

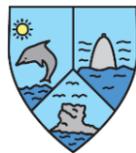
Portreath School Catch Up Funding Planning and Reporting 2020 - 21

Total catch up funding received: Whole year total- £11680				
Priorities for Change (no more than 3) based on assessment/ observation data		KS1 phonics and reading catch up Deep understanding of key concepts in maths through the concrete, pictorial and abstract approach for all year groups Evaluation and further assessments led to a focus on writing in the summer term		
Key questions	Actions	Milestone by December 2020	Milestone by April 2021	Milestone by July 2021 Evaluation
Teaching: "evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils."				
What new routines and habits do teachers and other staff need to integrate into their work? How have we raised our capacity to make those changes and ensure they are sustainable?	<ul style="list-style-type: none"> • CPD-maths all staff training on Whiterose CPA (concrete, pictorial, abstract) to enable support for all within class • Staff training in using baseline assessment and different types of gap analysis • Supporting NQT teacher through The Chartered College • Charter College membership for other teachers if NQT and mentor find it useful • CPD linked to Metacognition and behaviours for learning • Effective remote learning is developed • Year group maths teaching to enable age related small steps planning (no cost costed from elsewhere) • Creating home packs to support home learning Cost: £220 (maths course) Home packs £500 Chartered college-£300 The National College Training package-£800	Alongside the adapted small step planning, the CPA approach is a key element of maths lessons and staff and children understand the value of this approach Training for all staff (with a focus on NQT) on the most effective use of formative and diagnostic assessment has enabled teachers to effectively identify gaps in individuals' learning in reading, writing and maths. Teachers adjust their planning to address common 'gaps' and refer pupils for targeted support where appropriate. All children are able to access remote learning and Crofty MAT Blended Learning Working Group have shared best practice	Teaching reflects the training staff have received on metacognition and memory; children can articulate their strategies and behaviours for learning Pupils are confident to reflect on their own learning and recognise and understand their own next steps- often improving their work before it is seen by an adult Good maths lessons have led to at least expected progress for all pupils in maths and accelerated progress for targeted individuals in maths. Remote learning is starting to be embedded and reflects best practice	Pupils accessing remote learning are able to do so more successfully as a result of more effective independent study skills End of key stage maths outcomes are at least in line with national Pupils are confident to provide feedback to peers on their learning
		Progress and Evaluation Lesson planning/slides show that CPA is now more evident in lessons. Two staff meeting sessions have been used effectively to discuss the children who have been identified as needing to make accelerated progress-their needs, common gaps and how they will be supported in class and through intervention. This is starting to have an impact. By sharing best practice hopefully this will have greater impact next term. The Whiterose end of unit and end of term assessments have been used to help identify gaps in learning and planning has been adjusted accordingly. Assistant head has been a proactive member of the Crofty blended learning group. There has been no bubble closure so no whole class remote education needed. However, everything is set up for online learning and a home learning paper pack has been sent home to all children for them to complete in case they encounter any issues getting online. Individuals who have had to self-isolate received home learning via the paper home packs, Google Classroom and when needed work has been also sent home via email. The majority of children only had to self-isolate for a couple of days. The majority of families are using Google Classroom to upload reading record weekly. A number of Reception parents are engaging well with Tapestry. Any who are not using Google Classroom or Tapestry consistently will be targeted next term to help everyone fully engages. Year 6 mock SATs paper sat in November indicate that the following children are on track to be at least at the expected level: 86% SPAG, 77% maths and 90% in reading.	Progress and Evaluation The CPA work in the autumn term enabled the vast majority of children to be able to engage fully with the maths work set during remote learning as they were familiar with key images and models. As a result of the maths lead attending Maths Hub training, each class has identified cohort gaps for this year and last year and then using this alongside the the ready to progress documents have created a plan of action for the rest of the year. As a result of advice from Headstart and from the local authority, and in line with our TIS practices, we felt summative assessment was not appropriate until children are settled back at school. Formative assessment has shown that many children have covered the relevant work during lock down however, many lack a depth of understanding of the topics covered due to the remote nature. Therefore, at the start of each topic reactivation of knowledge is key and the small steps planning is adjusted accordingly. After Easter the end of spring term assessments will take place to further inform staff of any gaps. The NQT successfully passed her second interim assessment and is making great progress. Working alongside an experienced teacher during lockdown has strengthened her practice further. She has fed back to staff on her learning around use of teaching assistants. Charter College membership has been taken up by 2 further staff members who are now accessing and sharing relevant learning from the materials. Metacognition training has led to more explicit teaching in lessons according to staff members and children during pupil conferencing. Children are starting to articulate metacognitive strategies and can talk about the importance of reactivating learning and memory. The use of knowledge organisers is	



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		<p>In Y2 Teacher assessments in December indicate that the following are on track to reach the expected end of KS1 level by the end of the year: 77% in reading, 68% in writing and 82% in maths.</p>	<p>being embedded and children referred to them during pupil conferencing.</p> <p>Remote learning proved very effective during lockdown 2. Feedback from parental surveys was very positive and all but one parents felt that what was provided was even better than lockdown 1. Please see survey summary for details. 84% of children were either in school or had good engagement with only 5% having very little engagement. Children's feedback has also been positive and more detailed views were collected from a sample of children. Phonic assessments show that most children continued to make good progress during remote learning and the majority of children are working at the stage they should be at this time of year. There was very strong wellbeing support during lockdown as well as academic and this was recognised in a recent audit.</p> <p>All children used their paper-based starter pack which was provided last term for the first few days. Due to continuation of Google Classroom use during the autumn term, with the older children using it weekly in class the transition to online learning was smooth and families were much more confident at using the technology. Google Classroom and Tapestry were used with 7% of children being provided with paper packs (due to difficulties with printing). 10% of the children had a device provided by school. Staff meetings took place linked to writing as this was an area in which children made less progress in the autumn term compared to reading and maths. It was also an area they found more difficult at home. Book Looks show that children need more opportunities to write at length. Since the return to school handwriting, checking work for things such as missing words and punctuation and presentation have been areas of focus. The English policy has been reviewed with clearer guidance around writing to clarify expectations for teaching. Writing will be a focus in the summer term. Moderation of writing with two other schools showed that our writing judgements are accurate and work is of a similar standard.</p>	
<p>Targeted academic support: structured academic support provided 1:1 or in small groups, linked to classroom teaching</p>				
<p>Is there a clear understanding of what is being implemented and how? Are targeted interventions clearly communicated between teacher and person delivering targeted support?</p>	<ul style="list-style-type: none"> Children identified who will benefit most from specific tracking and intervention Structured interventions-based on baseline gap analysis for reading and maths 'Keep up' intervention groups based on daily formative assessment of gaps in maths Small group tuition after school for targeted individuals (run by TAs and HLTAs and also looking into teachers) on reading, writing and maths One to one or one to two support for particular individuals to address widened gap for reading writing and maths Reading/phonic intervention In Y1&2 	<p>Interventions are in place and formative and teacher assessment indicate the gaps are starting to close Y2 phonic screening results are above national and Y1 mock screening indicate Y1 children are back on track (and those who aren't are targeted further next term)</p> <p>Evaluation: In September Y2+ children did baseline tests and this along with teacher assessments was used to place all from Y1+ children on a step on Target Tracker. In December end of term maths assessments and teacher assessments were used to reassess the children. In reading 17/68 targeted children have already made accelerated progress, 18/88 have in writing and 33/82 in maths. Particularly good progress has been made in maths in Year 1 and 5 and in writing in Year 2. Phonics intervention has been a key focus in Y1 and Y2. This has led to 82% of Y2 passing the Y1 screening that was sat in November rather than June (due to lockdown). The 18% of children who did not pass are</p>	<p>Mid year Baseline demonstrates gaps are closing, particularly for the targeted children in reading, writing and maths</p> <p>KS2 children who felt less confident were able to access additional small groups sessions regularly with a teacher or TA to address their needs. Some of these were designed as drop in clinics and others as online intervention groups. If children or parents requested additional help across the school, staff provided this through telephone calls or Google Meets. Parents and children fed back that this really supported their learning. Children who were in school during lockdown continued with targeted interventions and had additional support and this has led to many of these making accelerated progress. Ongoing formative assessment is leading us to identify who now has gaps in their knowledge and understanding and this is not necessarily those who were previously identified. Therefore, interventions in the summer term will be adapted accordingly using our normal fluid grouping.</p>	<p>End of year assessments demonstrate that a significant number of children are back on track and the gap lessened for all Y1 screening results are above national</p>



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	<p>Cost: £6000</p>	<p>receiving further invention with 14% on target to pass on the rescreening at the end of the year. In Year 1 73% are now at ARE and are on track to pass the screening, 27% are working just below ARE and are being targeted. In reception 68% are on track to be at ARE by the end of the year with 27% being targeted for further intervention as they are just below current ARE.</p>	<p>Small group after school tuition in Autumn 2 had a positive impact, these were paused during lockdown and will resume in the summer term. Breakfast maths tuition has started and will continue in the summer term. Due to positive impact we plan to invite more children for these types of sessions. Phonic results: Y1-10 children targeted in the spring term despite lockdown and only 3 weeks in school 8/10 made at least expected progress, with 2 making accelerated progress. 2 children did not make sufficient progress and are in need of additional intervention in the summer YR- 9 children were targeted in the spring term despite lockdown and only 3 weeks in school 8/9 made at least expected progress, with 4 making accelerated progress. 1 child did not make sufficient progress and are in need of additional intervention in the summer New children have been identified for phonic intervention next term. Afternoon inventions have taken place from 8th March to the end of term. These are addressing gaps in individuals' learning.</p>	
<p>Wider strategies: including attendance, behaviour and social and emotional support</p>				
<p>How will we be best placed to respond to new challenges that arise during the academic year ahead eg significant falls in attendance?</p>	<ul style="list-style-type: none"> • Sustaining parental engagement • Attendance tracked and relevant issues addressed with families • Focus on well-being and settle back into school so children are ready and motivated to learn • Mindfulness strategies being used in all classes • All staff trained in TIS, including new staff and staff received training linked to returning to school • Reinforcing behaviour routines • Wraparound clubs • 1 to 1 TIS sessions for certain children <p>Cost: £ £ 242 for autumn term plus £300 resources £100 wellbeing books Cost of TIS returning to school course inc overtime to complete- £500 £200 to create a tranquil space for 1 to 1 sessions EWO support-£300 Overtime for TA to provide TIS sessions</p>	<p>Children and staff settled back into school Children are demonstrating that they are ready to learn and are motivated Children demonstrate that they are able to adapt to change and demonstrate resilience Children are being taught strategies for coping with anxiety</p> <p>Evaluation The school implemented a TIS (Trauma and mental health aware school) approach to the school a couple of years ago so this put the school in a good position to help the children return to school. The whole school TIS returning to school training was well received and informed a lot of our approach over the last term. The vast majority of children have settled well back in school. A lot of the anxiety issues have been resolved by lots of additional emotional support. TIS 1 to 1 sessions have had a big impact on those who have received them, next term some will continue and others will no longer need it but other children have identified to receive them. The mindfulness work across the schools, the additional wellbeing activities and the assemblies linked to mental health and wellbeing have had an impact. At the start of the year all children were assessed on their wellbeing using Leuven scales (0-5) and the average score was 2.69 when reassessed at November this had risen to 3.73. Attendance is at 96.7% this year so far.</p>	<p>Children continue to be happy in school and feel safe Children are able to talk about their emotions and well being Children are informed of and given the opportunity to discuss any changes to school systems Children are able to apply strategies learnt</p> <p>As a result of feedback from children and the parental survey from last year we adapted remote learning. To support wellbeing as well as academic learning there were more live meets and this along with remote learning mirroring in school learning helped children to feel a part of a class even when learning at home. During lockdown some parents contacted school concerned that their children needed more social contact and missing friends was a key concern. Therefore, class social meets/ show and tell sessions were set up for home learners., According to the parental survey 35% of parents found one of the main challenges of lockdown was supporting their child's mental health and wellbeing. The survey also indicated that they felt the school offered good emotional support during lockdown. There was high engagement with remote learning, especially with the live sessions, many children have said that these live sessions helped them to feel still part of the school. 99% returned to school on the first day back and attendance remains good at 96.9% Some children have returned to school needed additional emotional support, this is mainly linked to anxiety or attachment. Due to this increased need we have created a new tranquil space suitable for 1 to 1 sessions called 'The Glade'. This has been used really week in last few weeks. Staff have used strategies learnt from training to resettled children back into school, help them to adjust back to whole class learning and support children's wellbeing. Some children have been identified for additional 1 to 1 sessions. New PSHE programme now in place and supports our well-established school ethos.</p>	<p>Attendance is in line with national Children are able to talk about their experience in school during Covid-19 and reflect on strategies that they have found useful for relieving anxiety.</p>