



COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	319	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£7080 Autumn Term £7080 Spring Term £7080 Summer Term		

STRATEGY STATEMENT

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Our recovery curriculum, in the first instance, acknowledges that children will have had very different experiences during school closure. However, the common threads running through all are-: the loss of routine, structure, friendship and opportunity. After a long period of isolation, returning to a 'normal' school day may well be difficult for some. As a school we have been working to embed Thrive approaches in our classrooms and throughout the school and this will be a key emphasis for pupils on their return to school. Staff will also continue to explore strategies to support children's mental health and well-being to promote a smooth transition.

The process of re-engagement with learning will begin with rebuilding relationships. Children will need help to re-establish friendships, reconnect with staff and work with others. As part of the recovery curriculum the school has chosen to follow a whole school unit of work based on the Oliver Jeffers book 'He we are' the unit will help pupils engage their whole community through literacy learning. The unit of work created by clpe.org.uk places emphasis on connectivity. Children will explore the concepts of belonging and feeling safe at school, reconnecting with friends, managing worries and fears, as well as being positive and looking forward to learning. Classes will also discuss and document their many and varied experiences during lockdown and create a time capsule to be buried in the school grounds.

In mathematics we follow the White Rose who have produced recovery units of work allowing pupils time to revisit learning from the previous term and to revise past concepts. The aim is to develop learner's confidence and allowing them to be successful before introducing new concepts.

Pupils will engage in remote learning as homework so that in the event of a class, group or small number of pupils needing to self-isolate, or a local lockdown requiring pupils to remain at home, we expect to have the capacity to move to remote education almost immediately.

Our strategies for catch up focus predominately on Quality First Teaching and accurate formative assessment. We aim to:

- To reduce the attainment gap between your disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Pupils in EYFS often begin with low attainment upon entry to school, particularly in communication and language. Often they have poor communication skills and poverty of vocabulary or English as and Additional Language.
B	Pupils do not regularly read at home or have fewer opportunities to read a suitably challenging texts. As a result they lack fluency and pace in their reading and are vocabulary poor. The school historically has had a lack of consistency in the teaching of phonics which has had an effect on the progress that pupils make in Early Reading.
C	Pupils have had limited opportunities to develop practical mathematics skills or have developed an anxiety towards the subject as a result they have not mastered 'the basics' which in turn limits their ability to make further progress
D	Pupils have limited writing opportunities (working online) or have not received feedback at the point of teaching for some months and as such will need additional support with writing

ADDITIONAL BARRIERS

External barriers:

E	Some pupils are not in the habit of doing homework and accessing remote learning opportunities will not be a priority for some families
F	Some pupils may need 1-1 support to catch up with significant amounts of learning in maths and English
G	Some pupils do not attend school regularly or on time
H	Staff illness and isolation means that there are increased supply costs to keep the school running effectively.
I	Pupil physical well-being and mental health well-being

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>A recovery curriculum is planned and delivered during Autumn1 to support children's smooth transition back to school – to encourage basic skills and attendance.</p> <p>A,B,C,G</p>	<p>Children's September return to school targets their PSHE, mental and physical wellbeing needs.</p>	<p>PSHE education has a key part to play in not only promoting wellbeing, signposting support, enabling transition and re-establishing learning routines, but also as a means by which pupils can develop the skills and strategies to manage real life situations. PSHE lessons can provide an inclusive environment where pupils feel comfortable and safe to discuss issues they are worried or feel anxious about. Creating opportunities to discuss both the positive and negative effects of the pandemic will help pupils to understand and adjust to new school practices PSHE education can help to prepare pupils to reconnect again with learning in school through explicitly teaching learning skills such as teamwork, listening and negotiating, problem-solving and self-organisation. PSHE also has a key role to play in supporting pupils' self-esteem, motivation to learn, and mental wellbeing. <i>PSHE Association.org</i></p>	<p>Staff plan a Recovery curriculum which includes daily mental and physical wellbeing activities. Highly engaging activities are planned to include outdoor learning, practical science, art and DT alongside.</p> <p>An engaging whole school literacy focus is planned using the 'Here we Are' text and planning from Power of Reading.</p> <p>Short daily PE lessons and targeted whole bubble lunchtime coaching target children's physical and mental wellbeing.</p>	<p>Teaching staff</p>	<p>Half termly</p>
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<p>Planned increase in physical activity and PE lessons is implemented throughout the school.</p> <p>I</p>	<p>Children's physical fitness returns to pre lockdown ...</p> <p>The proportion of children in Y6 who are obese and overweight is reduced.</p> <p>To improve behavior outcomes across the school.</p> <p>To ensure bubbles are kept separate and protect against Covid19.</p>	<p>Evidence suggests that the pandemic may already be influencing children's lifestyles and increasing their risk of having overweight or obesity. A recent study looking into the impact of COVID-19 confinement at home in a small cohort of Italian children found evidence of increased consumption of high calorie and sugar foods, and decreased time spent in sport activities.²</p>	<p>Weekly PE lesson taught by sports coach to build on PE skills.</p> <p>Daily short PE lesson to target children's fitness, taught by class teacher.</p> <p>Daily lunchtime activities delivered by two sports coaches and lunchtime supervisors.(Sports Grant)</p>	<p>All staff</p>	<p>£2625</p>
<p>The Thrive Approach is delivered across the whole school, and to individual children.</p> <p>G,I</p>	<p>All staff share and implement the Thrive approach within their roles.</p>	<p>Thrive data and action plans are in place for classes and individual children.</p>	<p>Teaching staff and governors have Thrive training.</p> <p>Trained Thrive Practitioner in place.</p> <p>All SLT have had Thrive training.</p> <p>Thrive practitioner assesses and implements action plans for individual children.</p> <p>Class teacher implements whole class actions plans and supports individual children.</p> <p>Whole school non-negotiables for Thrive half-termly.</p>	<p>All staff</p>	<p>Half-termly</p>

<p>Read Write Inc is delivered across EYFS and KS1.</p> <p>A,B</p>	<p>All staff in eyfs and ks1 plan and teach to the needs of groups of children.</p>	<p>Lack of face to face teaching may have impacted on pupils progress and the ability to assess and regroup pupils to ensure that they are being taught at the right level.</p>	<p>All teaching staff throughout the school have RWI training. A RWI lead has significant training and release time for implementation and is in place to support all staff. RWI is well resources and organized. Daily RWI lessons are delivered by trained staff to meet children's needs.</p>	<p>Faye MacIntosh – RWI lead</p>	<p>Half termly</p> <p>£540</p>
<p>Literacy schemes are purchased and embedded to support handwriting and spelling so that there is a consistent approach across school delivered by consistent staff.</p> <p>A,B, D</p>	<p>A structured programme of teaching materials is in place for handwriting and spelling.</p>	<p>Following the disruption to schooling in the 2020 spring and summer terms, Year 2 pupils had significantly lower achievement in both reading and maths in autumn 2020 when compared to performance seen in Year 2 in the autumn term of 2017. This represents a Covid-19 gap of around two months' progress for both reading and maths. It also shows that there is a large and concerning attainment gap between disadvantaged and non-disadvantaged pupils: seven months for both reading and maths amongst Year 2 pupils. It seems that the disadvantage gap is wider than earlier estimates, and will likely be further exacerbated by school closures in early 2021. EEF</p>	<p>The Nelson Handwriting scheme is implemented throughout the school. Rising Stars Spelling is implemented throughout the school. Teaching timetables reflect when handwriting and spelling is taught</p>	<p>Amy Sharma</p>	<p>Half termly</p> <p>£540</p>

<p>High Quality cover teaching is in place to ensure continuity for children.</p> <p>H,A,B,C,D</p>	<p>Carefully planned timetables are able to continue at all times</p>	<p>Pupils have lost many hours of face to face teaching and need to rebuild relationships with staff in school so that they can achieve their best. It is therefore highly important that they have access to consistent teaching staff.</p>	<p>The best approach will be used to suit the needs of the children from:</p> <p>In house teaching staff</p> <p>SLT</p> <p>Supply teachers</p>		<p>£2000</p>
<p>Changes to the feedback and marking policy are in place to promote pupil progress and there are systems in place for feedback on remote learning.</p> <p>A,B,C,D,E</p>	<p>Children receive timely and effective feedback to ensure progress is made.</p>	<p>EEF toolkit</p>	<p>Book and planning monitoring.</p> <p>In house data.</p> <p>Pupil voice.</p>		
<p>Additional staff training and support is given to staff to support them in AFL to maximize pupil progress.</p> <p>A,B,C,D,E</p>	<p>Teaching teams feel supported.</p> <p>Children receive accurate, timely teaching to optimize progress.</p>	<p>EEF research.</p> <p>Sustained support will be needed to help disadvantaged pupils catch up It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential</p> <p>EEF</p>	<p>Book and planning monitoring.</p> <p>In house data.</p> <p>Pupil voice.</p> <p>Lesson Observation</p>	<p>All teaching staff</p>	

<p>Team meetings to moderate books across year group to agree standards</p> <p>D</p>	<p>The highest standards are achieved across all year groups with the correct support in place for less experienced teaching staff. SLT to support in year groups where needed.</p> <p>Particular support for Y3 and 4 from SLT</p>	<p>Sustained support will be needed to help disadvantaged pupils catch up. It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential</p> <p>EEF</p>	<p>Children's books</p>	<p>All teaching staff</p>	
<p>Use of RWI is reviewed and the correct system is chosen to teach literacy in Y2</p> <p>D</p>	<p>Following phonic screening, literacy books are looked at in details with Year 2 to ascertain the best next step for the year group, from RWI, to Talk for Writing. Support from literacy team</p>	<p>EEF research</p>	<p>Childrens' books and planning</p>	<p>All teaching staff</p>	<p>£1200</p>
<p>Establish clear starting points for pupils following extended school absence.</p> <p>A,B,C,D,E,F</p>	<p>Moderation is carried out to ensure absolute clarity in understanding assessment results wherever necessary.</p> <p>Class teacher to be involved in the process.</p> <p>Autumn term Y4 Pine.</p>	<p>In school assessment data has been used to forensically analyse gaps in pupils knowledge and skills and allow staff to plan to meet the needs of their cohort.</p>	<p>In house data system</p> <p>Accelerated Reader reports</p> <p>Evidence in books.</p>	<p>All teaching staff supported by SLT</p>	

<p>Power for Reading is used successfully throughout the school, staff have the necessary knowledge and skills to implement the approach.</p> <p>The structures of Talk for Writing are embedded within P4R.</p> <p>B</p>	<p>Teaching teams feel supported in teaching Power for Reading.</p> <p>Clear structures taken from Talk for Writing are used effectively within the P4R approach eg. Story mapping, model texts, boxing up, tool kits and vcop activities.</p> <p>WAGOLLS.</p> <p>Purpose and Audience are taught to enhance the writing outcomes and encourage GD flair for writing.</p>	<p>The Power of Reading helps to develop inference and deduction and comprehension skills. It also involves children regularly writing in different genres and creates a more cohesive learning experience.</p> <p>Literacy is at the heart of the curriculum and the texts facilitate a range of exciting cross curricular work.</p>	<p>Pupil Books</p> <p>Assessment Scores</p> <p>Pupils engagement</p> <p>Lesson Observations</p> <p>Pupil Voice</p>	<p>All Teaching Staff</p>	
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<p>The school vision and curriculum drivers are used effectively throughout the teaching of the curriculum to add depth and purpose to children's learning – community, love of learning, possibilities and wellbeing</p> <p>G,H</p>	<p>Curriculum drivers are used throughout the curriculum and are well chosen to reflect a multi-layered approach to subjects.</p> <p>Wellbeing is explicitly taught as part of mindfulness, through PE, through PSHE</p> <p>Community is explicitly taught through pshe, assemblies, special interest days and charity days,</p> <p>Love of learning is shared daily by engaging children in their learning fully e.g. using Kagan structures, WOW days, lesson hooks, use of audience and purpose.</p> <p>Possibilities are shared through all curriculum areas, through focusing on specific skills and the occupations which use them.</p>		<p>Pupil Books</p> <p>Assessment Scores</p> <p>Pupils engagement</p> <p>Lesson Observations</p> <p>Pupil Voice</p>	<p>All Teaching Staff</p>	<p>£2000</p>
Total budgeted cost:					

Targeted support					
Action	Intended outcome and success criteria.	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Implementation of RWI Fresh Start Catch Up Program for Upper Key Stage 2 Pupils.</p> <p>F,A,B,D</p>	<p>To teach pupils to read accurately and fluently with good comprehension. It teaches them to spell correctly and compose their ideas for writing step-by-step. Pupils make accelerated progress and as result greater proportions of pupils reach age-related expectations.</p>	<p>We have heavily financially invested in this as a school and want this approach to be consistent across the wider school.</p> <p>The EEF reported that Fresh Start shows 'considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.'</p> <p>Pupils on Read Write Inc. Fresh Start made 3 months additional progress in reading, measured using the New Group Reading Test, during the five and a half month trial.</p>	<p>English Leader to observe sessions and support training in school.</p> <p>Analysis of termly data</p> <p>Regrouping pupils based on regular assessments of pupils</p>	Faye McIntosh and Amy Sharma	Half Termly Review £1200
<p>RWI delivery for phonics in Early Years, KS1 and lower KS2.</p> <p>F,A,B,D</p>	<p>A whole-school approach to CPD using phonics to improve attainment at KS1 reading</p>	<p>Endorsed by EEF research.</p>	<p>English Leader to observe sessions and support training in school.</p> <p>Analysis of termly data</p> <p>Regrouping pupils based on regular assessments of pupils</p>	Faye McIntosh	Half Termly Review
<p>1:1 tutoring in RWI as part of the whole school approach to delivering RWI.</p> <p>Children who need extra practice receive one-to-one tutoring for 5-10 minutes every day.</p> <p>F,A,B,D,H</p>	<p>For those pupils significantly behind ARE or finding the group approach difficult in order to make progress, there are materials to deliver on a one-to-one basis.</p>	<p>Endorsed by EEF research.</p>	<p>English Leader to observe sessions and support training in school.</p> <p>Analysis of termly data</p> <p>Regrouping pupils based on regular assessments of pupils</p>	Faye McIntosh	Half Termly Review £540

<p>Implementation of the Nuffield Early Language Intervention (NELI) for children within Reception.</p> <p>A,F</p>	<p>For the gap in children's CL skills to be bridged, as children entered into Reception with a significantly larger gap in this area compared to previous historical baseline data.</p> <p>Pupils make accelerated progress and as result greater proportions of pupils reach age-related expectations.</p>	<p>Recommended intervention from the EEF with 5+ months of progress in communication and language.</p>	<p>Support the implementation of the programme by supporting staff to engage with the training programme. Observe the delivery of the content of the sessions to ensure quality and frequency.</p>	<p>Beccy Nero</p>	<p>Half Termly Review £1460</p>
<p><i>Affordable Maths Tuition (AMT) delivered by the organisation Third Space. One to one tutoring programme where pupils receive maths tuition over the internet from trained maths graduates in India and Sri Lanka.</i></p> <p>F,A,B,D</p>	<p>A particular focus for Year 5 and 6 pupils to target individual learning issues within their mathematical knowledge. A focus on questions within the SATS test papers.</p>	<p>Evidence from EEF states that teachers were largely positive about the online tuition, and reported that it appeared to improve pupils' comprehension, verbal fluency, and confidence in maths.</p>	<p>Maths Leader to observe online sessions and support any further training in school.</p>	<p>Marissa Moynihan</p>	<p>Half Termly Review £2200</p>
Total budgeted cost:					
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Monthly attendance meetings with staged approach to support and challenge attendance.</p> <p>G</p>	<p>Pupils not isolating due to Covid-19 meet the schools expected standard for attendance.</p>	<p>Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, DfE expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision. Such measures should be taken to ensure that pupils have the best opportunities to make progress in their learning.</p>	<p>Monthly meetings with attendance team. Pupil attendance monitored daily.</p>	<p>JH,SC,NB,MR</p>	<p>Monthly</p>
<p>Remote learning package for all pupils in the incident of a bubble closure.</p> <p>E</p>	<p>Continuation of teaching for any period of school closure to ensure consistency of education for affected pupils.</p>	<p>Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, DfE expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision. Such measures should be taken to ensure that pupils have the best opportunities to make progress in their learning.</p>	<p>Staff training on the use of Google Classrooms. Implementation of new expectations for Homework to be delivered through Google Classrooms – this action to ensure pupils are familiar with the online learning platform should they need to access it in the vent of a ‘bubble closure’.</p> <p>Pupil surveys to establish access to remote learning and availability of devices.</p> <p>Communication with parents and targeted support for those families not able to access remote learning.</p> <p>Weekly assembly focus on remote learning and accelerated reader and rewards connected to these.</p>	<p>SC,KA,JH</p>	<p>Weekly review of pupils access to online learning homework.</p> <p>£100</p>

Support with Hardware for families to access remote learning in the incident of a bubble closure. E	Continuation of teaching for any period of school closure to ensure consistency of education for affected pupils.	Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, DfE expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision. Such measures should be taken to ensure that pupils have the best opportunities to make progress in their learning.	Pupils survey conducted to assess need. Individual families contacted by telephone to establish support systems and school offer.	SC, JH, AW	As required and following any 'bubble' closure. £300
Application to DfE for addition resources (ICT) to support remote learning. (to be completed should a bubble closure occur) E	Continuation of teaching for any period of school closure to ensure consistency of education for affected pupils.	Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, DfE expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision. Such measures should be taken to ensure that pupils have the best opportunities to make progress in their learning.	Pupils survey conducted to assess need. Individual families contacted by telephone to establish support systems and school offer.	SC, JH, AW	As required

<p>Financial support for families to gain access to food during any period of school closure. (FSM)</p> <p>I</p>	<p>Pupils have access to suitable nutritious food to enable them to learn and concentrate and to improve well-being.</p> <p>Families who have a change in financial circumstances are supported to apply for FSM.</p> <p>School gift card allocated for holiday periods to support families in need.</p> <p>Isolating families to receive a hamper.</p>	<p>Put simply, a child's socio-economic background – things they can't choose like the street they grew up on and how much their parents earn – have too much of an impact on how well they do at school and the choices they have later in life. Teach First website But it doesn't have to be like this. Schools can help break the link between disadvantage and performance by supporting disadvantaged pupils to achieve their full potential.</p>	<p>Targeted support for pupils who qualify for Pupil Premium.</p> <p>Follow up calls to families to offer support.</p>	<p>JH,SC, SD, MT.</p>	<p>Half termly</p> <p>£100</p>
<p>Paper copies of home learning packs to support families in the case of an individual isolating.</p> <p>General Guide for families to direct them to online learning materials.</p> <p>Resources for pupils e.g. books, pens, pencils, rulers, whiteboards.</p> <p>E</p>	<p>Continuation of teaching for any period of school closure to ensure consistency of education for affected pupils.</p>	<p>Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, DfE expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision. Such measures should be taken to ensure that pupils have the best opportunities to make progress in their learning.</p>	<p>Pupils survey conducted to assess need. Individual families contacted by telephone to establish support systems and school offer.</p>	<p>Class teachers and Phase Leaders</p>	<p>In each individual circumstances.</p> <p>£1500</p>

<p>Parent meetings and communication to support home learning including:</p> <p>Reading Meetings</p> <p>Parent Teacher Meetings</p> <p>Newsletters and updates</p> <p>G,I</p>	<p>Parents are regularly informed about their child's progress and as a result are equipped to support them at home.</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. Schools and early years settings can support parents to engage with their children's learning in a wide range of ways, for example, by:</p> <p>providing regular feedback on children's progress,</p> <p>offering advice on improving the home learning environment, and</p> <p>running more intensive programmes for children struggling with reading or behaviour. EFF</p>	<p>Parent Voice Surveys.</p> <p>Feedback from families</p> <p>In school progress data.</p>	<p>SLT</p>	<p>Half termly</p>
<p>Pastoral support to support the re-engagement of reluctant families and to tackle persistent absenteeism or lateness through Early Help.</p> <p>G,I</p>	<p>Incidents of lateness reduce. The number of pupils who are persistent absentees shows a significant and sustained reduction.</p>	<p>Early help can offer children the support needed to reach their full potential (EIF, 2018). It can improve the quality of a child's home and family life, enable them to perform better at school and support their mental health (EIF, 2018).</p>	<p>Monthly attendance team meetings.</p> <p>Early Help Case studies</p>	<p>MR, LS, SLT</p>	

School counsellor works to support children who have suffered a bereavement, have high levels of anxiety or have experienced a change in circumstance due to the coronavirus emergency. I	Decreased levels of disruption in class. Higher levels of engagement.	There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.	Baseline and outcome SDQ score, ephemeral evidence from class teachers and pupil voice.	SLT, MR, LU	£2700
Networking links are revisited to give support to key staff members including DHT, EYFS lead, Maths lead and Literacy leads	Expertise is shared across the Rowan Network. Successful practice is shared leading to improved outcomes for children	School will work to deploy the best possible strategies for both remote learning and catch up based upon research and also from evidence provided in partner schools.	Agenda set prior to meeting. Release time agreed across the half term/term, Teams meetings in place. Minutes from meeting and agreed actions shared with SLT	SLT MM,FM, AS	
Total budgeted cost:					

ADDITIONAL INFORMATION

ADDITIONAL INFORMATION

How will we assess the impact of this funding?

School will use a combination of formative and summative assessment to track pupil progress. School will use a variety of evidence bases including pupil voice, parent voice, pupil levels of engagement (Leuven Scales), Thrive action plans and progress in Thrive assessments, evidence from lesson observations, Pupil books and attendance and exclusion data to help to track the impact of spending

Other Information

School has worked to track pupil attendance throughout the school closure looking at the proportions of pupils engaging in learning. School has supported families with devices to ensure that they can access remote learning and tracked the engagement of these pupils overtime. Safe and well calls have been made weekly and more frequently where a greater need has been identified. The school has supported a small number of pupils who have not engaged or who have been unable to engage in remote learning with a well-being group to improve their transition back into school. School has also completed staff, pupil and parent surveys to support decisions made in school and to evaluate practice in place.

Summary of engagement:

Year Group	Cohort Size	Participation All	Participation PP	Participation EAL	Participation SEND	Participation EHCP
6	49	91.84%	92.31%	92.86%	100.00%	#DIV/0!
5	50	94.00%	84.62%	100.00%	77.78%	100.00%
4	47	89.36%	81.82%	100.00%	100.00%	#DIV/0!
3	45	86.67%	60.00%	83.33%	85.71%	100.00%
2	46	95.65%	100.00%	100.00%	87.50%	100.00%
1	45	91.11%	100.00%	94.74%	60.00%	100.00%
R	37	91.89%	62.50%	100.00%	100.00%	100.00%
School Cohort Size		Participation All				
319		91.54%				

Engagement of those with loaned devices:

Pupils with devices and usage										
Date	5.1	11.1	18.1	25.1	1.2	8.2	15.2	22.2	1.3	8.3
Devices loaned	13	20	18	23	34	34				
Active Use	6	11	13	15	22	26				
% used	46.15%	55.00%	72.22%	65.22%	64.71%	76.47%				

Parent Survey Outcomes

96 parents responded to our parent survey (Jan2021) a summary of the outcomes can be found below:

- 80% of respondents are now confident enough to access remote lessons.
- More than 90% of respondents have found the work set to be clear and easily to follow.
- 75% of respondents are happy with the amount of work set – for those that are not we have provided solutions in our ‘You said...We responded’ document.
- 67% of respondents report that their child receives regular feedback. This area has been addressed through staff training and feedback.
- 94% of respondents report that they have been able to get help from the teacher if it has been needed or that they have not needed to.
- 96% of respondents report that they are not concerned about their child’s well-being.
- 97% of respondents report the remote learning at Whitley Abbey to be good or better with 55% reporting it to be excellent.

Pupil Survey Outcomes

We have conducted a pupil survey which will help us to continue to refine our remote learning processes and address issues as they arise.

Survey results

109 pupils completed the online survey

- 97% report that they are confident in accessing remote learning.
- 99% report that the work set is clear and easy to follow
- 80% believe the amount of work set is about right
- 79% stated that they prefer live lessons and worksheets as remote learning styles
- 85% report that they receive regular feedback on their work
- 94% report that they find it easy to get help with their work or that they have not needed to.
- 71% say that they are happy or mostly happy with a further 22% reporting having good and bad days

The school has produced a document – ‘You Said – We Did’ in response to the parent and pupil surveys which is available on the website.

Staff Survey Outcomes

There were 27 responses to the staff survey. A summary of the findings are as follows.

93% of staff state that they have the equipment they need to be able to provide remote learning or work from home.

85.2% of staff feel competent creating or adapting resources for online learning/working.

Staff meeting was held on 2.2.2021 to address training needs.

100% of staff state that they know what to do should a safeguarding incident occur in a remote learning or another forum.

74% state that their workload has either stayed largely the same or decreased as a result of remote teaching and learning.

The top three factors contributing to poor well-being are –

Lack of connectivity with staff

Lack of social or leisure activities

Poor communication from the Government

96.3% of staff feel that their concerns and thoughts are listened too.

100% of staff feel that they are well supported by their colleagues.

100% of staff feel that they have someone to talk to if they need to.

92.6% of staff feel positive about what is expected of them in their role.

92.6% of staff feel the balance between home working and school based working is about right.

100% of staff feel that they are treated fairly and that leaders are mindful of their well-being.

96.3% of staff enjoy working at Whitley Abbey Primary School