**School Overview**

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| Number of pupils in school | 210 |
| Proportion of disadvantage | 32% (68 Pupils) |
| Catch-up Premium allocation (no of pupils x£80) | £16800 |
| Published date: | Sept 2020 |
| Review dates: | July 2021 |
| Statement created by | Paul Dixon |
| Governor Lead | Micky Bolam |

**Context of the school and rationale for the strategy**

School Context:

* The Junior school is a smaller than average size school – although has significantly increased its numbers over the past few years, from around 180 to 210.
* We are a two-form entry school – with Y4,5 and 6 full or almost full. Y3 is significantly smaller with 37 across two classes.
* FSM: 29.5% (62 children), EAL: 1.4% (3), SEND: 20.4% (44), LAC: 0.95% (2)
* Children start the school broadly in line with children national, although cohorts differ. The majority of children feed into Consett Juniors from Consett Infant school.

**Engagement with home learning:**

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|  | **Remote Learning engagement** |
| **Year Group (Nos)** | **Numbers in school** | **Full** | **Partial** | **No** |
| 3 (40) | 11 | 71% | 17% | 12% |
| 4 (59) | 13 | 74% | 18% | 8% |
| 5 (56) | 14 | 72% | 18% | 10% |
| 6 (57) | 16 | 78% | 22% | 0% |
|  | **54 (25%)** | **74%** | **19%** | **7.5%** |

**Assessment Data:**

Assessment carried out on the return to school have focused on basic skills initially and highlighted any gaps in learning. Teaching from September is focussed on key objectives missed from the Summer term – addressing gaps quickly.

**Barriers to future attainment:**

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|  |  | **Barrier** | **Desired Outcome** |
| **Teaching Priorities** | **A** | Staff require training/updates to develop a greater understanding of children’s mental health needs | Staff are better informed and have greater clarity about how to support children with mental health needs. This is a focus of daily and weekly teaching in the autumn term. Spring and Summer will see these issues addressed during PHSE lessons. |
| **B** | Home learning is not always accessed by all pupils successfully. | A god remote learning offer is in place. A workable and manageable offer is in place for all children, with those in most need allocated technological support. |
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|  | **C** | A proportion of pupils who undertook little or no engagement online provided with targeted support. | Pupils make accelerated progress in maths from their starting points. |
|  | **D** | Some children failed to access the online reading offer in place during their time off, therefore their reading ages are lower than would be expected. | Reading skills are much improved and rapid progress in reading ages are demonstrated. |
|  | **E** | Children at the lower age range made the least progress with online learning. | For those specific children, additional support is given and progress is rapid. |
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|  | **F** | Some pupils are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced due to C-19, especially the lack of structured routines. | All pupils are able to focus on their learning during lessons. |

**Teaching priorities for current academic year** i.e. Professional development, recruitment and retention, support for early career teachers.

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| **Barrier** | **Action** | **Desired Outcome** | **Evidence source** | **Cost** | **Baseline data** | **Person Responsible** | **Impact/Evaluation** |
| **A** | All staff to receive CPD in relation to MHST well-being programme for schools.All staff trained in recognising Pupil Wellbeing and Jigsaw recovery. | All staff are equipped for early recognition of children’s mental health needs.The profile of PHSE is raised throughout school and lessons are taking on a weekly basis which support the mental health needs of all children. | Jigsaw Recovery well-being programme shown to improve pupils engagement resulting in accelerated progress and increased well-being and settled children. | Jigsaw Recovery programme£500 | Determined by pupil conversations | PHSE lead/DHT | The school is beginning the Durham Resilience Programme across the Autumn 2021 Term. |
| **B** | CPD provided for staff on the increased effective use of Purple Mash and Teams online platforms.Children are further taught in their uses and how to successfully navigate around platforms. (Especially in independent learning strategies, self-regulation and online safety.)Parents/carers are made aware of the platform and how it can support home learning.Additional Basic Skills: Online packages used to support home learning:Timetables RockstarsMyON | The platform is in place and staff, pupils and parents are able t use it effectively.Home learning and communication with parents is enhanced (parent/survey) Engagement and effective.The platforms are in place and used by the children to make affective interventions and support. | Engagement with Purple Mash online platform.Parent SurveyEffective parental engagement and supports learning.Parental questionnaire | £3000 (MyON) | Engagement levels with Purple Mash online platform. | SLT | Children have received basic skills sessions in how to access the online learning features – this will also be revisited in the Autumn Term 2021. |
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| **Targeted academic support**: i.e. Structured interventions, small group tuition, 1:1 support |
| **C** | Small group and 1:1 Maths and Reading interventions with identified pupils.Baseline data from maths assessments.Success in ArithmeticFirst Class in NumberY3, Y4, Y5Project X | Maths and reading results to improve and demonstrate gaps are closing. | Education Endowment Fund Teaching and Learning toolkit:Feedback (+8)1:1 Tuition (+5)Teaching Assistant support (+1) | Teachers using Feedback in lessons.1:1 and 1:4 support by Teacher and TAs in given French time.Project X5x30min per week. (£10 x 5) x 24 weeks.£1200First Class in Number led by TA3x 1hour x 10 weeks.£600 x 3-year groups£1800 | Teacher assessments,End of year assessments,Star Reading Assessments. | Maths LeadClass Teachers | Interventions took place across all year groups. Results indicated that reading had progressed by at least +3 months in those children accessing Project X. |
| **C, D, E** | Lingotots employed to deliver 2 mornings a week from Christmas | Children in all classes received appropriate support in areas targeted.Both for Literacy and Numeracy. | Feedback (+8)1:1 Tuition (+5) | **Spring Term**: Y4/Y5 Each class receive 1 hour per week French, delivered by a French specialist.**Summer Term**: Y3/Y6 – Each class receive 1 hour per week French, delivered by a French specialist**Cost:** £9800 | Class Teachers for Targeted support | The addition of a specialist language teacher has seen an increase in the ability of the children to speak another language – but also allowed the class teacher to work on specific elements of the curriculum as need has arisen. |
| **E** | Support youngest children with Phonic understanding. | Children will have a greater understanding of phonics. | 1:1 Tuition (+5) | M6 Teacher employed for an additional morning for the summer term. £3000 | Y3 Phonics on entry. | NH (Y3 Teacher) | NH has worked with groups of up to 3 children on addressing any gaps in phonics. This has seen more children to fully engage with the curriculum successfully in class. |
| **Wider strategies: Behaviour approaches/Routines/Counselling support.** |
| **F** | Well being and related resources planned for, implemented and evaluated across the school via SRE teaching and mental Health leads.Small group and 1:1 wellbeing support/intervention with identified pupils.Outside counsellor brought into school to provide extension to school offer. | Positive impact on the identified SEMH pupils’ emotional wellbeing.Children supported by counselling, both internal and external. |  | **CPD:** Talking and Drawing therapy training. 5x £250TA time – when appropriateStep Well being Counselling1 Full Day.£2500 |  |  | These interventions and support are ongoing and will continue in the years ahead. |

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| **Costings**Catch Up Funding: £16800Cost of Catch Up: £25050Minus funding: £16800**Total contribution from school budget:** £ 8250 |