

'Catch Up Funding' 2020-2021 Spend Evaluation

School overview

Metric	Data
School name	Hayward's Primary School
Pupils in school	398
'Catch Up Funding' allocation 2020-2021	£31,680 (£80 per pupil)
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Nicola Frost – Governing Board Chairperson
Catch Up Funding Lead	Andy Smith

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p>All children in EYFS to receive targeted, small group Forest School Provision</p> <p>Within the current EYFS cohort, the main gaps that we need to be able to close quickly lay within Personal Social and Emotional Development (PSED) and Communication and Language (C&L) specifically with listening and attention. Forest School in the early years is steeped in research for targeting exactly these areas in a small group and on a regular basis. The research surrounding forest school shows significant impact on children's learning and wellbeing. As well as providing focussed forest school support for half a class, the other half of the class will receive focussed support from their class teacher. The smaller group intervention will provide teachers with the time to target the required key skills.</p>
<p>SPRING TERM REVIEW</p> <p>We strongly believe the priority in EYFS is ensuring children become 'school ready' and enable this by focusing heavily on those prime areas. Forest school has had an incredibly positive impact in supporting the children to develop their personal, social and emotional skills, communication and language and finally their physical development. Without these fundamental skills being embedded early on, it is very difficult for children to access and progress in other areas of learning.</p> <p>Since the Autumn term, the EYFS children have attended weekly forest school sessions to support children in developing in the prime areas. It is evident that many children are now able to communicate more confidently with a range of language which they have gained from such valuable experiences. They have learned how to patiently allow others the opportunity to share ideas and understand the importance of sharing/turn taking. Quite/low self-esteem children have thrived in this environment where there have only been half a class per session. This has enabled their confidence to grow across all areas of the EYFS. They have then also attended an extra session on a Friday. The biggest impact we have observed is children's independence skills; changing their wellies, following the forest school rules and being able to adjust and take on new practical activities week-</p>	

ly. This has been noticeable within the children's behaviour where they are able to manage setbacks in other areas of the school. Forest school has also supported the children's physical development as well as enabled the children to display many of the characteristics of effective learning. These are skills that will support the children to approach all activities with great determination and perseverance.

Case Studies of three children (through the Boxhall Profile) show impressive progress having been made by the children from October to April 2020/21

Evidence – EYFS Case Study Catch Up A, B and C.

SUMMER TERM REVIEW

With an unsettling year of lockdown and restrictions on our 'usual' EYFS provision and way of working, Forest School has enabled children to experience enriching activities that have been fun and exciting whilst developing the essential characteristics of effective learning. The impact this has had on the current cohort is phenomenal and enabled the children to use these skills in other areas of their learning. We particularly noticed vast progress in their independence skills as well as the broad problem-solving vocabulary that the children were obtaining and then further applying during literacy and maths sessions. For many children who may not have the same experiences outside of school, it has opened a world of opportunities for them to see and explore the outdoors with great enthusiasm and sheer fascination. With the upcoming changes to the EYFS curriculum and a heavy focus on communication and language, we strongly believe that continuing with this provision will help us to achieve good outcomes and successful learners ready for the rest of their school journey.

Due to the success of weekly forest school sessions for the current EYFS cohort, we have decided to continue with this provision for the next academic year.

Evidence of Impact:

Prime areas - Social and Emotional Development (PSED) and Communication and Language (C&L) - Baseline - 86.3% working at 22-36/30-50 months. Only 13.3 % working at 40-60.

By the end of the Summer term, 85% had achieved their ELG in the prime areas (not overall GLD as some were missing ELGs in other areas such as writing) and 5% of children were working within 40-60 months (which for summer born children is age expected level). 10% of children were still working within 22-36/30-50 months, below age expected.

So, in summary from 86.3% of the cohort starting at 22-36/30-50 months at baseline and by the end of the academic year only 10% of the cohort remain within the 22-36/30-50 months age band, below expected.

All children to receive the fine motor skills provision – Dough Disco (5 morning per week intervention)

The children's pencil grip is causing more of a concern this year with many children's fine motor development at a very immature level (77% of the cohort).

Assessment has shown that the children have many different pencil grips – very few which are appropriate for helping them develop the pre-requisite writing skills.

SPRING TERM REVIEW

Specific children have attended daily dough disco sessions to support their fine motor skills. We have been doing termly assessments to show the positive impact and progress this has had on their physical development. When conducting the baseline assessment, children recorded their name, or a scribble and we took photos of the children's pencil grips. We repeated this for Spring 2 and it is evident that many children are now able to hold their pencil with good grip and improved control. While few children continue to revert back to their original grip, research suggests that not

all children's hands are fully developed, and muscles are still forming until they are 7 years old. Therefore, we continue to run small sessions supporting physical development and are monitoring this closely. During the staggered starts each morning when children are arriving, all children have to write their name or a sentence to self-register. This daily opportunity to write enables adults to support/correct pencil grip as well as focus on letter formation.

49 children were receiving dough disco since the Autumn term, 82% of the cohort. Our recent spring assessment shows only 22 children (37%) requiring further PD DD intervention. Therefore, of the 49 original children, 27 children (55%) no longer require the programme and are at the expected developmental stage.

SUMMER TERM REVIEW

During the summer term, children continued to access a range of sensory fine motor activities to support their fine motor skills and physical development. Although not a requirement of EYFS, some exceeding children were beginning to write on lines during guided activities as they were working above expected within physical development and therefore focusing on ascenders and descenders within their handwriting. Since the spring assessment, 22 children (37%) were still requiring dough disco and extra intervention to support their development. By the end of the summer term, of the 22 children still receiving the PD DD intervention, 12 (20%) of these children achieved their ELG in physical development and 10 (17%) were still working towards. Therefore, these children would benefit from extra fine motor intervention and provision at the start of Year 1 in September. It may also be worth, re assessing the 12 children who achieved their ELG and had developed good pencil grip and control, in case any have regressed over the summer and reverted to their initial pencil grip. This is highly unlikely as these children are awarded ELG if fully secure.

Of the initial 77% of children requiring dough disco from the start of the academic year, only 17% require further support. This may be due to other areas of need such as SEN or behavioural needs where the main focus and priority was the prime areas to support these children managing their daily routine and relationships. For some children, as research suggests, it simply is the fact that their muscles may not be fully formed until they reach the age of 7 and therefore will continue to struggle during key stage 1. These children continue to receive lots of fine motor practical activities that develop the strength in their muscles to support their pencil grip and control.

Priority 3

RWI Catch Up

Children in Y3 and Y4 would benefit from the RWI catch up programme, particularly those who have missed the catch up intervention that would have been available to the children in Y2 in the summer term.

RWI Catch up delivered by a trained RWI coach will be of benefit to the children.

SPRING TERM REVIEW

All children who failed to pass the phonics screening at Y2, new arrivals at school who were showing a deficit in their phonics knowledge and children whose phonics have been impacted by lack of attention during lockdown have received support from the member of staff allocated to Y3/Y4 RWI catch-up.

In summary:

- 31 children have been involved in the programme
- 15 children have now completed the programme.
- All but two, with significant learning needs have so far made progress between the different

stages.

There are examples of children (KR) who have moved from set 1 to set 3 advanced within the time the intervention has been in place.

We continue to closely monitor the children who have come off the programme to ensure that the progress made has been sustained.

Supplementary Evidence – Read Write Inc Case Study

SUMMER TERM REVIEW

As well as taking account of all children who failed to pass the phonics screening at Y2, new arrivals at school who were showing a deficit in their phonics knowledge and children whose phonics have been impacted by lack of attention during lockdown have received support from the member of staff allocated to Y3/Y4 RWI catch-up, the intervention has now moved to take account of children in Year 5 who have failed to pass the phonics screening and remain in need of key phonics support.

In summary:

- 44 children have been involved in the programme
- 35 children have now completed the programme.
- All 9 children, who have not completed the programme, are working on their last few sounds and will be a focus for autumn 2021.

Conclusion:

This intervention has made an excellent impact on children who were struggling with their phonics outside of Year 2. The intervention has targeted a significant number of children with complex needs, including a number with EHCP and the results are really pleasing. Joy has touched base regularly with children who have completed the programme in the Spring Term to ensure that they have not lost the key skills. Evidence has shown that in all cases the key sounds have been retained and can be demonstrated. Due to the effectiveness of this approach, we will be continuing into the academic year 2021-2022. Children have already been identified for Autumn 2021 and provision planned:

- Children who have failed to pass their Phonics Screening test (either in the initial assessment or through the resits) in Y2.
- The 9 children across KS2 who have yet to pass the final stage of the RWI assessments.

It is worth noting that when progress has been at its most effective, this provision has been supported by involvement in the Reading Mentor, Catch Up or Volunteer Reading.

Priority 4

Selected children in Key Stage Two, who are below attainment in Reading, will receive a regular Reading intervention.

Without age-appropriate Reading skills, children will struggle to engage with the full curriculum provision. This will be a significant barrier which will hinder them in all aspects of their learning. In spite of Quality First Guiding Reading sessions, Priority Reader support in the previous academic year, these children have not made the required level of progress. We are looking to establish a positive mindset towards reading which will take the children forward – supported by a daily level of support at home.

SPRING TERM REVIEW

This programme has become our Reading Mentors programme. An adult meets with the children a minimum of 4 times per week to monitor their Reading engagement and to support them with their Reading Comprehension skills.

Measuring outcomes against the primary aim of increasing reading engagement:

16 out of 17 (94%) children on the reading mentor program exceeded their reading target time applicable to their year group (having not done so in autumn)

15/17 (88%) children on the reading mentor program exceeded their reading target time applicable to their year group **and increased their reading time from their "base time" by a "significant amount."**

Measuring outcomes against the secondary aim of improving data (data measured by overall level imputed into SIMS plus Star Reading improvement

According to Star Reader Test

10/17 (58%) reading age increased by well above the expected 3 months.

1/7 reading age increased by expected amount.

6/17 (35%) reading age stalled/went backwards.

According to our data input in terms of level:

14/17 (82%) children made expected or accelerated progress

6/17 (35%) children made accelerated progress

3/17 (18%) children either stalled in progress or went backwards

Conclusion:

Overall, in terms of meeting the primary aim of improving reading engagement, it was undoubtedly successful.

In terms of improving progress linked to data, considering many of these children (all but 1) were behind in their reading, this shows that in the past they have not made expected progress so for 82% to have made expected or accelerated progress is good.

Most children have now been removed from the program but will be checked in once a week. 4 children will remain on the program because they still meet criteria number 1.

New children will be based on the Spring Term data review. PP children will be the primary focus for a child's involvement as well as the educational disadvantaged that has been created from lockdown. Please note that all children who are coming off the programme will have a two-weekly catch up with their Reading Mentor in order to ensure that engagement remains strong.

SUMMER TERM REVIEW

Based on the data available at the end of the Spring Term, the groups changed and new pupils were identified for the provision. Staff also monitoring intermittently the engagement of children who had come out of the progress at the end of the Spring Term through looking at their records and through also weekly meetings with the child.

Measuring outcomes against the primary aim of increasing reading engagement:

Lower Key Stage 2:

100% (12/12) of children have increased their daily reading engagement from where they were at the end of the Spring Term. In some cases this has increased by 600%.

100% of children are now exceeding their reading target time applicable to their year group (20 minutes per day).

Upper Key Stage 2

83% (5/6) of children have increased their daily reading engagement from where they were at the end of the Spring Term. In most cases this is by between 20 and 40 minutes extra per day.

83% of children are now exceeding their reading target time applicable to their year group (30 minutes per day).

According to our data input in terms of level (if data looked at from April 2020 to July 2021)
 12/16 (82%) children made expected or accelerated progress
 5/12 (35%) children made accelerated progress

Progress in Year 4 and Year 5 was particularly good but less so in Year 3.

When looking at the Spring Term to Summer Term progress, the progress of some children in Lower Key Stage 2 is particularly impressive (both in terms of engagement and attainment). All children are

	Spring Engagement (minutes per day)	Summer Engagement (minutes per day)	Terms of Progress
Child A	22	31	1
Child B	6	29	5
Child C	3	26	1
Child D	6	35	1
Child E	12	35	5
Child F	20	25	3
Child G	5	26	7
Child I	11	24	1
Child J	15	23	2
Child K	12	23	2
Child L	0	30	3
Child M	13	45	3

n.b. We expect 20 minutes per day from children in Y3 and Y4.

Taking Account of All Children involved in the Reading Mentor programme (Spring and Summer Term):

According to our data input in terms of level (if data looked at from April 2020 to July 2021)
 21/27 (78%) children made expected or accelerated progress
 10/27 (37%) children made accelerated progress

Conclusion:

One of the biggest barriers for key PP children has been the lack of engagement from home in sustaining expected reading behaviours, in spite of the school applying considerable time and resources into improving the situation for key individuals/families. This intervention enables the child to have a key adult with whom they can discuss their Reading, their enjoyment of Reading and work through some of the barriers associated with their Reading. It enables them to have support in choosing books and a 'supportive friend' to help them when they are struggling with engagement and motivation. The impact has been really positive and has helped support a considerable increase in the % of children who are engaging regularly with their Reading and who most importantly are developing a life-long love for Reading.

Priority 5	<p>1:1/1:2 Tutoring Programme</p> <p>Writing is a whole school improvement focus. We have a number of children, who in spite of quality first teaching, are not making the expected levels of progress. Children will benefit from close attention to their writing and focussed one to one support.</p> <p>Children benefit from the 1:1/small group conferencing sessions that teachers provide.</p>
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SPRING TERM REVIEW

The school have taken the following steps:

- We identified need for provision in Key Stage 2. EYFS (Forest School provided 3 x per

week through catch up) and KS1 (through focussed Read, Write Inc teaching and intervention) were being well catered for. We linked this to one of our school improvement priorities and focussed on writing.

- We identified children who were disadvantaged, alongside children across KS2 who had not made the expected progress (as if they had still been in school) from April 2020 to December 2020 and also children who were in danger of not making their key stage to key stage progress because of slow progress during this time.

121 Mentors

- We selected 121 Mentors, a programme which focussed on just disadvantaged/SEND, to provide for children from Year 3 – Year 6. This is a local organisation based in Exeter and offers virtual/face-to-face tutoring. All tutors are qualified teachers. We decided that we would target SEND children in Year 5 and Year 6. We have 40 children receiving this in 2 x batches of 20. The first 20 are taking place virtually and the other 20 will be carried out on site.
- This is working well, with daily reports provided by the tutors. Children are engaging with these tutoring sessions through the Google Classroom – the platform that we have used for remote learning. Tutors are excellent at communicating with school and in addressing any problems that arise. Children are engaged and look forward to the sessions. It is easy to drop in and monitor the quality of the sessions through the classroom. The pupil profile has been keen in identifying the steps that need to be taken with the children.

Pearson

- We selected Pearson as they are a company with a known reputation in boosting attainment at UKS2, in particular supporting children in achieving the Key Stage 2 expectations. They provide for only Year 5 and Year 6. They have a proven track record and all tutors are qualified teachers. Both organisations have a robust approach to Child Protection and Safeguarding. The programmes on offer the children seem excellent.
- We have selected 40 children to benefit from this. Children attend the sessions in groups of 2/3. Children do not have to be disadvantaged, although a significant proportion of these are.
- Assessment is a key part of this process, with the 15 sessions including sessions with the child and their class teacher. Teachers are able to select units based on the needs of the children.
- These all take place online and are due to commence following the Easter Holidays.
- We would expect children to make rapid progress with two sessions per week supplementing their quality first English teaching.

In summary:

So far 16 of the 77 children are engaging with the tutoring programme, with the other 61 children due to engage before Summer Half Term.

Of those 16 children (who have not yet completed their 15 weeks), the tutoring has helped 11 children achieve expected progress from December 2020 to April 2021 and two children achieve accelerated progress.

SUMMER TERM REVIEW

All children who were identified for this provision completed their allocated sessions with either 1:1 mentors or Pearson tutoring. Feedback reports from the tutors are very positive and show improvements in many individual areas but more generally in their confidence towards approaching their Writing work (see reports for additional evidence).

Overall Progress (April 2020 to July 2021) – Please note that the tutoring was only part of this process.

Pearson Online Tutoring (This training included children whose data was impacted by lockdown – this was not just disadvantaged children).

Year 5 – 12/14 of the children made expected or better progress during the year. 7 children made accelerated progress.

Year 6 - 14/21 of the children made expected or better progress during the year. 6 children made accelerated progress.

1:1 Mentors Online Tutoring (This training was targeted to SEND/disadvantaged children. Engagement was not as good as expected for some children in spite of the best efforts of school staff)

Year 3 – 2/7 of the children made expected or better progress during the year.

Year 4 – 4/6 of the children made expected or better progress during the year.

Year 6 – 0/1 of the children made expected or better progress during the year.

1:1 Mentors in person (This training was targeted to SEND/disadvantaged children)

Year 3 - 0/1 of the children made expected or better progress during the year.

Year 4 - 4/6 of the children made expected or better progress during the year. 3 children made accelerated progress.

Year 5 - 1/5 of the children made expected or better progress during the year.

Priority 6

Use of Nessy for 2020-2021 to support children with Specific Learning Needs and purchasing a small trolley of Chromebooks to support the regular use of the online facilities

SPRING TERM REVIEW

Nessy was first purchased for the academic year 2019-2021 for use in the school to support children showing dyslexia traits or difficulties in reading and writing. Our Dyslexia specialist had left the school, and there was a gap in intervention provision. The account was shared with Landscore Primary; it enabled 10 children to use the programme.

Initial assessment and outcomes showed that, where the programme was being used for the required number of minutes per week, significant progress could be made.

We took on our own account in October 2020 after the initial one year trial, acquiring 30 licences for use across KS2. Each licence costs £10. Use of Nessy in school requires parental permission. Letters are sent out requesting this, following which each child is then given an initial reading and spelling assessment to set their targets. The programme is tailored to address gaps in their phonic knowledge as well as ensuring understanding.

The assessment takes approximately 45 minutes. After this time, they are asked to use the programme for 80 minutes per week (4 x 20 minute sessions) and for parents to support this out of school. Currently, 25 of the licences are being used. 8 are PP children.

Unfortunately, many of the selected children are not using the programme regularly enough to show the progress that is possible. Discussions with the children indicated that this was often due to lack of access to appropriate technology at home (or lack of parental support). Furthermore, access to chrome books in school was limited.

A decision was made to purchase a small set of chrome books, to allow children the regular access to the programme that they need in order to progress. Unfortunately, due to high demand for technology caused by the Covid pandemic, the order has still not arrived in school, so we are not yet able to fully assess the impact.

A progress report produced in February showed that children with access to the programme from November 2020 – Feb2021 made on average 0.6yr progress in reading and 0.2 progress in spelling. However, when the children who were not regularly using the programme were removed from the calculation the figures change to 1yr progress in reading and 0.4 yr progress in spelling.

This demonstrates that the programme has the potential when used correctly to significantly improve children’s reading and spelling: it is tailored to each child’s needs and provides individual support which would be expensive to replicate through a teaching intervention.

SUMMER TERM REVIEW

We now have 30 Nessy licences which can be used across KS2 to support children with dyslexic tendencies or difficulties with reading and/or spelling. The cost of each licence is £10. Currently 30/30 licenses are being used with 11/30 being PP children.

The Nessy lead monitors use and progress closely, liaising with staff children and parents to encourage engagement. We recognised during the course of the year that successful outcomes could not be achieved unless the children engaged regularly with the programme, and for the recommended 80 minutes per week. Despite encouragement, many of the targeted children were not using the programme at home.

We received 10 chromebooks at the end of April which have allowed children to access this programme more regularly in school. The Nessy lead organised a timetable for their use. Noticeable progress has been made by some children who have been able to use the programme regularly in school - with several children making more than half a year's progress in reading and spelling over the 3 months from February to May.

Across the year, progress in Reading has averaged 1.1yr and spelling 0.6yr (November 2020 to May 2021 – 6 months). With regular access possible next year, it is hoped that these figures will continue to improve.

It is being demonstrated that this programme (combined with Read Write Inc intervention) also works for some children whose progress in reading/spelling appears to have stalled.

Priorities

Measure	Activity
Priority 1	All children in EYFS to receive targeted, small group Forest School Provision
Additional Detail	AH (Forest School Lead) will be working with the children for two mornings per week. The EYFS classes will be split in to 4 groups of 15 children (working within their own bubbles). The class base will be split into 15 children enabling the teachers to effectively target areas of need contained within the prime areas of learning.
Potential Barriers to the success	Pupil absence.

of this priority	<p>Staff absence.</p> <p>Adverse weather conditions.</p> <p>Lack of appropriate wet-weather/warm clothing for the children.</p> <p>COVID-19 lockdown scenario – individual pupil.</p> <p>COVID-19 lockdown scenario – cohort.</p> <p>COVID-19 lockdown scenario – whole school.</p>
Projected spending	£3252 For three mornings of forest school provision (6.75 hours p/w).

Measure	Activity
Priority 2	All children to receive the fine motor skills provision – Dough Disco
Additional Detail	<p>An EYFS TA will be released for 5 mornings per week to provide targeted 1:2 provision for children in need of the intervention (majority of Early Years based on initial assessments). The children will receive short sessions of appropriately 15 minutes with two to three sessions per week taking place.</p> <p>As it currently stands (October 2020), 46 children (77%) are yet to achieve an effective pencil grip. A range of techniques are evident and without an effective intervention, followed up by targeted support in Y1, the children are unlikely to develop the require technique needed to ensure fluency in their writing.</p>
Potential Barriers to the success of this priority	<p>Pupil absence.</p> <p>Staff absence.</p> <p>COVID-19 lockdown scenario – individual pupil.</p> <p>COVID-19 lockdown scenario – cohort.</p> <p>COVID-19 lockdown scenario – whole school.</p>
Projected spending	Cost for morning release for TA. 2 hours per day. 10 hours p/week. £3,548

Measure	Activity
Priority 3	RWI Catch Up for Y3 and Y4 children
Additional Detail	<p>JW (TA) will be deployed to provide 3 afternoons of RWI provision to key targeted children. These children will be those who have failed the Phonics Screening in the 2018-2019 academic year and those children who were in danger of failing the phonic screening in 2019-2020.</p> <p>This will be in addition to the 'Everyday Reading' provision that the children will be receiving.</p>

Potential Barriers to the success of this priority	Pupil absence. Staff absence. COVID-19 lockdown scenario – individual pupil. COVID-19 lockdown scenario – cohort. COVID-19 lockdown scenario – whole school.
Projected spending	£3609 for three afternoons provision 7.5 hours p/w

Measure	Activity
Priority 4	Selected children in Key Stage Two, who are below attainment in Reading, will receive regular Ready, Steady, Read Provision
Additional Detail	<p>Each member of staff will be:</p> <ul style="list-style-type: none"> Committed to supporting 12 pupils, one to one, for 15 minutes per day for 5 consecutive days with their reading. Trained in line with our school reading policy by the English lead so as to understand, and then support the implementation of, how we develop readers at Hayward's Helping children understand their reading ability and reading preferences, supporting children with changing their book according to their ZPD Responding to the needs of a child within a session for them to become confident and fluent readers, with strategies for decoding when encountering new words Helping children develop key comprehension skills by asking relevant questions during reading. These skills should include: summarising, retrieval, clarifying vocabulary, inference, commenting on writer's techniques and sequencing events. Supporting children's motivation and reading habits by setting follow-up reading expectations at home each night and checking up with it daily Working in line with our school's Accelerated Reader program and support children with the quizzing process upon completion of a book Using Accelerated Reader data to compile a short report on the progress made by the pupils at the end of half term
Potential Barriers to the success of this priority	Pupil absence. Staff absence. COVID-19 lockdown scenario – individual pupil. COVID-19 lockdown scenario – cohort. COVID-19 lockdown scenario – whole school.
Projected spending	£10,338 towards Reading Provision £5169 (15 hours per week) per person

Measure	Activity
Priority 5	1:1/1:2 Tutoring Programme
Additional Detail	School will be signing up to one of the National Tutoring Programme schemes for the academic year 2020-2021
Potential Barriers to the success of this priority	Pupil absence. Staff absence. COVID-19 lockdown scenario – individual pupil. COVID-19 lockdown scenario – cohort. COVID-19 lockdown scenario – whole school.
Projected spending	£9,033 left available (If children are working in 1:2 setting with a tutor, 64 children will benefit from 15 hours worth of writing provision).

Measure	Activity
Priority 6	Use of Nessy for 2020-2021 to support children with Specific Learning Needs and purchasing a small trolley of Chromebooks to support the regular use of the online facilities
Additional Detail	Nessy is an appropriate intervention for children with dyslexic tendencies who are struggling with their Reading and Writing.
Potential Barriers to the success of this priority	Pupil absence. Staff absence. COVID-19 lockdown scenario – individual pupil. COVID-19 lockdown scenario – cohort. COVID-19 lockdown scenario – whole school.
Projected spending	Cost of Nessy - £300 for 30 user licences. Cost of Chromebooks to be used by children to enable them to maximise the use of the software in school time. £1900 – supported by a £1100 from the SEND Budget for the School.

Monitoring and Implementation

Area	Details of Monitoring Arrangements
Priority One	Baseline assessment in the Autumn 2020 shows that the majority of children are in the 30-50E bracket for Personnel, Social and Emotional Development

	(PSED) and Communication and Language. RWI assessment will show that children are making expected progress,
Priority Two	Initial assessment of pencil grip indicates that of the EYFS cohort are holding their pencil correctly. Half termly assessments will be carried out to measure improvements in key areas. By the end of the academic year we would expect:
Priority Three	Regular half-termly assessments will be undertaken which will track the progress of the lowest 20% - which will include all children in the agreed target group. These will be analysed by the RWI and HT and will impact on how the provision will be tailored for each individual children. We would expect to see progress in individual assessment profiles in Reading and Writing.
Priority Four	The Literacy lead and AR Library Lead will be involved in the monitoring of all children, with a particular focus on PP and children who are tagged to have this intervention. AR Reading Band and Reading age will be two of the tools which will be used to measure the impact of this intervention. We would expect there to be an impact seen in their PIRA scores – in particular between the autumn and summer term assessments. Hodder scores will be an interesting point of analysis.
Priority Five	The HT, literacy lead and class teachers will be involved in the monitoring of this through the impact observed in the child's individual writing (assessment sheet) and through their writing attainment.
Priority Six	Specific Needs Lead/SENDCo will monitor the progress of individual children in regular reports. They will also co-ordinate the amount of time it is used at home and will support families in raising this time when it is appearing low.