



Sudell  
Primary  
School

*Supporting and Nurturing,  
Enjoying and Achieving*

# Covid Catch Up Report

# Context

*Updated July 2021*

- Sudell Primary School is a smaller than average one-form entry school with 161 pupils, it is part of the Aldridge Education Multi-Academy Trust and was originally opened in 1909 as a Boy's Secondary School with Primary education first offered on the site in 1965.
- 54% (87) pupils attending Sudell are supported through pupil premium; which is double the national figure. Of these 9(10.3%) are Post-LAC. There are 9 post-LAC children at the school
- Current FSM levels are 50.9%.
- The index of multiple deprivation indicates that 97% of Sudell children live in the bottom 30% of most deprived areas, compared to 51% in Darwen as a whole and 73% for the LA. 72% live in the bottom 10% compared to 14% in Darwen as a whole and 19% LA. Only 5 pupils (3%) live in the top half of affluent areas compared to 41% in Darwen as a whole and 18% for the LA.
- 87% of Sudell children live in the bottom 20% for deprivation.
- 72% of Sudell children live in the bottom 10% for deprivation.
- 32% of Sudell children live in the bottom 5 % for deprivation.
- High levels of deprivation have translated into a significant need for support with basic amenities such as food throughout any period of national lockdown.
- High levels of deprivation have translated into a significant need for additional technological support throughout all periods of national lockdown.
- Our children have a knowledge and vocabulary deficit when they start school (50% of the current Reception intake had a vocabulary age below 4 years old and 15% below 3 years old on entry). This has been further exacerbated by the periods of national lockdown.

- Our children lack cultural experiences meaning they have lower vocabulary levels and many have difficulty accessing the curriculum. Alex Quigley talks about children aged between 0-4 hearing 32 million more words in professional than welfare families-this is a large proportion of our children. Throughout periods of national lockdown, despite the difficulties faced by school and our families, providing a curriculum that remains 'rich in experience' has remained a high priority.
- 38.5% of children attending Sudell have one or more identified SEND; three times that of national figures. Only 3 children have an EHCP. 3 children with EHCP left Sudell in 2018-19 and are attending specialist provision. Seven children will have paperwork presented to the Education Health Care Plan panel this academic year for consideration with three expected to qualify for specialist provision. All of these children were offered a place throughout all periods of national lockdown.
- Children from minority ethnic backgrounds total 34.8%; around the national figure of 33.5% and children with EAL total 34.2% (21.3% national). However, both figures are rising; in 2017, figures for these groups were 20.2% and 16.9% respectively. Where appropriate, this information was considered when offering school places and supporting families through all periods of national lockdown.
- In the past seven terms there has been significant changes in staffing; of the 9 teachers in 2017-18 2 remain, of the 5 SLT members, 2 remain, of the 14 TAs, 9 remain. 3 teachers started this school year; one in September, one in October (left January 2020) and one in January. There is an unqualified teacher and 2 x NQT (one started January 2020).

# Headlines

Updated July 2021

<ul style="list-style-type: none"><li>• Exceptional levels of care given to children and families during all periods of national lockdown. Very regular contact with pupils and their parents and have provided very strong support educationally, socially, and at times financially through food cheques and parcels.</li><li>• Introduction and development of digital learning taken very seriously. All pupils who have required them have been provided with a laptop to allow them to access digital learning. However, the school has gone far beyond this and has provided free data and SIM cards to those in need. The school has used laptops provide by the DfE and the Aldridge Foundation but has pro-actively sought others from local firms, the Rotary Club and other charities. This means all pupils have had access to everything that the school provides. The laptops have Smoothwall security installed so that the school can monitor any inappropriate use.</li></ul>	<ul style="list-style-type: none"><li>• Continue to develop and embed the role of our Home School Learning Ambassador in order to support families in the event of periods of isolation or remote learning.</li><li>• Continue to survey our families one a regular basis regarding their technological need.</li><li>• Continue to embed, develop and review a remote learning protocol that will be enacted in the event of an individual child self-isolating.</li><li>• Continue to embed, develop and review a remote learning protocol that will be enacted in the event of a bubble closure.</li><li>• Continue to embed, develop and review a remote learning protocol that will be enacted in the event of a further period of national lockdown.</li></ul>

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| <ul style="list-style-type: none"> <li>• Throughout all periods of lockdown school, staff physically took resource packs of pens, paper, and pencils and equipment to the homes of each pupil. Paper home learning packs were issued every three weeks throughout all periods of national lockdown.</li> <li>• Attendance at school and online has been high and is roughly equivalent to its normal percentages. Any absence, whether online or in person, is followed up very rapidly and home visits are made. A detailed register system was maintained for both the accessing of live lessons where appropriate and for submission of work.</li> <li>• The curriculum drivers from pre-lockdown have been continued. The school has planned and documented its online curriculum very thoroughly to ensure it follows the normal curriculum and keeps its breadth.</li> <li>• In live lessons teachers use modelling to good effect using visualizers and other resources. They use cold calling and white boards as they would do in the classroom. Assessment is used effectively to allow for re-teaching and rechecking of concepts which have not been fully mastered. As a result, teaching and learning is of high quality.</li> <li>• Pupils with special educational needs and or disabilities are working in school. This has</li> </ul> | <ul style="list-style-type: none"> <li>• During online lessons ensure that the pace of the delivery of the model 'I do, we do, you do' is consistently strong.</li> </ul> |
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allowed for additional small group interventions to take place. All annual reviews have continued for pupils with EHCPs, even if online. The school has provided support for parents who are not confident users of technology to ensure they can participate fully in the reviews. Other interventions such as speech and language therapy and visits from the educational psychologists have continued.

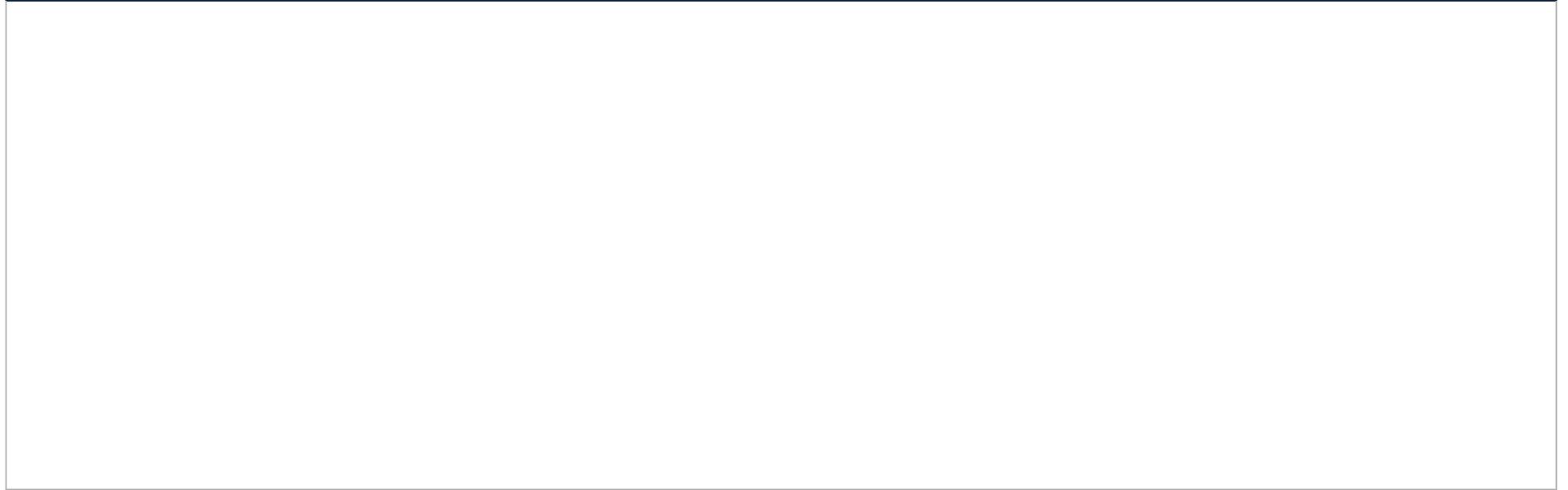
- CPD for staff has continued throughout all periods of national lockdown
- When offering remote learning, pupils work is uploaded to Class Dojo which is exceptionally well structured and organized so that work can be tracked easily.
- Senior staff have been very attentive towards the well-being of staff, ensuring they are not overloaded, and their mental health is in a good place. Senior staff are very well organized and staff welfare has been a high priority.

# Sudell Primary School

## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	164	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£13,040		

STRATEGY STATEMENT
<ul style="list-style-type: none"><li>• We have been open throughout the Covid-19 pandemic, for our vulnerable children and key workers.</li><li>• We have provided extensive support for our families, which has been positively recognised by a number of external reviews</li><li>• We opened to more children in June and welcomed back children from Reception Year 1 and Year 6</li><li>• We opened fully in September 2020</li><li>• FSM vouchers were provided throughout lockdown and through the holidays from September. This was a significant support for a large proportion of Sudell families.</li></ul> <p>Once reopened we have focused on the following priorities:</p> <ul style="list-style-type: none"><li>• SEMH and Wellbeing (pupils, families and staff)</li><li>• The basic skills of children and general learning behaviours</li><li>• Reading including Phonics</li><li>• Writing</li><li>• Maths</li><li>• Alongside providing a wide and varied curriculum offer.</li></ul>



**Guidance**

**Covid Catch Up Information/Guidance**

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

## EEF Guidance

Information	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> </ul>

## Barriers to learning

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers

A	Reading-lack of engagement with reading during period of national lockdown
B	Maths- lack of engagement with basic maths skills during period of national lockdown
C	Pupil Wellbeing-high levels of deprivation meant many families suffered significantly during the periods of national lockdown

## ADDITIONAL BARRIERS

### External barriers:

D	Attendance and Punctuality
E	Staff training
F	Lack of access to suitable technology-Devices and internet connection for home learning, as well as online safety

## Planned expenditure for current academic year

Teaching and Learning				
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	When will you review this?
English and Maths resources to bridge the gap between previous and current year group.	To enable children to start work at the appropriate level but work their way up to current year group standards in a non-stressful way. Children at Sudell to feel support at all times.	Through work scrutinies, Pupil Progress meetings and also through subject leader monitoring.  Regular discussion with staff.	SLT	Through PP meetings termly and through subject leader monitoring.
Maths Mastery Resources	To engage all learners in EYFS/KSI maths by promoting the mastery approach. Having the same expectations for all. This includes staff training as well as pupil resources.	Through training for staff. Through work scrutinies. Through Subject Leader monitoring, including pupil voice.	CRT	Through termly PP meetings and through half termly subject leader monitoring.

White Rose Maths Resources Resources	To engage all learners in KS2 maths by promoting the mastery approach. Having the same expectations for all. This includes staff training as well as pupil resources.	Through training for staff. Through work scrutinies. Through Subject Leader monitoring, including pupil voice.	CRT	Through termly PP meetings and through half termly subject leader monitoring.
Online based subscriptions	To engage all learners at school  Provide targeted reading resources such as Literacy Shed +/Comprehension Shed +.  Use of Century Tech  Use of TT Rockstars/Numbers  To continue to offer a challenging curriculum at an age appropriate level	Staff feedback  Through training for staff. Through work scrutinies. Through Subject Leader monitoring, including pupil voice.	LBS/DMY	Reviewed half termly/reviewed where appropriate at SLT meetings
Regular/Rigorous use of Cpoms to aid information sharing	To provide weekly nurture time with	Through staff feedback. Through regular PDBA meetings	DSLs	Daily/Weekly

	resources for wellbeing. To timetable groups of children and staff for SEMH in the Nurture room. Pupil Wellbeing and Assistant to keep in touch with families, do 1-1 work with identified children			
Total budgeted cost:				£ 5000
<b>Targeted support</b>				
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
Targeted Maths Small group booster sessions with Mrs Cath Law	Twice Weekly targeted small group Maths sessions for children in key year groups.  Focus on arithmetic/basic skills	Feedback from staff.  Regular meetings/discussions with Mrs law	LLS/DMY/TAE	Weekly

<p>Targeted Reading Small group booster sessions with Mrs Cath Law, with an integrated focus on vocabulary development</p>	<p>Twice Weekly targeted small group Reading sessions for children in key year groups.</p> <p>Focus on arithmetic/basic skills</p>	<p>Feedback from staff.</p> <p>Regular meetings/discussions with Mrs Law</p>	<p>LLS/DMY/TAE</p>	<p>Weekly</p>
<p>Reading interventions Phonics</p>	<p>Using baseline data to identify children that need targeted intervention.</p> <p>To identify gaps in learning and focus on back filling those.</p> <p>To enable children to be successful in completing the Phonics Screening Test.</p>	<p>Monitoring through Pupil Progress meetings.</p> <p>Analysing data</p> <p>Formative assessment by Class Teacher to monitor progress.</p>	<p>CRT/DMY/SLT</p>	<p>Termly at PP meetings</p> <p>Ongoing formative assessment by Class teachers</p>
<p>SPAG/Writing interventions</p>	<p>Work with the Aldridge Education North West Trust Leads for English to target key areas of SPAG need</p> <p>Using baseline data to identify children that</p>	<p>Monitoring through Pupil Progress meetings.</p> <p>Analysing data</p> <p>Formative assessment by Class Teacher to monitor progress.</p>	<p>DMY/SLT</p>	<p>Termly at PP meetings</p> <p>Ongoing formative assessment by Class teachers</p>

	need targeted intervention			
	To identify gaps in learning and focus on back filling those.			
Maths Interventions	<p>Work with the Aldridge Education North West Trust Leads for Maths to target key areas of Maths need</p> <p>Using baseline data to identify children that need targeted intervention</p> <p>To identify gaps in learning and focus on back filling those.</p>	<p>Monitoring through Pupil Progress meetings.</p> <p>Analysing data</p> <p>Formative assessment by Class Teacher to monitor progress.</p>	CRT/LBS/SLT	<p>Termly at PP meetings</p> <p>Ongoing formative assessment by Class teachers</p>

NELI/Wellcomm	Speech and Language intervention for identified children in Reception. Using Reception Baseline and formative assessment. Researching Wellcomm with a view to buying the KSI resource.	Monitoring through Pupil Progress meetings. Analysing data Formative assessment by Class Teacher to monitor progress.	CRT	Termly at PP meetings Ongoing formative assessment by Class teachers
Timetabled slots using dough disco,	Targeted intervention programmes to develop Core strength, PD and Gross Motor skills across EYFS/KSI and SEND. To develop these skills to improve writing.	Feedback from staff	CRT	Termly at PP meetings and SEND meetings Ongoing formative assessment by Class teachers

Total budgeted cost: £5000

**Other approaches**

<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
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<p>Supply of suitable technology to allow children to access remote education in the event of a child self isolating/a period of national lockdown.</p> <p>Including:</p> <ul style="list-style-type: none"> <li>-Access to a good quality computer</li> <li>-A reliable, high speed internet connection</li> <li>-Technical advice when needed</li> </ul>	<p>All children will have access to high quality/high speed technology</p> <p>All families will be supported to use the technology successfully</p>	<p>Rigorous tracking of technological need of Sudell families.</p> <p>Regular tracking of which Sudell families have access to technology and their engagement with any remote education</p>	<p>DMY</p>	<p>Weekly</p>
<p>To analyse and track attendance data.</p> <p>Track attendance data using Sol attendance tracker</p> <p>Regular Review of children whose attendance is concerning or could be a concern and contact parents, liaise with Pupil wellbeing and outside agencies where necessary.</p>	<p>To increase attendance by a variety of means :</p> <ul style="list-style-type: none"> <li>• Detailed discussion at PDBA meetings</li> <li>• Attendance letters</li> <li>• Attendance newsletter updates</li> <li>• Attendance rewards and prizes</li> <li>• Raise attendance and punctuality profile even</li> </ul>	<p>Staff feedback</p> <p>SLT meetings</p> <p>Regular monitoring-Sol attendance tracker</p>	<p>LLS/LRG</p>	<p>Weekly PDBA meetings</p> <p>SLT meetings</p>

	<p>further within the community-use of social media</p> <ul style="list-style-type: none"> <li>• Regular focus on attendance during</li> <li>• AE regular monitoring of attendance</li> </ul>			
Staff training – Microsoft Teams/Class Dojo and other online platforms etc	<p>To ensure staff confidence.</p> <p>To enable staff to do more things with remote learning to engage more learners.</p>	<p>Staff feedback</p> <p>Evidence on Class Dojo</p> <p>Evidence</p> <p>Learner engagement</p> <p>Pupil voice</p> <p>Feedback from parents</p>	DMY	Half termly
Use of Smoothwall as an online monitoring system as a way of monitoring school devices.	<p>To raise the profile of Online Safety within school and the wider community. Provide information to families, pupils and staff on the use of any Sudell devices</p>	<p>Staff feedback</p> <p>Pupil voice</p> <p>Feedback from parents</p>	DMY	Daily/Weekly

<p>Have resources available to support online learning at home. By providing some devices and internet access to families in need.</p>	<p>Use the ICT audit to identify families that need support with devices and or connectivity. Provide devices where possible. Provide internet access through Vodafone data package Sims and 6G</p>	<p>Pupil and parent voice Monitoring Online engagement</p>	<p>DMY/SLT</p>	<p>As the need arises.</p>
<p>Total budgeted cost:</p>				<p>3000</p>

## Appointment of a HSLA-Home School Learning Ambassador (Additional Funding from The Aldridge Foundation)

Teaching and Learning				
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	When will you review this?
Appointment of a HSLA	<p>Continue to build family links with the hardest to reach families</p> <p>Deploy the Trust laptops and home devices provided</p> <p>Show parents how to use technology</p> <p>Set any remote work</p> <p>Monitor the completion of any remote work</p> <p>Doggedly pursue and support parents who aren't making this</p>	<p>Monitoring of engagement with remote learning</p> <p>Regular discussion with staff.</p>	LLS/DMY	Weekly

	<p>happen and win them round through a holistic package of support and care to train them on how to turn dreams into aspiration for their children and help them to learn at home</p>			
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Total budgeted cost: £40,000

ADDITIONAL INFORMATION

We have used a number of evidence-based pieces of information to inform our decisions on the above including -

- FFT guidance reports
- Baseline assessments -
- Reception Baseline
- Sudell Covid SEF
- Audit of Sudell family access to technology
- Pupil Progress meetings
- Subject Leader Monitoring
- Attendance data and analysis
- Government Guidance
- Aldridge Education Guidance
- LA guidance