year 1 phonics assessments 90% of children achieved the phonics thresholds. From initial data this has been made possible by the intensive interventions held for Year 2 children:

Parents Evening Notes - November 2020  
 Columns: ■ Yellow / ■ Amber / ■ Green / ■ Red / ■ Yellow

Reading AGE: Orange Yellow: Step 1 Blue: Step 2	Phonics /10	Weekly Spelling /10	Spelling Dict /20 or on card 10/10	Place Value /10	Learn the Step Autism: ARE Step 1, or 4 of range 20 to 100, Step 2: Number	December Assessment
Yellow	24	S, L, R, P	8	12	6	Pass Mark 32
Targets: F 40%						PASS - 32
Yellow	24	S, L, R, P Practice!	8	9	6	PASS - 40
Targets: R & C - 1						PASS - 37
Orange	24	10, 10, 10, 10	10	10	10	PASS - 37
Targets: R & C - 1						PASS - 37
Orange	24	10, 10, 10, 10	14	10	6	PASS - 37
Targets: R & C - 2						PASS - 37
Blue	24	S, L, R, P Practice!	11	10	7	YET TO PASS - 31
Yellow: F on mounted up						PASS - 37
Green	24	10, 10, 10, 10	14	12	6	PASS - 37
Targets: R & C - 1						PASS - 35
Green	24	10, 10, 10, 10	17	11	6	PASS - 33
Targets: R & C - 2						PASS - 34
Green	24	10, 10, 10, 10	11	10	6	YET TO PASS - 30
Blue: F on mounted up						PASS - 39
Red	7	Key words: Set 4 only	4	4	6	PASS - 33
Targets: Yellow: F 80%						PASS - 34
Orange	17	8, 8, 8, 10	11	12	7	PASS - 34
Green: F on mounted up						YET TO PASS - 30
Green	19	10, 9, 9, 10	10	10	7	PASS - 39
Targets: R & C - 1						PASS - 33
Green	20	T, G, G, 7 Practice!	11	10	6	PASS - 39
Blue: F on mounted up						PASS - 39
Red	13	Key words: Step 3 only (Max 100 F1)	7	7	6	PASS - 36
Targets: Yellow: F 80% and R - 10						YET TO PASS - 11
Red	13	Key words: Step 4 - Step 5	7	7	6	PASS - 38
Targets: Yellow: F 10%						PASS - 39
Orange	16	8, 9, 10, 10	10	10	6	PASS - 33
Green: F on mounted up						PASS - 36
Yellow	22	8, 8, 8, 10	10	9	6	PASS - 39
Red: F on mounted up						PASS - 36
Green	16	8, 2, 10, 9	13	7	7	PASS - 39
Targets: R & C - 1						PASS - 33
Orange	16	10, 10, 10, 10	10	10	7	PASS - 33
Targets: Topical F 80% & C - 11						PASS - 36
Green	14	8, 10, 10, 10	11	10	6	PASS - 36
Targets: Green: C - 10						PASS - 37
Topical	17	10, 10, 10, 10	10	12	7	PASS - 37
Targets: R & C - 1						PASS - 32
Blue	17	10, 10, 10, 10	9	10	7	PASS - 32
Yellow: F on mounted up						PASS - 40
Orange	17	10, 10, 9, 10	10	12	7	PASS - 39
Green: F on mounted up						PASS - 34
Blue	16	7, 1, 6, 8	14	10	7	PASS - 34
Targets: R - 10						PASS - 35
Yellow	11	Key words: Step 4 - Step 7	7	7	6	PASS - 34
Targets: Yellow F 80% & R - 10						PASS - 36
Topical	14	10, 10, 10, 9	10	9	7	PASS - 34
Targets: R & C - 1						PASS - 34
Orange	15	8, 10, 9, 9	12	10	6	PASS - 34
Green: F on mounted up						PASS - 35
Yellow	14	S, L, R, 7	9	9	5	PASS - 35
Targets: Yellow: R - 10						PASS - 35
Orange	18	10, 8, 10, 10	10	12	10	
Targets: Topical: F 80% Topical						
Green: F on mounted up	14	S, L, R	11	9	6	

**26/29 = 90%**



Term 1 and 2 Catch up funding showed significant impact to enable children to reach standards in phonics. Additional support is being provided for those children who require it.

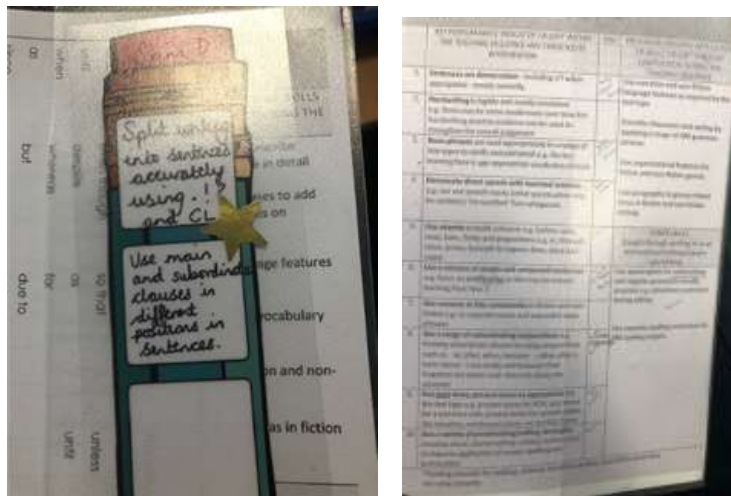
Term 4 Update: On the children's return to school, a number of assessments were completed to enable comparisons to be made at the end of the year when they are retested. (See current data assessments.)

End of year data will demonstrate whether the impact of work in the classroom and the interventions being made will have had an impact and give us a baseline for the following year.

As part of the CPD on writing through staff meetings, in order to narrow the assessment focus on writing KPIs (Key Performance Indicators have been introduced)

See example below:

Using the KPIs Key Targets have been set for children to develop their writing further.



Teachers have used the KPIs to inform their next steps in their teaching in writing and the progress that we have seen has been good from their starting points.

Term 6: Data shows that children have made good progress from their return to school as shown by their online assessments. Writing continues to be a concern across the school and this is a key target for the next SDP.

1	Target Academic support.	<p>To develop high and aspirational targets for all Children in different areas of the school and to intervene if children are not on track.</p> <p>Year 2 Year 6 Phonics EYFS</p>	All children are able to benefit from targeted support when necessary, throughout different points of the year.	<p>End of KS2 results which show that children make good progress and attainment.</p> <p>KS1 Children achieve reading standard.</p> <p>All PP children in EYFS achieve Good Level of Development in Reading.</p>	<p>Intervention Maps demonstrate that PP children are accessing additional support when necessary throughout the year.</p> <p>Maps that contain PP children are costed to show the use PP funding that is spent on TA and developing interventions for these children.</p>		
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Targets have been set across the school for all year groups with Year 2 and Year 6 focus on Top 20% FFT:



		FFT		FFT		FFT	
		Maths Target	Revised 30.11.20	Writing Target	Revised 30.11.20	Reading Target	Revised 30.11.20
		A	N	A	A	A	A
C		N	N	N-	W	N-	W
		N+	N	N+	N+	N+	N
		W+	W	W	W	W	W
		N+	N	A	N	A	A
		N+	N	N-	W	N-	N
		A	A	A	A	A	A
		A	A	A	N	A	A
A		N+	N	N+	N	N+	N
		N+	N	N	N	N	N
		N-	W	W+	W	W+	W
			N		W		W
		A	N	N+	N	N+	N
		N+	N	N+	N	N+	N
		A	N	A	A	A	A
		A	N	A	A	A	N
K		A	N	A	N	A	A
		N+	N	N+	N	N+	A
		A	N	A	N	A	A
		N-	N	N-	N	N-	N

Year 6 Targets were revised at the end of November following the completion of a new set of data.

Term 3 and 4 update: Although statutory assessments will no longer be in place for the end of the year, assessments will still be carried out in core year groups and targets set for Year 1 phonics. This information is used to shape further interventions and work within the classroom as part of QFWT.

Although statutory assessments will not be in place- targets set at the start of the year are still be used to drive learning forwards. This has proven very effective in Year 2- where targets that were set at the end of the year, were monitored carefully to ensure that the children are on track to make good progress. A recent round of end of Term 6 assessment saw that the children in Year 2 had made good progress.

Targets at the start of the Year:

Year 2 Term 6 SATS Data 2021					Group Intervention Map 2020-21				
	2019 Arithmetic /25 (18.6,21)	Reasoning /35	Overall Maths Assessment	Reading paper 1	Reading paper 2	Year 2 Term 5 – Initial End of Year Assessment			
	21	26	47 - EXP			EXP (GD7)	EXP	EXP	Maths: EXP standard in benchmarking
	19	18	37 - EXP			WT (EXP7)	EXP	WT	[Redacted]
	23	30	53 - GD			EXP	EXP	GD	
	22	24	46 - EXP			EXP	EXP	EXP	
	22	27	49 - EXP			EXP	EXP	EXP (Target)	
	25	32	57 - GD			GD	EXP	EXP	In comparison to FFT, possibly two less
	25	30	55 - GD			GD	GD	GD	[Redacted]
	20	22	42 - EXP			EXP	EXP	EXP	
	2	To complete				PKS4	PKS4	PKS4	
	24	34	58 - GD			GD	GD	GD	
	22	29	51 - EXP			EXP	EXP	EXP	
	22	21	43 - EXP			EXP	EXP (Target SP)	EXP	suggests that she could be.
	8	12	20 - WT			PKS4	WT	WT	English: [Redacted]
	1	4	5 - WT			PKS4	PKS4	PKS4	[Redacted]

The use of targets has enabled interventions to be set where appropriate and to focus QFWT on key target children. In some key areas of school the targets set at the start of the year have been used to drive learning forwards.

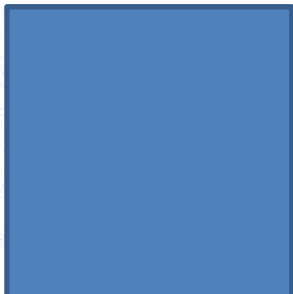

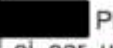



See end of year data:

2	Targeted academic support.	All children make excellent progress with their reading.	Reading is benchmarked and interventions and targets developed for reading.  Benchmarking resources are used as part of QFWT for Guided reading opportunities.	All children make extremely good progress from their starting points.  Children improve their benchmarking levels across the year.  Individual children are grouped and interventions	Children reading skills develop to enable to improve their benchmarking levels/  Specific reading skills are targeted for example retrieval and inference skills.		
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			Guided Reading sessions are re-shaped to ensure the Lower 20% of children have more access to guided teacher time.	developed according to areas of need in reading.	Targeted Interventions focusing on Year 3 and 4. AA and HH 2 afternoons per week. £216 per week x 11 weeks to T2 = £2,376		

Class: Year 1

Term: 1

Name of Children: SEN Pupil Premium	Reason for group intervention: (Key barrier to learning)	Type and Duration of intervention: (Specific timings/Person who is running additional interventions)
<p><b>Group 1:</b></p> 	<p>These children have many gaps in their knowledge of phase 3 phonics and struggle to blend.</p> <p> Phase 3 gaps - j, or, oi, air, ure, Phase 3 tricky words - we, me, be, was, my, you, her, they, all</p> <p> Phase 3 gaps - th, ai, igh, ar, or, ur, ow, oi, ear, ure, er, no phase 3 tricky words</p> <p> Phase 3 gaps - ar, knows all other sounds but struggles to blend them</p> <p> Phase 3 gaps - sh, th, ng, ai, ar, or, ur, ow, oi, ear, air, ure, er, no phase 3 tricky words</p> <p> Phase 3 gaps - or, er, knows all other sounds but struggles to blend</p> <p>Their term 1 phonics screening scores were</p>	<p>Monday 2.35 - 2.50 - WB</p> <p>Tuesday - 1.00-1.20 WB</p> <p>Wednesday - 1.00-1.25 WB</p> <p>Thursday - 1.30-1.50 CA</p>

Reading interventions have been set up across the school. In key areas teaching staff and not teaching assistants are running interventions for example Mrs.Boffin in a Year 1 phonics interventions and Year 2 interventions.

A range of interventions are being held for a number of different children across the school.

Name of Children: SEN Pupil Premium	Reason for group intervention: (Key barrier to learning)	Type and Duration of Intervention: (Specific timings/Person who is running additional interventions)
C M	Children are considerably behind age related expectations for Maths. Some have processing difficulties which affect their ability to understand processes or instructions, some just have gaps in their Maths knowledge and understanding due to poor attendance or other factors.	AA 30 mins Maths on Thursday AA – 30 mins gaps in maths JR 20 mins
S H	Children are considerably behind age related expectations in writing. Some have processing difficulties which affect their ability to understand processes or instructions, some just have gaps in their Maths knowledge and understanding due to poor attendance or other factors.	AA 30 JR 20 and P
S	As above for reading	JR 20 mins of Reading with teacher or LS

Impact on children will be highlighted in areas at the end of Term 2.

Benchmarking assessments demonstrates that children are making good progress.

School: St Helen's CoE Primary											
Pupil's Name	Previous year	Term 1 - level	Percentage-telling lev	mprehension le	T1 new level	Term 2 - level	Percentage-telling lev	mprehension le	2 new level bod		
	21	21	98	2U	1U	20	20	100	1U	5S	21
	26	26	98	3S	3U	26					
	24	25	97	3S	3S	25					
	28	28	99	4E	4U						
	26	26	100	4E	3U	26					
	24	24	97	3S	3U	24					
	22	22	98	1U	6E	23					
	22	23	97	4E	6E	24	23	97	1U	6E	23
	24	24	97	0U	0U	23					
	22	22	95	3S	5S	22	23	98	3S	3U	22
	24	25	99	3S	6S	25					
	14	14	94	1U	2U	13					
	7	5	94	4E	1U	4	12	97	4E	5E	13
	29	30	98	4E	7S	30					
	28	27	98	4E	8E	28					
	27	28	96	0U	3U	27					
	29	30	100	4E	4U	30					
	26	27	100	4E	7S	28					
	22	22	99	4E	4S	22	24	98	4E	5S	25
	24	24	99	0U	2U	23					
	20	21	98	4E	4S	22	21	97	3S	2U	21
	26	26	99	3S	2U	26					
	24	24	93	0U	1U	23	24	99	0u	2U	24
	22	22	97	4E	3U	22	23	98	4E	5S	24

Examples of benchmarking where a number of children who are in identified interventions are making strides forward in the benchmarking levels.

Significant impact was seen in Phonics interventions with **90% of children in Year 2 being able to pass the phonics threshold.**

Term 5: Catch Up funding will be used to provide additional support for key year groups across lower KS2 and Year 5.

See Term 5 Intervention maps for list of catch up funding and key children who have been identified in line with their FFT Top 20% Targets.

End of term 6 data will be developed to enable comparisons to be made.

Data for Year 1 Phonics, EYFS, and Year 2 and Year 6 will be available from the end of July.

2	Targeted academic support	To develop high and aspirational targets for all children throughout the school including all children.	High aspirational targets are set, to enable children to aim for Flying High.	Pupil Progress meetings will be held at the end of T2 T4 T6 to ensure children are on track.			
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	Targeted academic support.	Children's reading and phonics skills are being developed.	All children achieve the Year 1 phonics standard.  Identified children are given additional phonics interventions.	Year 1 Children achieve reading phonics standard, in line with school targets that were set.	Year 1 Phonics Interventions led by WB £36 per hour x 1.5hrs a week = 16 weeks Term 1 and 2 = £864		
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Term 1 Phonics interventions held by WB and this has enabled the children in Year 1 to secure their understanding from EYFS ready to move on further through the different phases of phonics. (Phonics assessment yesterday)

Children 's phonics have shown good progression over the year- original target that were set for Year 1 at the start of the year are on track to be met.

At the end of Term 4 Data:

This data set was taken at the end of term 4 – end of year phonics assessments will be used to track the children further, alongside their benchmarking assessments.

**Year 1 Phonics results: 90%**

2	Targeted academic support	To ensure that targeted children receive directed TA interventions when necessary.	Targeted children receive regular interventions around the core subjects: Maths	Targeted children will receive regular interventions from class teachers and Teaching assistants.	Year 2 Phonics support from TA £16 x 1.5 hours = 32 weeks = £768		
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			Reading and Writing.  (Linked to EEFoundation findings.)	Intervention provision maps and monitoring shows that all children including those children working at greater depth receive additional challenge activities via QFWT and additional interventions.	Year 2 Phonics support WB £36 per hour x 1. 5hrs a week= 16 weeks Term 1 and 2 = £864		
<p>Across the Year children have continued to receive interventions when necessary. These interventions have been devised by the class teachers and are used to track the children carefully.</p>							
4	Targeted academic support.	Clear and concise targets are set for children on SEN support plans.	Children with additional SEND needs, make good progress from their starting points.	All children make good progress from their starting points.	HH monitoring £36 x 7 hours =£252		
<p>Internal data from individual tracking demonstrates that children with EHCP and SEN support are making progress. For example in Benchmarking</p>							



SEN Benchmarking progress 2020-21																	
Pupil's Name	Previous year	Term 1 - level tested	Percentage	Re-telling	Comprehension	Instructional level	Term 2 - level tested	Percentage	Re-telling	Comprehension	Instructional level	Term 4 - level tested	Percentage	Re-telling	Comprehension	Instructional level	Term 5 - level tested
Y2:																	
	Red	8	50%	N/A	5E	3	5	93%	3S	4E	6	8	90%	3S	5E	8	8
	Pink	5	96%	3S	4E	6	8	93%	3S	5E	9	16	96%	2U	4S	15	16
	Red	8	96%	3S	4S	8	8	99%	2U	3S	8	11	100%	1U	5E	12	14
	Red	8	80%	N/A	4S	4	5	96%	3S	4E	6	8	80%	1U	5E	6	8
	17	17	94%	2U	4S	16	18	98%	2U	3S	18	19	98%	3S	4S	19	20
	7	7	95%	1U	5E	6	8	99%	4E	5E	9	10	97%	3S	4S	10	13
	7	10	93%	2U	1U	7	12	98%	4E	4S	13	15	97%	4E	4S	15	17
	10	10	90%	1U	3S	9	11	94%	3S	4S	11	12	95%	2U	4E	12	
	14	14	94	1U	2U	13						14	97	4	5	15	15
	7	5	94	4E	1U	4	12	97	4E	5E	13						15
	20	21	93	2U	2U	20	20	95	4E	6E	21	21	96	4	5	22	
	21	21	98	2U	1U	20	20	100	1U	5S	21	21	100	4	4	22	
	24	24	92%	3S	4S	24	25	>95%	4E	3U	24	25	98%	4E	5U	24	25
	27	28	97%	3S	4U	27					27	28	97%	2U	3U	27	28
	20	21		3S	4S	21						22	>95	4E	6E	23	23
	21	21		4E	5S	22						22	>95	3S	6E	22	23
	23	24		2U	5S	23						25	>95	2U	8E	25	26
	25	26		4E	5U	25						26	>95	4E	8E	27	27

## Wider Strategies

- 1) Children are supported in the school environment with their social, emotional and behaviour needs.
- 2) External agencies are used when necessary and Early Help given for those families that need support the most.
- 3) Parents feel supported in their children's return to school.

1.2	Wider Strategies	To support the needs of more vulnerable children who have been	Parents/Families and children have access to external services when needed.	Case studies show that children and parents/families are able to receive the vital and necessary help	VB Behaviour / Emotional support intervention time.		
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		highlighted in school by staff or by parents/ carers.	Meetings held with school assistant SENCo and Inclusion lead when required to do so.	when required to do so in order for children to be able to return to school.	£125 per day x 0.5 hrs x 16 weeks =£1,000		
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A significant part of the catch up funding has been used to enable Vicky Borel to do some work supporting children across the school. This has proven to have significant impact with children's voice showing that they have benefitted from the piece of work with Vicky.

<p>Identify timeframe for support and intended impact</p>	<p>Term 1 and 2 Fortnightly support were really supportive and we would like to increase this to a weekly session, to support a growing need. Impact will be measured through less incidents of SEMH issues on CPOMS, Boxall profiling for some of these children, who already have a completed profile. The capacity for support in school is limited so having Vicky in for an afternoon each week would enable children to make good strides forward in their overall development.</p> <p>Impact of Vicky's work is crucial:</p> <p>X's view – "My worries are still there but they're a bit better. It's nice talking to Vicky. It makes me feel better when people know. It makes me feel less stressed. I'm not ready yet to tell her about all of my worries but maybe soon" Vicky would like to continue sessions with X next term.</p> <p>Y's view – "It's really helpful because I'd usually talk to my mum about things but it's really helped to talk to someone outside of the situation I'm going through. I feel calmer in class than I did. I'd really like to talk to her more as there are some more things I'd like to talk to her about that have happened since I last saw her. She's given me some ideas of how to be calmer at home and at school. Some days are stressful but some days are OK." Vicky would like to continue sessions with Y next term.</p> <p>Z's view - "I like seeing Vicky. It helps me a lot. It helps me to tell people about how I feel. In Year 5 I didn't know who to talk to and it was quite hard to talk about my feelings so I kind of bottled it up. Now I can talk to Vicky and I know she'll help me, and if I want her to tell you or someone else I can just ask her. I know if I have a problem she'll help me" Vicky would like to continue sessions with Z next term.</p>
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Pupil Voice around the impact of Vicky Borel's work.

3	Wider Strategies	<p>To ensure that all vulnerable children who have been highlighted, for potential concerns for example home life, are monitored</p> <p>During the first term children will be rag rated around a number of different areas including academic and social emotional health.</p>	<p>Reminders over systems that are in place in school, to ensure all children are safe.</p> <p>Safeguarding updates provided.</p> <p>Meetings held with parents are documented on CPOMS to show impact of work.</p>	<p>Statutory safeguarding obligations are implemented.</p> <p>All children are safe in their school environment and any concerns are picked up very quickly and early help provided.</p>	<p>KC</p> <p>Costs for external meetings and supply for HH to be determined.</p>		
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Term 1: All children were Rag Rated throughout the school on their return to school. Using this information children were then identified for any SEMH group work with Vicky Borel.

Example of Rag Rating from the start of the Year, which each class teacher completed to have a look at what children were like on their return to school.

Pupil	Year Group	SEN	Pupil Premium	Outside agency involvement	Attendance to date:	Attitude to school / learning	Behaviour	Intervention (Individual instruction, Phonics, Peer tutoring, Outdoor learning, Oral lang, read comp, small group)				Maths	Maths Target	English	Writing Target	Reading	Reading Target
NAME								SEMH	Forming Relationships	Intervention required							
C												Sec		Sec			Sec
H										Maths - place value / Sentence formation		Dev+		Dev+			Dev
S			Yes								Confidence	Sec		Sec			Sec
H		Support								Maths - place value / Sentence formation		Dev		Dev			Dev
S												Sec		Sec			Sec
E										Maths - place value		Sec+		Sec+			Sec+
A										Maths - place value / Sentence formation		Sec		Dev+			Sec
H										Sentence formation		Sec		Dev+			Sec
B		EHCP		SALT						Adjust provision with TAs		1em		Em1			Em 1
S												Sec+		Sec+			Sec+
F										Maths - place value / Sentence formation		Sec		Sec			Sec
A												Sec+		Sec+			Sec+
H												Sec+		Sec+			Sec+
H												Sec+		Sec+			Sec+
L										Maths - place value		Sec		Sec+			Sec
L			Yes									Sec+		Sec+			Sec
E												Sec		Dev+			Sec
E												Sec		Sec			Sec
H												Sec		Sec+			Sec+
X												Sec+		Sec+			Sec+
L										Maths - place value		Sec		Sec			Sec
L										Sentence formation		Sec		Sec			Sec
B				Vicky Borel						Maths - place value		Sec		Sec			Sec
V										Maths - place value		Sec		Sec			Sec
H				Vicky Borel						Maths - place value		Sec		Sec			Sec

Working alongside parents a number of different referrals have been made to different external agencies throughout the year. The impact of this, means that children have been able to access the support that they need from the different agencies that they require. This has been developed in partnership with parents which shows a good working relationship.

**Referrals made 2020/21**

<b>School nurse</b>		
<b>Name &amp; Class</b>	<b>Date</b>	<b>Response/Any further actions</b>
	18.11.20	- Signed off by school nurse
	16.12.20	- Lynda Norris (school nurse team) phoned Mum & shared anxiety resources 26.02.21 - LN visited O 1:1 in school 16.03.21 and 25.03.21
	27.01.21	- Angela Gardner phoned Mum and shared strategies - AG phoned HH to discuss 10.03.21 - AG visited K in school 1:1 16.03.21
	03.02.21	- Mum has phone appointment booked - Letter received to say signed off from school nurse services
	24.03.21	- I phoned Mum 05.05.21 – Mum says she has not heard anything from school nursing team - Phone call with Angela Gardner (no longer our link school nurse but picking up due to relationship with D and mum) – Angela is going to refer in to autism team
	11.05.21	
	25.05.21	
	23.06.21	
<b>Community paediatrician</b>		
<b>Name &amp; Class</b>	<b>Date</b>	<b>Response/Any further actions</b>
	24.02.21	- Referral accepted – Conner's and SCQ questionnaires sent for parents and school to complete - Mum has phone appointment June
	10.03.21	- Referral accepted – Conner's and SCQ questionnaires sent for parents and school to complete – sent back together by post

Data Overview: All children have baseline data for the next academic year. This is from a range of assessments including Online Maths and Reading assessments and teachers' own assessments via school tracking systems Classroom Monitor.

NAME		YEAR 2	% assessed	Report	YEAR 4	YEAR 2	% assessed	Report	YEAR 4	YEAR 2	Term 6		
		EXS	Above	EXS		EXS	Above	EXS		EXS	EXS 99	At	EXS
		PKFS	Below	WTS		PKFS	EXS	WTS		PKFS	WTS 9	At	WTS
		EXS	Sig Above	EXS		EXS	Above	EXS		EXS	EXS 27	Sig Above	EXS
		EXS	Above	EXS		EXS	Above	EXS		GDS	EXS 114	Above	EXS
		WTS	At	WTS		WTS	Above	WTS		WTS	EXS 100	Above	EXS
		GDS	Sig Above	EXS		WTS	Above	EXS		GDS	GDS 116	Sig Above	GDS
		EXS	Sig Above	EXS		EXS	Sig Above	EXS		EXS	EXS 114	Sig Above	EXS
		EXS	Sig Above	EXS		EXS	Sig Above	EXS		EXS	WTS 93	Sig Above	EXS
		WTS	Above	WTS		WTS	EXS	WTS		EXS	EXS 104	Above	EXS
		GDS	Sig Above	EXS		GDS	Sig Above	EXS		GDS	EXS 111	Above	EXS
		GDS	Sig Above	GDS		GDS	Sig Above	EXS		GDS	EXS 112	Sig Above	GDS
		GDS	Sig Above	GDS		GDS	Above	EXS		EXS	EXS 102	Above	EXS
		EXS	Sig Above	EXS		EXS	Sig Above	EXS		EXS	EXS 106	Sig Above	EXS
		GDS	Sig Above	GDS		GDS	Sig Above	GDS		GDS	GDS 124	Sig Above	GDS
		WTS	At	WTS		WTS	Above	WTS		WTS	WTS 83	At	EXS
		EXS	Sig Above	EXS		EXS	Sig Above	EXS		GDS	GDS 126	Sig Above	GDS
			Above	EXS			Above	EXS			EXS 100	Above	EXS
		EXS	Sig Above	EXS		EXS	Sig Above	EXS		EXS	EXS 112	Sig Above	EXS
		GDS	Sig Above	GDS		GDS	Sig Above	GDS		GDS	GDS 123	Sig Above	GDS
		EXS	Sig Above	EXS		GDS	Sig Above	EXS		EXS	EXS 106	Above	EXS
			Below	WTS			EXS	WTS			EXS 107	Above	EXS



**For the Statutory assessments that needed to be completed: Year 2 Phonics: 27 out of 30 achieved the Year 2 phonics check= 90%.**

**Internal assessments were also held for Year 1 phonics and Year 6 assessment information, which was required for the transition to Secondary school.**

Monitoring and Impact

Costings Overview:

Teaching:

- 1) That all our children including our most vulnerable children have access to good quality first wave teaching every day.
- 2) That children have access to regular feedback, both self and peer assessment that clearly moves children's learning on and receive access to one to one feedback from teachers and teacher assistants including Interventions when necessary.
- 3) To promote and achieve high levels of attainment and progress, with all groups of children continuing to diminish the gap.
- 4) To ensure that all children make very good progress from their starting points, measured and assessed in September 2020, in the core skills including Reading, Writing and Maths

CPD development Moderation with Vicky G £400 Each class working with Vicky to consider how to get children to EXS in writing.							<b>Total Spend: £400</b>
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Targeted Academic Support:

- 1) All children that are highlighted as needing intervention provision are given a wide range of interventions. (See catch up interventions overview)
- 2) Teachers and Teaching Assistants deliver high quality targeted support and the impact of their work is measured carefully.
- 3) Children with additional SEN needs, including those with EHC Plans are carefully tracked and monitored to ensure the provision they receive is ensuring progress.
- 4) To ensure that 100% of children meet the Year 1 Phonics standard.
- 5) That KS2 Year 6 children meet top 20% of UK FFT progress targets
- 6) That KS1 Year 2 children meet top 20% of UK FFT progress targets
- 7) That 100% EYFS children achieve a GLD.

Targeted Interventions focusing on Year 4 and 5	Supply costs £125 x 3 days to cover	Year 1 Phonics support WB £36 per hour x 1.5 hrs a week= 16	Year 2 Phonics support from TA £16 x 1.5 hours = 32 weeks= <b>£768</b>	HH monitoring £36 x 7 hours = <b>£252</b> JR additional reading support Term 4	Targeted Interventions focusing on Year 5.	Year 5 Maths Interventions: KC Term 5 and 6.	<b>Total Spend: £11,099</b>
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AA and HH 2 afternoons per week. £216 per week x 14 weeks Term 1 and 2 <b>£3,024</b>	Teachers for PP meetings. <b>£375</b>	weeks Term 1 and 2 = <b>£864</b>  Year 2 Phonics support WB £36 per hour x 1. 5hrs a week= 16 weeks Term 1 and 2 = <b>£864</b>	HH £36 x 0.5 x 3 day Term 3 KW children= <b>£324</b>  KC Term 4 interventions £36 x 0.5 x 3 per week x 6 = <b>£324</b>  HH £36 x 2 hrs x 6 weeks = <b>£432</b>	£17 x 1 hr x 4 days x 6 weeks = <b>£408</b>  Reading Benchmarking assessments completed: £17 x 10 hrs x 6 times a years. TAs are used to assess the children in benchmarking and to consider next steps= <b>£1,020</b>	HH 1 afternoons per week. £108 per week x 16 Term 5 and 6 weeks= <b>£1,728</b>	£36 x 0.5 x 3 per week x 12 weeks = <b>£648</b>  JR Additional reading support: Years 4 and 6 £17 x 1 hr x 4 days X 16 weeks (Term 5 and 6) = <b>£1,088</b>	
<p>Wider Strategies</p> <ol style="list-style-type: none"> <li>1) Children are supported in the school environment with their social, emotional and behaviour needs.</li> <li>2) External agencies are used when necessary and Early Help given for those families that need support the most.</li> <li>3) Parents feel supported in their children's return to school.</li> </ol>							
Term 1 and 2 VB Behaviour / Emotional support intervention time.  £125 per day x 0.5 hrs x 16 weeks =£1,000	Term 3 and 4 VB Behaviour / Emotional support intervention time.  £125 per day x 0.5 hrs x 16 weeks =£1,000	Term 5 and 6. VB Behaviour / Emotional support intervention time.  £125 per day x 0.5 hrs x 16 weeks =£1,000					<b>Total Spend: £3,000</b>
							<b>Catch Up spending: £14,499 to date.</b>



## St Helen's Intervention School Led Tutoring: Additional Information: Catch up 2021-22

**Leaders responsible:** Kelvin Chappell, Andy Spens.

### **What is the most effective way to support pupils achievement?**

We have considered the recent EEF guidance that was published in August 2020: *The EEF Guide to supporting school planning: A Tiered approach to 2020-21* to think about the best strategies to use in order to enable children to 'catch up'. This is also considered alongside the EEF report published in June 2020 *Covid -19 Support Guided for schools*.

**Please note this plan and strategy is a working document so that we monitor the impact of our actions regularly.**

### **School Led tutoring:**

<https://www.gov.uk/government/publications/school-led-tutoring-conditions-of-grant/school-led-tutoring-conditions-of-grant>

### **2.1 Mainstream schools**

For 2021 to 2022, the grant provided has been calculated to cover 75% of the cost of tuition, based on an average cost of £18 per hour and a pupil receiving a package of 15 hours of tuition, totalling £202.50 per pupil.

From the £18 average hourly cost, DfE will provide a maximum of £13.50 per hour for tutoring. Schools and academy trusts are expected to contribute the remaining £4.50 from other budgets such as the recovery premium or pupil premium. Schools can, if needed, offer provision at a higher unit rate than £18 but it will not be funded by DfE and the school or academy trust will be responsible for all costs beyond £13.50.

State-funded schools and academy trusts in England (as detailed above) will receive £202.50 per pupil for 60% of their pupils that are eligible for pupil premium, from year 1 to year 11. The number of pupils will be rounded to the nearest whole number.



School Numbers: Pupil Premium = 20 children (12 Pupil Premium children and 8 service premium children) therefore 60% of 20 = 12 children count for the funding streams x £202.50 = £2,430 Funding received into school.

As a school we have chosen to go down the route of school led tutoring- which will be a mixture of Senior Leaders and General TAs, the justification for this, is that these staff members know the needs of the children will.

	Term 2	Term 3	Term 4	Term 5	Term 6
CM	5 hrs per week @£16 x 6 weeks = £480	5 hrs per week @£16 x 7 weeks £560	5 hrs per week @£16 x 7 weeks £560	5 hrs per week @£16 x 7 weeks £560	
JM	5 hrs per week @£16 x 6 weeks = £480	5 hrs per week @£16 x 7 weeks £560	5 hrs per week @£16 x 7 weeks £560	5 hrs per week @£16 x 7 weeks £560	
Total	£960	£1120	£1120	£1120	Total School Led Tutoring Funding: £4,320
					- £2,430  <b>(-£1,890)</b>  Over spend funded by Pupil Premium strategy funding for targeting similar children.

## Additional Information: Catch up 2021-22

School Aspirations:	EEF Strand	Actions	Desired Outcome:	Measurable Outcome: How will impact be measured?	Who? Costing:	Monitoring (See below)	RAG
1 2	Teaching	All children have access to high quality good QFWT- every day.	All children make good progress in all the core subjects, having accessed good QFWT every day.	<p>Attainment and Progress of children is good from their starting point in all the core subjects and the foundation subjects.</p> <p>End of KS2 results show that PP children make good progress and attainment.</p>	<p>CPD across the year- linked to SDP.</p> <p>Staff meetings linked to SDP.</p> <p>Staff have access to online CPD opportunities.</p> <p>Term 1 and 2:</p> <p>JM 5 hr x £18 x 14 weeks = £1,260</p>	SLT and Governor monitoring through the year.	

KS1 PP Children achieve FFT Top 20% targets and make good progress from their starting points.

CM  
5 hr x £18 x 14 weeks = £1,260  
  
KC costed time:  
1.25 hrs x £36 x 14 weeks = £630

Children's Year 1 and 2 Phonics assessments are above national and local results.

**Significant Impact:**

Intervention Overview for Catch Up: Targeted Interventions and Support: Catch Up and School Led Tutoring Funding:


Monitoring the Impact:

Initial funding for the academic year focussed on Year 1 and Year 2 – to support reading and phonics interventions moving forwards.

Initial baseline for Year 2 Phonics from the end of the Year enable key children to be targeted for the December Phonics assessments:





Class: 2 Term: 1 and 2

Group Intervention Map 2021-22



Name of Children: SEN High/ Premium	Reason for group intervention: (Key barrier to learning)	Type and Duration of intervention: (Specific timings/Person who is running additional interventions)
Group 1: [Redacted]	The children are yet to pass their Phonics Screening in Year 2. Pass mark 32.  <b>Term 1 Phonics Screening (2019):</b> [Redacted]	Mrs Woolford Monday: 2:00pm – 2:30pm Wednesday: 2:55-3:20pm  Some of PE and Singing Assembly missed
Group 2: [Redacted]	[Redacted]	Mrs Woolford Monday: 2:55-3:20pm Wednesday: 2:05pm – 2:30pm  Values Assembly and some of Topic missed

Graduated Approach: Assess Plan Do Review

Key Barriers to Learning: 	Provision: (Who, what and when, including time and duration) 	Target outcomes by the end of Term 2: 	End of Term 2: 
See page 1 for key barriers.	Flashcard starters of sounds not focused on during interventions due to were not being a common thread: r, wh, ph, ou (house), ow (cow), ir, oy, r, l, sh, th	To pass the Phonics Screening at the end of Term 2, as a result of consolidating Phase 3 and Phase 5 phonics.	All children passed the phonics screening. Next step is using phonics to support spelling. This is a focus explained within our pupil progress form.
	<b>Term 1:</b> Week 8: ea and ie (thief) Week 7: oa (Parker) o_e (Chloe) and w (snow) <b>Term 2:</b> Week 1: ue, u_e (Parker, Elsie and James) and ew Week 2: aw and au (Avah – ar)		


From the Interventions provided 100% of Year 2 children were able to pass the phonics threshold:

Phonics Assessment 2021-22





	Start of T1 (2019)	No. of digraphs	Start of T2 (2018)	End of T2 8.12.21 (2017)
	18	12	29	32
	36		39	
	40		38	
	36		36	
	37		37	
	23	9	28	37
	24	8	19	32
	21	9	32	
	39		40	
	37		39	
	26	12	34	
	32		36	
	37		38	
	34		35	
	32		39	
	23	4	36	
	32		33	
	19	11	27	36
	27	4	36	
	32		35	
	38		35	
	32		31	38
	18	19	29	32
	19	4	35	
	32		32	
	40		40	

The catch up funding was used successfully to ensure that this was met. The focus on reading for some of these children continues. Phonics interventions in Year 1 continues with TA being used to support additional interventions to enable the children to reach Year 1 standards. Targets for Year 1 Phonics is 80% with a number of children targeted already receiving interventions work.

READING			
READING EYFS	Year 1 Phonics TARGET	Current Phase	
S_EL	Pass	Phase 5	
S_EL	Pass	Phase 5	
S_EL	Pass	Phase 5	
C_EL	Pass	Phase 5	
C_EL	Pass	Phase 3	
B_EL	Target	Phase 3	
S_EL	Pass	Phase 5	
C_EL	Target	Phase 3	
S_EL	Pass	Phase 5	
B40-60	Unlikely to pass	Phase 5 (sounds) Phase 2 (blending)	
C_EL	Pass	Phase 3	
S_EL	Pass	Phase 5	
S_EL	Pass	Phase 5	
S_EL	Pass	Phase 5	
B_EL	Target	Phase 3	
S_EL	Pass	Phase 5	
S_EL	Pass	N/A	
B_EL	Target	Phase 3	
B_EL	Target	Phase 3	
C_EL	Pass	Phase 3	



Class: Year 1 Term: 2      **Group Intervention Map 2021-22**

<b>Name of Children:</b> SEN <span style="background-color: yellow;">High Potential</span> <div style="background-color: blue; width: 100px; height: 50px; margin-top: 5px;"></div>	<b>Reason for group intervention:</b> (Key barrier to learning) These children are all still unsure with their phase 3 digraphs. They are also struggling to blend their phase 4 constant digraphs.	<b>Type and Duration of Intervention:</b> (Specific timings/Person who is running additional interventions) Daily phonics teaching separate to the whole class. Tuesdays - 1.20 - 1.45 - Coral Wednesdays - 1.45 - 2.10 - Coral	
<b>Graduated Approach: Assess Plan Do Review</b>			
<b>Key Barriers to Learning:</b> 	<b>Provision:</b> (Who, what and when, including time and duration) 	<b>Target outcomes by the end of Term 2:</b> 	<b>End of Term 2:</b> 
These children are all still unsure with their phase 3 digraphs. They are also struggling to blend their phase 4 constant digraphs.	Daily phonics teaching separate to the whole class. Tuesdays - 1.20 - 1.45 - Coral Wednesdays - 1.45 - 2.10 - Coral	To be able to recognise all phase 3 phonics digraphs. This will be evidenced on their phase phonics assessments sheets. Be able to blend the majority of words containing phase 3 digraphs. Begin to be able to blend more words containing phase 4 adjacent consonants.	L020e - has made progress in phase 3 but still has gaps: gh, sh, in, ut, on, it, ear, ai, ag, at. She is only blending 4/12 words correctly. She has made good progress with phase 4 adjacent consonants that aren't containing the digraphs she is unsure of. She blended 8/12 correctly.

Examples of Phonics interventions:

The main focus across the school continues to be writing for Term 3 and 4 around writing. Staff meetings have looked at modelling in order to develop and improve the pedagogy around classroom practice.

Term 1							
1	Target academic support.	All children will be re- assessed in Reading- including benchmarking and phonics assessments.  Children will be assessed and comparisons made with end of	Children will be given the right support and intervention that they require to improve their reading from their starting points.	Interventions in the core subjects are provided for children across the school.  Interventions are mapped rigorously and the impact of the interventions	Additional TA time to reassess phonics and benchmarking levels.		

		T6 data that is available.		measured carefully.  (EEF recommendations followed)			
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Class: Year 1 Term: 2

Group Intervention Map 2021-22



Name of Children: SEN <b>Pupil Premium</b>		Reason for group intervention: (Key barrier to learning)	Type and Duration of Intervention: (Specific timings/Person who is running additional interventions)
		These children are all still unsure with their phase 3 digraphs. They are also struggling to blend their phase 4 constant digraphs.	Daily phonics teaching separate to the whole class. Tuesdays - 1.20 - 1.45 - Coral Wednesdays - 1.45 - 2.10 - Coral
<b>Graduated Approach: Assess Plan Do Review</b>			
Key Barriers to Learning: 	Provision: (Who, what and when, including time and duration)	Target outcomes by the end of Term 2:	End of Term 2:
These children are all still unsure with their phase 3 digraphs. They are also struggling to blend their phase 4 constant digraphs.	Daily phonics teaching separate to the whole class. Tuesdays - 1.20 - 1.45 - Coral Wednesdays - 1.45 - 2.10 - Coral	To be able to recognise all phase 3 phonics digraphs. This will be evidenced on their phase phonics assessments sheets. Be able to blend the majority of words containing phase 3 digraphs. Begin to be able to blend more words containing phase 4 adjacent constants.	

Class: Y6 Term: 2

Y6 Maths Reasoning Group Intervention Map 2021-22



Name of Children: SEN <b>Pupil Premium</b>		Reason for group intervention: (Key barrier to learning)	Type and Duration of Intervention: (Specific timings/Person who is running additional interventions)
Maths Assessments conducted at the start (Arithmetic) and End (reasoning paper) in Term 1. This gives a baseline for the children below. All children are targeted for EXS in Maths assessments. 		All children identified as being well below age-related standards for Maths. Analysis of paper shows that children are having difficulty accessing reasoning questions. Week by Week Children will work on reasoning questions based on concepts below: Week 1: Application of + and - in word problems Week 2: Application of X in word problems Week 3: Applications of / in word problems Week 4: Application of reasoning questions Week 5: Application of reasoning questions Week 6: Application of reasoning questions Week 7: Re-assessment	KC 25 minutes x 4 week Catch Up funding

Examples of Intervention maps: Impact measured as numerical data- for example Benchmarking Levels and Maths improvements.

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**Significant Impact:**  
**End of Year Data Overview:**

Not for website: