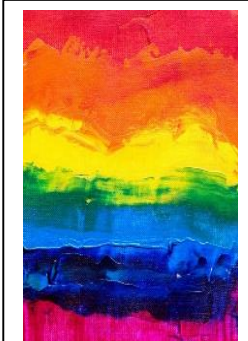




COVID Catch Up Funding: Hindhayes Infant School Plan for allocation

Background	<p>The COVID pandemic caused schools to close from March 20th 2020. Childcare provision was quickly established and opened for families from Monday March 23rd. Education for some of the children resumed in small pods and for a reduced number of hours between June 1st and July 20th. The whole school reopened to all pupils from September the 1st. This had left the children and families from our community with 14 weeks of interrupted education and a gap within their learning that will need to be addressed across this and subsequent academic years.</p> <p>Lockdown anxiety is becoming a new phenomenon. Victims of COVID 19 are presenting with PTSD due to their experiences within critical care units and children are increasingly presenting with panic attacks. We do not want this pandemic to rob our pupils of their childhood. Childhood should be built on hope. Recently in some homes it will have been filled with fear. We know that fear leads to anxiety which then results in the crippling of interactions and rigidity within our mental health. We need to rekindle hope and rebuild resilience. Remember resilience is that skill that if you get knocked down by life you can come back stronger than ever. If we plan time for a deep rediscovery of our children now, then we will benefit in the longer term.</p> <p>Pupils have been impacted by further school closure due to lockdown 3. A high quality blended learning offer was provided for pupils to work with either at home or as part of the in school provision for our keyworker families.</p> <p>The government has provided schools with a catch-up premium designed to mitigate the effects of the unique disruption of COVID 19.</p>			
Aim	<p>Hindhayes Infants school is committed to ensuring the recovery of the education for the children within our setting. The teaching and learning team will support pupils in line the guidance on curriculum expectations for the next academic year. To ensure that the school makes the best use of the funding the senior leadership team have consulted external documentation such as those published by the Education Endowment Fund or EEF e.g. 'COVID 19 Support Guide for Schools' and 'A Tiered Approach to 2020-21'.</p>			
Allocation	<p>£80 per pupil Hindhayes Infants school role was 227 so this totals £18,160 The allocation is paid in three tranches</p>	<p>Autumn Payment:</p> <p>Spring Payment:</p> <p>Summer Payment: £33.33 per pupil e.g. £7,007</p>	<p>£46.47 per child across both payments e.g. £10,593</p> <p>Allocated to date £3,420.54</p>	<p>Payment Received:</p> <p>Payment Received:</p>
Barriers	<ol style="list-style-type: none">1) An opportunity to continue to attend school with interruption and consistency due to further COVID outbreaks2) Full attendance for individual children due to the nervousness of individual families3) The gap between families which was present before COVID 19 has now increased. Vulnerable families are more vulnerable and the inequality of opportunity has increased4) Although we have all experienced the pandemic the journey that we have had through it will be very different5) As yet we do not know the full fallout for families e.g. the impact of local redundancy and job losses6) Identifying too many areas to focus on and not being focused to the main areas that need addressing within our school7) Implementing the new approaches in the midst of routines that are already embedded within the school8) Change will not be sustainable due to the workforce within school becoming sick9) A lack of shared understanding across the teaching and learning team leading to an inconsistent approach10) Data used to inform decisions made will not be robust and rigorous to inform reliable teacher assessment			

Priority 1: High Quality Teaching Step 1:	Autumn term 1: A recovery curriculum: <i>‘Teach an ambitious and broad curriculum in all subjects from the start of the Autumn term, but make use of existing flexibilities to create time to cover the most important missed content’. DfE Guidance for wider opening July 2020. We want to formalise a curriculum of compassion. To respond to the lived experience for ALL pupils thorough a consistently sensitive approach for all pupils to rebuild relationships by having a supported transition through time to repair. We want the children to have the space to rediscover their self-image, confidence, self-esteem and concept of self. It is the unwritten relationships that will repair this period of neglect so we want all staff to be caring, open, accepting to ensure that they connect with each child. (Dr Barry Carpenter ‘Recovery Curriculum’)</i> EEF: <i>‘Schools may want to consider assessing the SEMH outcomes that relate to how well children learn. What approaches to social and emotional learning will best support pupils to reconnect with their peers and to re-establish positive learning behaviours?’</i>		
	How Long?	Monitoring & Review	
	4 weeks	Autumn 2020: Staff participated in the INSET day and reflected on the importance of reconnection through connection. The opportunity to reflect on the relationship styles that we use within the classroom was taken. SLT also shared the outcomes from the COVID impact questionnaire that had been sent to parents at the end of the summer term. The opportunity for a flexible timetable during this period enabled children to rebuild their stamina for learning after a long period of absence from focused learning. The impact of the first two weeks was assessed through the use of a staff/teacher questionnaire. The results of this clearly showed the children were ready and wanting to move back to a more focused day. The first two weeks focused on the theme of HOPE and the second WISHES. As a result, the children returned to school incredibly well.	
	How Much?	Evidence:	
	Cost of the National College Webinar: The Recovery Curriculum £50	Y2: <i>‘The school has planned well for emotional wellbeing. A mindfulness activity on arrival has worked well. A more flexible timetable has enabled the children to feel confident and comfortable about being in school. There has been a good balance of creative and core learning. It is great that they are having extended active learning.’</i> Y1: <i>‘Having the opportunity to concentrate on more focused tasks in the morning and then come back to wellbeing in the afternoon will be a good balance’</i> YR: <i>‘The recovery curriculum has given the children the opportunity to explore their surroundings’</i> Parents: <i>Commented on how happy the children were to be back at school.</i> Pupils: <i>When observed on SLT learning walks pupils were settled and working well in their classrooms.</i>	
	Who?	Spring 2021: Teachers used aspects of recovery training to help to settle and reengage children into school after wider opening on March 8 th after the third national lockdown. Staff meeting on Thursday 18 th March focussed on reviewing the recovery of children and next steps.	
	LS/KN Inset day training	Evidence:	
	Assessment of Impact	All children returned to school on a full time timetable including two Year 2 children who had not attended school since the first lock down in March. Teachers commented in staff meeting how pleased they were with how well the children had settled and were working in the classrooms. SLT observations showed that children were engaged in learning. All children received a medal upon returning to school to celebrate what they had achieved during partial school closure.	
	Through comments from the school community.	Parents commented that: “The medals they all got when they arrived on Tuesday was such a thoughtful idea, Leo was so, so proud showing us when he got home, it brought a tear to my eye seeing them all gathering at school again, so lovely they can now be with their friends again!” “What really put the icing on the cake were the lockdown learner’s medals that were handed out yesterday, what a lovely gesture, the children all looked very proud to be wearing them.”	
	Through the use of Leuven Scores and Vulnerable children RAG rating.		

Priority 1: High Quality Teaching Step 2:	Autumn term 1: A period of effective diagnostic assessment: <i>EEF documentation: 'Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by COVID 19.' 'Schools will have to deploy their own assessment approaches to sensitively diagnose the actual impact that COVID 19 school closures may have had on their pupils. Teachers need to recognise the importance of every small piece of information which contributes towards the bigger picture of the child'.</i>	
	How Long?	Monitoring & Review
	6 weeks	<p>Autumn 2020: Senior leaders and teachers ensured that they considered questions such as those highlighted in the EEF document e.g.</p> <ul style="list-style-type: none"> * What learning has been lost or misunderstood? * What new knowledge and experiences have been gained? * Should we re-teach that material to the whole group, or move on? * What is the right balance between standardised assessments and classroom-based diagnostic assessments? <p>Base line data was compiled for pupil progress meetings to share with senior leaders, the SENCO and the Head Teacher. A realistic overview showed the gaps and pupils who would need additional support to make rapid progress to enable the difference between them and their peers to be diminished. The SEND register was updated and interventions began in week 5 for children who were requiring small group or 1:1 support. Additional professionals such as the educational psychologist visited in week 3 to assess two children with a view to the SENCO completing an EHCP for these children later in the school year. NFER assessments were used to inform teacher judgements in year 2.</p> <p>Evidence:</p> <p>Whole school data shows that overall there is a much lower baseline for all three core areas of reading, writing and maths.</p> <p>KS1: 'There has been a loss of fluency of the phonic code, an impact on pencil control and scissor control. At this time, it appears that reading and writing are particular areas that have been impacted. It is very difficult as some families have done a lot during lockdown and some have done very little, every family circumstance has been different.'</p> <p>YrR: 'They don't have the same stamina for learning.'</p> <p>Data:</p> <p>In Y2: Reading 70% are working below the expected level Writing 76% are working below the expected level Maths 73% are working below the expected level</p> <p>In Y1: Reading 90% are working below the expected level Writing 90% are working below the expected level Maths 96% are working below the expected level</p> <p>In YR: Reading 36% are working below the expected level Writing 39% are working below the expected level Maths 33% are working below the expected level</p> <p>Spring 2021: End of Year SAT's have been cancelled. Teachers are being encouraged to make Teacher Assessments. Further NFER materials may be purchased for year 1 from further catch-up funding as they were a good way of gaining a standardised score for children and also in gaining formative assessment knowledge. Year 2 teachers will use past SAT's papers.</p> <p>Evidence:</p> <p>Key Stage 1 lead teacher "I think they are useful in year 1 as we don't have another standardised assessment.</p>
	How Much?	
	NFER Assessment materials	
	£541.84	
	Who?	
	Class Teachers, SLT, SENCO, HT	
	Assessment of Impact	
	Teachers in year 1 are confident in making robust end of year judgements.	

Priority 1: High Quality Teaching Step 3:	Autumn term 1 & 2: Diminishing the difference within phonics EEF: <i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</i>	
	How Long?	Monitoring & Review
	Term 1 to Term 6	<p>Autumn 2020: Teachers made the teaching of phonics a priority within their timetables. Observations showed that children were happy to return to the familiar teaching routines of the school phonics program, Sounds Write. Previous years phonics screening tests were used to ascertain a baseline in years 1 and 2 so that teachers and SLT could assess the level of learning lost for those children who had and had not been in school during the closure. Catch up materials were purchased to support a large group of pupils who were working well below their peers. As a priority classes were found additional allocated, sanitised safe spaces to work in small groups outside of the classroom. Additional Sounds-Write, word reading and fluency intervention put in place for year 1 children.</p> <p>Evidence: KS1: 'There has been a loss of fluency of the phonic code.'</p> <p>Data: Baseline: Y2: 16/10/20: 52/73 or 71% of Year 2 pupils were on track to pass the phonics screening. This is a dip from the 90% who were on track in February 2020 when the children were in school full time and accessing Sounds Write in line the with school's phonics policy. It was hoped that this percentage would have been increased to 80%+ through the targeted intervention and pre/post teaching of small groups which normally takes place across the summer term. The school are planning to undertake the screening by December 18th</p> <p>December 18th Year 2 screening results: 81%</p> <p>Spring 2021: Teacher's using Sounds-Write support materials as over learning and to promote recall of past learning for children requiring intervention and who did not pass the year 2 autumn phonic screen. Some children in 1:1 and 1:2 small group support and other children accessing high quality wave 1 support in the class. Close tracking on the progress of the children who did not pass the phonic screen in December is closely monitored by the DHT.</p> <p>Evidence: Phonic screen for Year 2 children who did not meet the screening standard in December 2020: 19% of children did not meet the standard in December Spring / Summer data updates: Phonic screening information for children in year 1: Baseline data showed that 54% of children were on track to pass the end of Year 1 phonic screen.</p>
	How Much?	
	Sounds Write support materials: £60	
	Who? Class	
	Teachers, SLT, SENCO, HT	
	Assessment of Impact	
	Though Year 2 December 2020 screening results. Through close tracking of children.	

Priority 1: High Quality Teaching Step 4:	Autumn term 2020 –Summer term 2021: Diminishing the difference within reading EEF: ‘On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Reading aloud is valuable insofar as it improves students’ reading fluency, which is strongly associated with comprehension.’	
	How Long?	Monitoring & Review
	Term 1 to Term 6	Autumn 2020: The Literacy Lead/DHT has ensured that there are enough phonically decodable books for the children in KS1. Further books were located and added into the reading scheme to help support a balance of low levels of attainment but a high level of appeal for those children who were maturing in their interests but did not have the skills to access more challenging texts. All classes have either a redeployed member of staff or a volunteer to supplement 1:1 reading for those children who need the most support. Individual reading was prioritised during the first 4 weeks and guided reading begun in weeks 5 and 6.
	How Much?	Evidence: Year R: ‘A level of flexibility will be needed within Reception as we may need to start guided reading at the tables with the children later in the term. Addressing gaps in early speaking and listening will also be a priority.’ KS1: ‘There has been a loss of fluency of the phonic code, an impact on pencil control and scissor control.’ Data: In Y2: Reading 70% are working below the expected level In Y1: Reading 90% are working below the expected level In YR: Reading 36% are working below the expected level Autumn term 2 Data Update: In Y2: Reading 35% are working below the expected level In Y1: Reading 65% are working below the expected level In YR: Reading 51% are working below the expected level
	Targeted reading materials	
	Further targeted reading materials £100	
	Who?	
	Class teachers, volunteer readers, SLT, Intervention leaders	
	Assessment of Impact	Spring 2021: Bottom 20% of readers monitoring learning walk conducted by the SLT. Reading volunteers in Y2 have returned to school as they are redeployed member of staff, reading volunteers to return to school Y1 after the Easter break. All year 1 children to take a phonics screen to identify a group of children who need intervention from the DHT. Purchase of further targeted phonic based reading material to support the learning of split spellings.
	Through monitoring of the progress in reading on the bottom 20% of children and through end of year data.	

Priority 1: High Quality Teaching Step 5:	Autumn term 2020 –Summer term 2021: Diminishing the difference within number National Curriculum 2014: <i>The principal focus of mathematics teaching in key stage 1 is to ensure that. Pupils develop confidence and mental fluency with whole numbers, counting and place value. By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.</i>	
	How Long?	Monitoring & Review
	Term 1 to Term 6	Autumn 2020: To further develop the sequential, strategic approaches to the teaching and learning of number facts the maths lead has identified this as a supportive package for staff teaching in Key Stage 1. It is also supportive for 'catch up', intervention and driving mathematics attainment at Year 2 ARE. Evidence: Whole school data shows that overall there is a much lower baseline for all three year groups. Percentage working below the expected standard: Y2: Maths 73% Y1: Maths 96% YR: Maths 33% Autumn term 2 Data Update: Y2: Maths 39% Y1: Maths 70% YR: Maths 46% Evidence from Teacher’s in response to “what has made a difference” during Pupil Progress meetings December 2020 “Number sense activities sourced by SS through the Catch –Up fund have been a support.” “Number Sense animations to help children to gain confidence with models and variation of representation.” Spring 2021: Further training in the use of number sense from Mathematics lead.
	How Much?	
	Subscription for Numbersensemaths a year: £279	
	Who?	
	SLT SS All class teachers	
	Assessment of Impact	
	Through end of year Maths data	
Priority 1: High Quality Teaching Step 6:	Autumn Term 2020: Addressing the gap within fine motor skills development <i>Fine motor skills involve the use of the smaller muscle of the hands, commonly in activities like using pencils, scissors, construction with lego or duplo, doing up buttons and opening lunch boxes. Fine motor skill efficiency significantly influences the quality of the task outcome as well as the speed of task performance. Efficient fine motor skills require a number of independent skills to work together to appropriately manipulate the object or perform the task.</i>	
	How Long?	Monitoring & Review
	Term 1 & 2	Following attendance at a Somerset Literacy Network and two further webinar training sessions, the DHT purchased this program to support those children who had been identified through the baselines taken by the teachers at the beginning to the term. It will promote the use of a tripod grip, help to develop finger isolation, wrist strength and shoulder pivot and as children are ready will support a transition from pegs to paper through the use of the stylus and thread boards. Each EYFS class has a set of five boards and separate materials have been set aside for individual intervention with year 1 children. Evidence: KS1: ‘There has been a loss of fluency of the phonic code, an impact on pencil control and scissor control’ Year R: ‘Fine motor skills have been impacted particularly pencil grip and letter formation. On the whole fine motor skills are poor and most children don’t recognise or know how to write their name’ Spring 2021: Intervention groups not finished due to school closure. Resources in use as part of small group and 1:1 work. Impact not yet measurable.
	How Much?	
	Pegs to Paper £583.20	
	Who?	
	LS LD/BK/HS	
	Assessment of Impact	
	Through EYFS Physical development tracking and intervention records.	



Priority 1: High Quality Teaching Step 7	Autumn term 1: Providing a high quality remote learning package: EEF: <i>'There is still a great deal of uncertainty as to whether the academic year will be interrupted by Covid-19 outbreaks. School leaders will therefore have to plan for a range of eventualities that will likely involve high-quality remote learning. Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning.'</i> Questions to consider: <i>'How will remote learning provision be provided for pupils who are absent from school, in both planned or relatively unplanned circumstances? What aspects of remote learning provision will be integrated in school policies attending homework, feedback, teaching and learning? How well do school practices align with the best available evidence on remote learning?</i>	
	How Long?	Monitoring & Review
	When required	Autumn 2020: The DHT drove the development and implementation of a remote learning package. A clear policy has been written with supportive materials for parents and staff which enables them to then implement a period of home learning if required. There are three tiers to the home learning program. Learning for those children who are isolating at home for two weeks, learning for those children who are learning at home due to a local restrictions and those who are learning at home due to the closure of all schools. Parents and staff have trailed homework tasks to ensure that they are able to access the learning platforms. INSET time was allocated to enable teachers and TAs to attend training delivered by the DHT & Computing lead. The program was written in line with the requirements of the ELIM and National guidance and the priorities highlighted by the EEF documentation e.g. 1. Teaching quality is more important than how lessons are delivered 2. Ensuring access to technology is key, particularly for disadvantaged pupils 3. Peer interactions can provide motivation and improve learning outcomes 4. Supporting pupils to work independently can improve learning outcomes 5. Different approaches to remote learning suit different tasks and types of content Evidence: An audit tool was also used to check full compliance and all policies were in place for the national deadline of 22/10/20. Class teachers were very grateful of the support given to ensure that they had the skills necessary.
	How Much?	
	Serial Mash £200.00 Purple Mash, Mini Mash, £460 per year National College webinar £50	
	Who? LS/DM/KN	
	Class Teachers and TAs	
	Assessment of Impact	Spring 2021: School closed to the majority of children from January 4 th and reopened to all children on March 8 th . Purple Mash, Mini Mash and Serial Mash were used as the schools remote learning platform. Feedback from parents was: Evidence: 93% of parents who responded to the Remote Learning questionnaire had used Purple Mash for home learning. 18 families were assisted with technology to ensure access Remote Learning 59 families accessed supplementary paper packs to support Remote Provision
	Feedback from teachers, children and parents/carers.	

Priority 1: High Quality Teaching Step 8	Summer term 2020 –Summer term 2021: Diminishing the difference within writing EEF: ‘Use high quality information about pupils’ current capabilities to select the best next steps for teaching’	
	How Long?	Monitoring & Review
	Summer 2021 and through 2021/2022	Spring 2021: In response to updates in the EEF document ‘Improving Literacy In Key Stage 1 the Deputy Head Teacher led a staff training session around collecting high quality information regarding pupils capabilities in writing. This is based on the EEF’s simple and more complex view of Writing and separates writing into is composite strands of transcription and composition. Teachers will assess children on a simple plot matrix grid which will allow them to best plan for next steps and to identify the needs of different groups of children and the best next steps for all. DHT to attend training session with the Somerset Literacy Network titled “Ensuring progress in writing” in April 2021. Evidence:
	How Much?	
	Staff meeting time DHT release time Cost of SLN workshop £25	
	Who?	
	LS Class Teachers and TAs	
	Assessment of Impact	
	Pupil progress information Summer 2 and through 2021/2022	

Priority 2: Targeted Academic Support Step 1:	Autumn term 1: Providing targeted intervention EEF: ‘High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. We can also anticipate that pupils with SEND will need specific support in the academic year ahead. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.’	
	How Long?	Monitoring & Review
	Autumn term	Autumn 2020: A review of the base line assessments is demonstrating a clear need for a very large percentage of pupils. The Deputy Head teacher would normally support the children within Year 1 with small group intervention for maths and phonics. Due to the restrictions of CV19 this has not been possible as it would mean children crossing bubbles. However, a large number of those children who have been identified are in one particular class and so it was decided that the DHT would support 2x a week in this class. Working alongside the class teacher they are ensuring a hands on, concrete approach for these children. Evidence: Year 1 class data, pupil progress meetings, book looks. Percentage working below the expected standard: In Y1: Reading 90% Writing 90% Maths 96% Autumn 2 data updates: In Y1: Reading 65% Writing 60% Maths 70% Spring 2021: All year 1 children to take a phonics screen to identify a group of children who need intervention from the DHT.
	How Much?	
	Deputy Head Time	
	Who?	
	LS	
	Assessment of Impact	
	Intervention passport evidence of Plan Do review	
Priority 2: Targeted Academic Support Step 2:	Autumn term 1: Supporting pupils with SEND EEF: ‘High quality teaching for SEND children is high quality teaching for all children.’ Questions to consider, how do staff know their pupils, including those pupils with SEND? How is this communicated widely? How will your school plan for effective teaching assistant deployment to offer both targeted interventions and supplementary classroom provision? How are supportive relationships with an adult in school developed for pupils with SEND?’	
	How Long?	Monitoring & Review
	On going throughout the school year	Inset Day 1: Recovery through reconnection: The Importance of relationship building Staff Meeting Term 1: Number Sense: Delivered by Mark Long SSE Advisory teacher for SEN specialising in children experiencing difficulties in Maths Staff Meeting Term 2: Autism Education Trust: Working with children with Autism, High Quality Teaching: Helen Berryman All teachers were provided with an SEND register for their new class at the end of the summer term. This enabled them to be prepared for the needs of the children before they returned in September and ensure that their needs were planned for. This was then updated once the recovery curriculum had been completed and teacher assessments were complied. Data: Spring 2021: The Head Teacher and ELSA joined Creative education. This is an organisation offering free training and webinars on a range of topics relating to e.g. SEMH needs. All staff attended Dragonfly Training with Andrew Farbridge based on Autism. The SENCO completed the local SEND audit and school development review with the local advisory teacher. Resources were also shared with staff e.g. ‘Supporting children with Autism to return safely to school’ published by Creative education.
	How Much?	
	INSET Day 1	
	Staff Meeting T1	
	Who?	
	KN	
	Assessment of Impact	
Intervention passport evidence of Plan Do review		

Priority 2: Targeted Academic Support Step 3:	Autumn term 1: Supporting pupils with low levels of vocabulary EEF: ‘Children’s oral language ability during their early years is one of the strongest predictors of success in literacy and numeracy and later employment and wellbeing.’ Dfe National Early Language Intervention: ‘Early language is vital for success later in life yet, as a result of the Covid-19 pandemic, some children entering reception in September 2020 have missed out on more than 20 weeks of early education at a crucial time for their early language development.’	
	How Long?	Monitoring & Review
	On going throughout the school year	Time was spent completing a thorough baseline of the vocabulary skills of the children when they started school. In the first part of the Autumn term the BVPS was used to give the children a scaled score in line with their national peers. The outcome of this showed that over half of the children were working below the expected level. The results were then used by the class teachers and the school SENCO to identify children for targeted intervention through a scheme called Talk Boost.
	How Much?	The school qualifies for the National Early Language Intervention or NELI. This is a program which involves small-group and one-to-one language teaching sessions for reception age children identified as needing targeted language support. Children who would benefit from NELI are identified by an initial app-based assessment of pupils’ oral language, called <i>Language Screen</i> . The intervention is delivered over 20 weeks by 2 trained school staff, such as a teaching assistant. In order for NELI training to be accessible across England in a socially distanced and self-paced manner, an online training model has been developed. Several EEF trials have found that NELI improves both children’s oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group – making NELI the most robustly evaluated early language intervention available in England. While SLT are confident in the place of Talk Boost within the intervention timetable for our pupils, we felt that it was important to explore the potential of this free training to see if might provide some support for those pupils who might be considered to be too low for the Talk Boost intervention.
	NELI: Free Training and Resources	
	Three days of supply cover: £450	
	Who?	
	SLT BK/HS/LD LM	Data: BVPS scores: 53% working below and 34% working significantly below Spring 2021: A reception teacher and a reception TA have both now completed the first parts of the NELI training over lockdown. Initial assessments of the trail class showed that none of the children in this group had fallen into the concern group. So NELI has not been used with this class of children. Having done the training, staff felt it was similar to the talk boost intervention that we offer already and to do both would mean that the TA/teacher delivering the interventions would be out of the classroom an awful lot as NELI seemed to be a lot more time consuming than talk boost. The Reception team may look to the program again in September.
	Assessment of Impact	
	Intervention passport evidence of Plan Do review	

Priority 3: Wider Strategies Step 1:	Autumn term 1: Providing a high quality professional development: EEF: <i>'Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development. High quality professional development is divided into two categories e.g. face to face training and follow on support. Is there a logical and well-sequenced plan to support and sustain high quality teaching? Are our school staff sufficiently skilled in approaches such as assessment or remote teaching? If not, does our planning contain the right blend of professional development activities to develop these skills? Will changes to rooming or timetables as a result of social distancing measures have direct or indirect impact on teaching and whole school approaches (e.g. limiting classroom activities and flexible groupings)? Is there legacy training from the previous academic year on teaching and learning that needs to be revisited, sustained, or adapted?'</i> EEF: <i>'Having deep subject knowledge and a flexible understanding of the content being taught is clearly important.'</i>	
	How Long?	Monitoring & Review
	Term1 - Term 6	Autumn 2020: SLT have planned for a range of opportunities for staff to participate in. Where there has been direct, face to face training this has been followed up with time for staff to try out the suggestions e.g. using purple mash to set homework before having to use the virtual platform to provide home learning as a result of another lockdown. Training planned from last year has been balanced with training that is required to manage the impact of the continuing pandemic during the Autumn term. Performance management targets have been set in line with the main priorities which have been outcomes within our setting following our return to school e.g. developing confidence within remote learning and ensuring accurate assessments to provide altered planning which has been adjusted to meet the needs of lost or not covered learning. SLT have tried to ensure that all classes have a working space outside of their class bubble to enable them to e.g. deliver Sounds Write in two small groups.
	How Much?	
	National College Training Package	Evidence: Staff meeting/improvement calendars, INSET day feedback, performance management documentation, planning overviews Spring 2021: January 4 th INSET – all teaching staff watched a training video on Mapping the curriculum. Teachers used time during lockdown to continue to access training videos. These have included individual subject curriculum development work to ensure that the curriculum provision at Hindhayes supports children and also training around the Early Adopter EYFS framework.
	£696.50	
	Who?	Evidence: individual staff certificates, INSET day feedback, performance management documents
	LS/KN/MS All teaching staff	
	Assessment of Impact	
	National College CPD record and increased staff	

Priority 3: Wider Strategies Step 2:	Autumn term 1: Supporting SEMH: EEF: <i>'A common misconception can be that pupils' wellbeing and social emotional learning is separate from their academic, curriculum-based learning. What opportunities are there to meaningfully combine SEL and the academic curriculum? How can we draw out the children's emotions in relation to their experiences?'</i>	
	How Long?	Monitoring & Review
	Term 1	Autumn 2020: Staff sought to find a selection of resources that could be provided both on line and within the classroom. e.g. reading books that could support young children to understand the impact of the current pandemic. It was hoped that these resources would help them to 'make sense' of information that they might be hearing.
	How Much?	
	Reading Materials	Evidence: Resources in school e.g. 'While we cannot hug'.
	£50	
	Who?	Spring Term 2021: All staff have accessed Lego Therapy training delivered by the Educational Psychologist Team. All staff have also been signposted to Trauma informed training and the HT has undertaken further public health training in the impact of ACEs. The Deputy Head has also chosen carefully selected texts on bereavement and loss for the schools reading initiative story time with the Shakesby which is held on You Tube and has almost 800 subscribers. The school also participated in mental health week 2021.
	KD	
	Assessment of Impact	The ELSA has also undertake training about <ul style="list-style-type: none"> Loss & Bereavement – Pooky Knightsmith Promoting Pupil Wellbeing Online – Pooky Knightsmith Child Exploitation – Avon & Somerset Police 'It can Happen to My Child'
	Evidence from ELSE assessments and Vulnerable meeting RAG rating.	