

Grimsargh St Michael's

2021 -2022 SIP Development Plan



SCHOOL IMPROVEMENT PRIORITY

To support all children, in particular those identified by staff and parents/ carers, who require additional support (social, emotional and/ or academic) due to lost or restricted education during the COVID-19 lockdown.

Current Situation/Critical Analysis

'Catch-up' funding granted: £80 x 211 pupils = **£16,880**

Autumn 2020 & early 2021- £9,847.37

Summer 2021- £7,032.63

- During Lockdown 3 (January 5th to March 8th), we had between 29% -42% of children attend school as children of critical workers or identified as being 'vulnerable'. The majority of children attending school did so on a needs basis and thus did not attend school every day. Our focus for the return of all children, on March 8th, was to ensure they were 'happy and safe'. We continued with the existing pre-Covid nurture sessions (identified children in KS2) and added to these for children in reception and KS1- children were identified by parents/ carers or by staff as needing this additional nurture support.
- We did not use tests to assess the children on their return to school. Teaching staff did however, use their teacher judgements to assess gaps in learning and used their assessments to inform planning.
- At the end of the summer term, children in years 1-6 did complete formal tests. Summative results were, as we predicted, below what would be expected under 'normal' educational circumstances (see assessment analysis).
- Teaching Assistant hours for those who were not working full-time, were increased to FT to ensure all classes had FT TA support each day.
- Three Teaching Assistants and our English subject leader received training for the 'Lancashire Reading Partners' programme.

INTENT

To ensure all children with gaps in learning, especially the basics in English and maths with regards academia, and with anxieties affecting their social and/ or emotional needs, caused by lost/ restricted education during lockdown, are supported in this recovery.

IMPLEMENTATION			
EEF Recommendation	Action	Cost	IMPACT
<p>SUPPORTING GREAT TEACHING <i>Improving the quality of teaching- both the planning and implementation- is almost always supported by high-quality professional development.</i></p>	<ul style="list-style-type: none"> Continue to ensure NQTs receive relevant training- see CPD plan for full programme. 	£1,294	<p>Children in reception and year 2 are receiving a higher quality of teaching due to NQT's receiving support and CPD.</p> <p>Children receiving higher quality of teaching due to training accessed by teaching staff. Subject leaders share recent training linked to subjects and developing pedagogical approaches.</p> <p>TA's can lead intervention (Lancs Reading partners). They are also trained in the use of CPOMS so can add rather than asking class teachers to on their behalf.</p>
	<ul style="list-style-type: none"> All teachers receive necessary training to support quality first teaching- see CPD programme. 	£1,930	
	<ul style="list-style-type: none"> Internal and external programme of TA training. 	£245 (external)	
	<ul style="list-style-type: none"> Organise for staff to share good practice- planning, classroom display, teaching & learning, outcomes in books etc 	N/A	
<p><i>Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils.</i></p>	<ul style="list-style-type: none"> Ensure all classes have full-time TA support in KS1. Full-time morning support as a minimum for all classes in KS2. Three teaching assistants to support across 4 classes during the afternoon. 	SW additional aft & AB FT instead of PT	<p>TA's providing class teacher support and able to lead on the spot intervention as well as Lancs Reading Partners (year 2-6).</p> <p>TA timetables changed to enhance the support in the classes more 'in need' and to ensure they have time to lead Lancs Reading Partners as well as Learning plans.</p> <p>A more supportive monitoring process will encourage openness and a better opportunity to offer support and make progress with T&L.</p>
	<ul style="list-style-type: none"> Monitoring schedule in place and share with staff. Supportive two-way monitoring that will enhance planning and teaching & learning. 	N/A	
	<ul style="list-style-type: none"> Class teachers, support by subject leaders, to plan for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. 	N/A	
	<ul style="list-style-type: none"> Subject leaders to revisit progression of skills documents and to ensure subject development 	N/A	

	plans reflect the current climate as well as our GSM curriculum.	N/A	
Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.	<ul style="list-style-type: none"> Use the NFER assessments for years 1-5 to support internal tracking and consistency between summative class judgements. All staff implementing our new 'Feedback and Marking' Policy. Utilise the outcomes from the Optional LSIP to inform progress meetings and thus planning, teaching & learning. 	£1,072.74 N/A N/A	Staff able to feedback in the moment and ensure progress within the lesson. Supports workload as fewer books to mark and feedback on outside the lesson.
TARGETED SUPPORT In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.	<ul style="list-style-type: none"> Trained teaching assistants deliver 'Lancashire Reading Partners' to identified children. Purchase and train staff on one/ two maths interventions: 1st Class @ Number and/ or Success @ Arithmetic. Implement for identified children. School SENCo and Learning Mentor to work together to support class teachers with regards IEPs and Personalised Learning Plans and activities to support the implementation of these. 	£165 £999 for one! ½ nurture leader salary	
Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs.	<ul style="list-style-type: none"> 1 teaching assistant deliver nurture to identified children (KS2); DHT deliver nurture to identified children in reception & KS1. The PSHE Curriculum will be a priority and delivered weekly to support children's emotional wellbeing alongside the delivery of the Curriculum. 	Part of DHT salary	Reduced number of children accessing nurture.
WIDER STRATEGIES	<ul style="list-style-type: none"> SEN forum for all parents of children with a SEN- each half-term led by school SENCo. 		Parents receive a much quicker turn-around time.

<p>Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.</p>	<ul style="list-style-type: none"> Regular contact made by our SENCo with families of children with SEN. Parents invited back into school to support with readers, to attend Friday's Worship and Celebrations, sports days, accompany class visits, end of year events. Communication through e-mail, Seesaw, in person on the school playground, with HT at the school gate each morning, via phone call, through our weekly school newsletter and through our school website. Support provided through the School Safeguarding Team and the offer of 'Early Help' services to support families and children who encountered challenges during periods of school closure/the pandemic. Organise for 'Lancashire Adult Learning' to deliver sessions for parents/ carers. 		<p>Parents in a better position to support their child- 'Keeping your child safe online'.</p> <p>*Not enough take up to run the parent/ carer sessions during the day. Currently working on organising on Online Safety session for after school.</p>
	<p>TOTAL COST</p>	<p>£4,541.74 + Increased TA hours + ½ Learning mentor salary</p>	

<p>IMPACT</p>	
<p>Term 1</p>	
<p>Term 2</p>	
<p>Term 3</p>	

