



The Trent-Rylands Federation



Improving Educational Opportunities For All- Strategy Statement

This incorporates our use of the Pupil Premium Funding and Catch - up Funding following the Covid-19 pandemic

September 2020 - March 31st 2021

Context

Due to the Covid-19 Coronavirus pandemic school was closed from March 20th 2020 to all but the children of key workers and vulnerable pupils. From 1st June 2020 there was a phased re-opening of school to 3 and 4 year olds starting school in September, F2 and Y6. Some days in school also offered to Y1 and Y2. From 1st September 2020 school reopened full time to all pupils with a range of measures in place to help prevent the spread of the virus.

Despite now being open to all children, the need for households to self-isolate if a member of their household has Covid-19 symptoms until they receive the results of a Covid-19 test, along with the longer period of self-isolation if a member of their household tests positive can mean up to 2 weeks absence from school. Alongside this if a member of staff or a pupil tests positive then their bubble is closed for up to 2 weeks for the adults and children in that bubble. Despite the provision of immediate home learning, the education of those pupils is further disrupted.

It is impossible to predict when these absences and bubble closures will happen so the intention of this strategy is to support the catch-up process from missed learning during the school closure from March 2020 along with ensuring that learning continues remotely.

1.Summary of relevant pupil and financial information for the academic year 2020-21

| | Total number of Pupils | Total number of DPs | Total PP budget April 2020-March 2021 | Total Catch-up funding Sept 2020-March 2021 |
|------------------------|-------------------------------|----------------------------|---|---|
| Trent Vale | 128 exc F1 | 23 | £30,935 | £5,874 |
| Beeston Rylands | 183 | 42 | £57,835 | £8,774 |

2.Current Attainment

We have no reliable assessment information for 2019-20 due to the Covid-19 school closure.

We re-assessed children in December 2020 but as school closed again for all but F1, vulnerable pupils and children of critical workers we do not feel a detailed analysis of this data is currently relevant. However the following is a summary of the main areas of concern for each year group.

Trent-Rylands Federation Assessment and Progress Summary December 2020

Assessment data was collected for each cohort at the end of December 2020. Due to school only remaining open for vulnerable children and children of critical workers this data has not been extensively analysed. However the main messages/areas of concern are detailed below for each cohort.

- **Reading is the area that has been most negatively affected by the children not being in school.**
- **Y1 is the cohort that has been most negatively affected by the children not being in school.**

CURRENT F1 - Attainment and Progress Data

Nursery provision was not closed in the national lockdown that began on 5th January 2021. 28/33 of this cohort continued to attend their usual hours.

- The vast majority of children are assessed to be below their age related expectations in at least one prime area (communication; personal and social; physical development)
- We use EExAT to record children's achievement and progress. This requires the child to achieve each statement before they be given the next statement. This can result in children being assessed to be attaining lower than they actually are and showing them to be a concern when they are not causing staff concern in nursery.
- Pupil Progress meetings have been undertaken for this cohort to ensure that relevant interventions are in place
- We are an early adopter school for the new Early Years Foundation Stage Curriculum
- Staff have begun to use the new, less prescriptive. Development Matters, to develop a new assessment system that uses a 'best fit' approach. This shows the majority of the cohort to be at age related expectations and on track to be ready for school in September.

CURRENT F2 - Attainment and Progress Data

- The vast majority have made good progress in all prime areas with some having made accelerated progress in at least one prime area.

CURRENT Y1 – Attainment and Progress Data

- 17% (8 children) have gone from being at age related expectations in reading to working towards. This is after a term of intense reading interventions.

- The percentage in writing and maths that have gone from being age related expectations to working towards is half this amount
- This cohort's starting point was there Feb 20120assessment data as they did not complete their EYFS profile. This was lower than predicted for the cohort.

CURRENT Y2 – Attainment and Progress Data

- 10% (3 children) have gone from being at age related expectations in reading to working towards. This is after a term of intense reading interventions.
- The percentage in writing and maths that have gone from being age related expectations to working towards is half this amount.
- There is however, considerable movement within the expected range for all 3 subjects with many children going from high or mid expected to low expected.

CURRENT Y3 – Attainment and Progress Data

- Around 5% (2/3 children) have gone from being at age related expectations to working towards in reading, writing or maths.
- This cohort's starting point was there Dec 2019 assessment data as they did not complete their Y2 SATs. This was lower than predicted for the cohort.

CURRENT Y4 – Attainment and Progress Data

- 4% (2 children) have gone from being at age related expectations in maths to working towards.
- The children have made good progress in reading and writing with 1 or 2 children making accelerated progress in reading, writing or maths.

CURRENT Y5 – Attainment and Progress Data

- 13% (6 children) have gone from being at age related expectations in reading to working towards (3 children) or from greater depth to expected (3 children).
- The percentage in writing and maths that have gone from being age related expectations to working towards or greater depth to expected is 1 or 2 children.

CURRENT Y6 – Attainment and Progress Data

- 13% (6 children) have gone from being at age related expectations in reading and maths to working towards (4 children) or from greater depth to expected (2 children).
- The children have made good progress in writing

3.Barriers to future attainment

Post lockdown barriers – for all pupils but more significantly for DPs

| | |
|---|--|
| A | Access to Covid-19 testing |
| B | Length of time off school awaiting test result |

| | |
|---|---|
| C | Access to digital technology at home - an inequality in access to learning and home study |
| D | Access to parental support and understanding for home learning- a disparity between the levels of engagement of children from whilst engaging in remote learning. This could be due to parental engagement with remote learning; parents own skill levels; parents having to work from home whilst supporting their child's remote learning |
| In School barriers – pre Covid-19 pandemic for DPs | |
| E | Speech, language and communication skills in EYFS are lower for DPs than for other pupils. This slows reading and writing progress during F2 and in subsequent years. |
| F | There are more DPs who do not achieve a GLD at the end of F2 than other children. These children need to make accelerated progress during KS1 in order to achieve the expected standard in reading, writing and maths. |
| G | DPs do not have as wide a vocabulary and understanding of language as non DPs |
| H | DPs do not achieve age related expectations at the end of KS1. These children need to make accelerated progress during KS2 in order to achieve the expected standard in reading, writing and maths. |
| I | Factors affecting emotional health and well-being are more likely to be an issue for DPs. This can have a detrimental effect on behaviour and academic progress for some of these pupils. They may have low self-esteem and low aspirations |
| J | DPs are more likely to have inhibiting factors to their learning behaviour than other pupils. This can have a detrimental effect on the progress they make during lessons. |
| External barriers – pre Covid-19 pandemic for DPs | |
| K | Parents of DPs are less likely to read with their child at home |
| L | Parents of DPs are less likely to support the completion of homework tasks |
| M | DPs are more likely to have attendance below 95% |
| N | DPs are less likely to access enrichment opportunities |

| Plan to use PP funding and Catch-up funding to improve educational opportunities for all | | | | |
|---|---|--|--|---------------|
| Intervention | Total cost: PP/Catch-up | Number of pupils School/Age | Intended impact | Actual impact |
| ACADEMIC INTERVENTION | | | | |
| To ensure DP s have access to digital devices to access home learning when local covid-19 restrictions are confirmed following gov.uk allocation guidance | Catch-up funding IT time to set up devices from school stock | | DPs to be able to engage in remote learning using digital devices during a period of bubble closure. | |
| | TV = 5 x £35 per hour = £175 | 5 x iPads available for loan for remote learning | | |
| | BRJS= 10 x £35 per hour = £350 | 10 x laptops available for loan for remote learning | | |
| Teacher and TA support/catch-up programme READING WRITING MATHS | Catch-up funding + some pupil premium funding Increase TA hours by 12.5 per week | | To reduce the impact of lost learning due to school closure during lockdown and to enable pupils to be performing at least at the reading, writing and maths attainment they were prior to lockdown | |
| | TV = £15 per hour x 12.5 hours x 31 weeks = £5,813 | 123 as required | | |
| | BRJS = £15 per hour x 12.5 hours x 31 weeks = £5,813 | 183 as required | | |
| | Pupil Premium funding | | Accelerate progress and improve attainment of DPs READING:1:1 readers and targeted catch-up reading; support to improve overall reading ability; to develop wider vocabulary, language and comprehension WRITING: to improve overall writing ability; to develop their wider vocabulary, language and sentence structure MATHS: to improve overall maths ability; pre and post learning; in class support | |
| | TV = £27,406 (approx. 1.1 x TAs) | 23 | | |
| BRJS = £48,903 (approx. 2 x TAs) | 42 | | | |
| To provide English and maths catch-up programme through Action tutoring partnership 1:1/1:2 ratio per tutor (National Tutoring programme for disadvantaged and vulnerable children) | Catch-up funding | | Improved confidence, resilience, progress and attainment in maths and English | |
| | BRJS: 2 x £1,570 for tutoring per term + 1 x £15 per hour TA = £3,605 | Yr 6- approx. 9 Yr 5- approx. 15 (total 24 chd) | | |

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|---|--|-----|--|--|
| To provide access to full day early years education and care for F1 pupils by covering the cost of lunch and lunch time supervision | EYPP TV: 2 x £400 per term per pupil | X 2 | Improved confidence, resilience and progress across the 3 prime areas – CaL, PD and PSHE | |
|---|--|-----|--|--|

Plan to use PP funding and Catch-up funding to improve educational opportunities for all

| Intervention | Total cost: PP/Catch-up/Both | Number of pupils School/Age | Intended impact | Actual impact |
|--------------|---------------------------------|--------------------------------|-----------------|---------------|
|--------------|---------------------------------|--------------------------------|-----------------|---------------|

SOCIAL AND EMOTIONAL INTERVENTION

To remove external barriers to ensure that DP children are not excluded from any in or out of school activity; have access to enrichment experiences & the necessary equipment needed to learn.

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| To improve social, emotional and learning behaviour along with resilience through in class targeted and 1:1 support | Pupil Premium funding TV = £15 per hour x 2 hours per week x 31 weeks = £930 | X 4 | Improved learning behaviour, confidence, resilience, progress and attainment | |
| | BRJS= £15 per hour x 5 hours per week x 31 weeks = £2,325 | X 10 | | |
| Think Children | Pupils Premium funding TV = £1050 | 2 per term | Improved social, emotional and learning behaviour along with resilience | |
| | BRJS= £1550 | 3 per term | | |
| TLG Beeston Free Church | Volunteers TV = £0 | 0 per year | Improved social, emotional and learning behaviour along with resilience | |
| | BRJS= £0 | 6 per year | | |
| Uniform/ enrichment | Pupil Premium funding TV = £636 uniform pack | X 23 | Improved self-confidence and self-esteem | |
| | BRJS= £1161 uniform pack £1,440 -drumming | X 42 uniform X 6 drumming | | |

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|-------------------------|--------------------------------------|
| | Total PP and Catch-up funding |
| Total Trent Vale | £36,809 |
| Total BRJS | £65,147 |