

What does the above data and further school scrutiny of progress tell us?

In primary, 19% of all pupils have made no progress in speech and language, 20% of those pupils have regressed by a level, 40% of pupils have stayed the same and made no progress in reading.

In secondary, 19 Key Stage 3 pupils have made no progress in maths and english. In Key Stage 4 some pupils have missed teaching related to qualifications during the lockdown period.

THRIVE Data:

In Secondary 100% of pupils who have one to one THRIVE showed a decrease on their THRIVE scales ranging from -23- 4%. In Primary 100% of pupils who have one to one THRIVE made a small amount of progress on their THRIVE scales – (around 11%).

Anecdotal evidence:

During the initial lockdown some parents struggle to support their child's behaviour at home. Parents would usually rely on school to put strategies in place which are then shared with home. This was a challenge with some pupils who were not in school.

During the initial lockdown some parents were unsure of how to support their children's emotional needs. Some parents struggled to understand where their children were academically in comparison to mainstream peers. Parents rely on school for advice and guidance, how can we increase parental confidence?



The Mendip School



Background: The COVID pandemic caused schools to close from March 20th 2020. The Mendip School remained open for children of keyworkers and those that were identified as high risk until June 1st. During this period provision shifted to a childcare model rather than specific education, however routines and activities essential to the education of our pupils continued throughout.

From June 1st we opened to all pupils, attendance was approximately 47% with 53% of parents choosing to keep their children at home. During term 6 we focused on a recovery curriculum as outlined by Barry Carpenter with a big focus on THRIVE. The whole school reopened to all pupils from September 7th. ~~Need to write something here about home learning - Blended learning was successfully implemented with a wide range of engaged and appropriate activities. Some families however did not engage despite supports in place, you made a huge effort with blended classrooms and activities and they should be acknowledged, with a note that some children did not engage.~~

This has 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.

All of the pupils at The Mendip School have an EHCP and either autism and or SLCN. Routines and predictability are very important to their successful education. Some parents struggled to support their children both academically and in terms of supporting their behaviour. The priority for September was to get all pupils back in school feeling happy and safe. To support this we focused on continuing our recovery curriculum whilst continuing to maintain the structures that support our children. We do not want pupils to have long term effects of not having the predictability of school. We need to rebuild the sense of safety our children feel in school so that we can rebuild resilience.

3. The government has provided schools with a catch-up premium designed to mitigate the effects of the unique disruption of COVID 19.

Aims: The Mendip 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'.

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| 4. Barriers to making good progress faced by pupils selected to receive support through the Coronavirus Catch-up Grant | |
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| In-school barriers (issues to be addressed in school) | |
| A. | Attending school with interruption and consistency due to further COVID outbreaks |
| B. | All pupils will have experienced and been affected by the pandemic differently – we need a tailored approach for each individual |
| C. | Many pupils will struggle with the re-establishment of routines and the measures in place to keep school covid secure |
| D. | Reintroduction/introduction of assessments systems whilst being unable to meet face to face with key staff |
| E. | Ensuring EHCP provision is fully embedded when some professionals may not be working back to full capacity |
| F. | Staffing may be tested if pupils/staff become sick which leads to self-isolation |
| G. | Parental engagement in their children's education and understanding of supports in school to support and prevent challenging behaviour |
| H. | Continued anxiety and stress caused by the unknown situation with the pandemic, coping with the personal impact on individuals and exhaustion from being continually set to react quickly to changing expectations |
| External barriers (issues which also require action outside school, such as low attendance) | |
| H. | Full attendance for individual children due to the nervousness of individual families, anxiety of children and medical vulnerabilities within the household |
| I. | The gap between families which was present before COVID 19 has now increased. Vulnerable families are more vulnerable and the inequality of opportunity has increased. More families will be identified as vulnerable following the economic, social and emotional impact of the lockdown, some of these may take time to become aware of these challenges |
| J. | Parental engagement in distance learning should bubbles have to close |
| K. | Access to technology when self-isolating |
| L. | Ability to support children when not in school – access to interventions, visual supports, structures and the environmental security of school are not available / delivered in a different way when at home (add more here) |

The Bath and Mendip Partnership Trust : The Mendip School NAME OF SCHOOL

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| Mendip | Writing | All | 4 | 100% | 0% | 6 | 100% | 83% | 11 | 100% | 36% | 6 | 83% | 67% | 7 | 86% | 71% | 8 | 75% | 38% | 14 | 100% | 21% | 92% | | |
| | | Disadvantaged | 1 | 100% | 0% | 1 | 100% | 100% | 3 | 100% | 33% | 1 | 100% | 100% | 4 | 75% | 75% | 2 | 100% | 50% | 3 | 100% | 33% | 96% | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mendip | Maths | All | 4 | 100% | 0% | 6 | 100% | 83% | 11 | 100% | 45% | 6 | 100% | 83% | 7 | 100% | 71% | 8 | 88% | 38% | 14 | 100% | 21% | 98% | | |
| | | Disadvantaged | 1 | 100% | 0% | 1 | 83% | 100% | 3 | 100% | 33% | 1 | 100% | 100% | 4 | 100% | 75% | 2 | 100% | 50% | 3 | 100% | 66% | 98% | | |
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| | | | Y7 | | | Y8 | | | Y9 | | | Y10 | | | Y11 | | | |
|--------|---------|---------------|------------------|--------|-------|------------------|--------|-------|------------------|--------|-------|------------------|--------|-------|------------------|--------|-------|--|
| | | | Term 6 - July 21 | | | Term 6 - July 21 | | | Term 6 - July 21 | | | Term 6 - July 21 | | | Term 6 - July 21 | | | |
| | | | No of pupils | % Exp+ | % Exc | No of pupils | % Exp+ | % Exc | No of pupils | % Exp+ | % Exc | No of pupils | % Exp+ | % Exc | No of pupils | % Exp+ | % Exc | Secondary Overview - expected progress |
| Mendip | Reading | All | 10 | 90% | 10% | 14 | 86% | 29% | 14 | 79% | 21% | 20 | 75% | 30% | 14 | 71% | 43% | 80% |
| | | Disadvantaged | 3 | 100% | 33% | 3 | 100% | 33% | 5 | 80% | 20% | 6 | 67% | 83% | 3 | 100% | 0% | 89% |
| | | | | | | | | | | | | | | | | | | |
| Mendip | Writing | All | 10 | 70% | 10% | 14 | 43% | 21% | 14 | 71% | 21% | 20 | 75% | 25% | 14 | 71% | 29% | 66% |
| | | Disadvantaged | 3 | 100% | 33% | 3 | 33% | 33% | 5 | 80% | 40% | 6 | 67% | 0% | 3 | 100% | 0% | 76% |
| | | | | | | | | | | | | | | | | | | |
| Mendip | Maths | All | 10 | 90% | 10% | 14 | 86% | 29% | 14 | 86% | 36% | 20 | 100% | 60% | 14 | 93% | 43% | 91% |
| | | Disadvantaged | 3 | 100% | 0% | 3 | 100% | 33% | 5 | 80% | 60% | 6 | 100% | 50% | 3 | 100% | 33% | 96% |
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| 3. Expenditure Review - Coronavirus Catch-up Grant | | | | |
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| i. Small group academic catch-up support (interventions) | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Reference the extent to which the success criteria were met. Refer to those entitled to the PPG as well as those who are not. | Lessons learned | Cost |
| Identified pupil small group interventions in English and maths to identify further gaps and teach appropriate skills. | <p>Rising Stars PUMA PIRA MARK GAPS</p> <p>Purchase the above</p> <p>Employ teacher on supply basis to plan and deliver interventions based on needs analysis. (purchased through pupil premium)</p> <p>Pupils identified as having stayed the same levels will have group support</p> | <p>18 students <u>how many students were in school at the time and what % of those were involved in the pilot group? Approximately 96 pupils were in school during lockdown 2 (at the beginning of this intervention). The pilot group represented 18% of total students in school.</u></p> <p>26 assessments</p> <p>12 students requiring interventions</p> <p>90% of students engaged with interventions</p> <p>100% made progress</p> <p>83% of students improved their reading age by more than one year</p> <p>All students felt they had made progress in and 80% felt that their confidence had improved 'a lot'.</p> | <p>66 assessments completed. 30 students recommended for reading support and 19 for maths. Even spread across areas of need.</p> <p><u>Good tool for supporting students to develop skills in reading and maths</u></p> <p><u>Needs to be used alongside a range of other supports</u></p> <p><u>Consideration of barriers to learning needs to be part of the decision as to whether to start the intervention cycle</u></p> <p><u>Students who find it difficult to engage in class may initially benefit from attending the sessions - need to make sure that this doesn't make it more difficult in the classroom</u></p> <p><u>Maths interventions require more input prior to delivery</u></p> <p><u>Staff confidence will need to continue to be supported through training and peer to peer support.</u></p> <p><u>Many students lack confidence when faced with reading texts and have not learnt the skills to scan and focus on key information.</u></p> <p><u>Some students have been working at the very early level of phonics for many years and are making no progress - a combination of strategies need to be taught</u></p> | 8000 |
| All pupils progress in communication and language | Elkan training for teaching assistants as part of twilight training | 23 Teaching assistants trained. I didn't measure any impact but the staff now have more in depth knowledge of how to identify and support children's speech, language and communication needs in the classroom. I regularly SALTS refer to content in the course when working in class with those staff. |  | 1500 |

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| <p>Additional speech and language support to all classes.</p> | <p>Secondary Narrative groups run by SALT</p> <div data-bbox="582 295 974 566"> <h3>Including Story Elements</h3> <table border="1"> <caption>Including Story Elements</caption> <thead> <tr> <th>Group</th> <th>Number of elements included</th> </tr> </thead> <tbody> <tr> <td>Pre Intervention</td> <td>15</td> </tr> <tr> <td>Post Intervention</td> <td>22</td> </tr> </tbody> </table> </div> <div data-bbox="582 590 974 861"> <h3>Story Cohesion</h3> <table border="1"> <caption>Story Cohesion</caption> <thead> <tr> <th>Category</th> <th>Pre Intervention</th> <th>Post Intervention</th> </tr> </thead> <tbody> <tr> <td>Really hard to follow</td> <td>6</td> <td>1</td> </tr> <tr> <td>Occasionally Easy to follow</td> <td>1</td> <td>5</td> </tr> </tbody> </table> </div> <div data-bbox="582 885 974 1157"> <h3>Information about what character is thinking, saying and feeling</h3> <table border="1"> <caption>Information about what character is thinking, saying and feeling</caption> <thead> <tr> <th>Category</th> <th>Pre Intervention</th> <th>Post Intervention</th> </tr> </thead> <tbody> <tr> <td>No information</td> <td>4</td> <td>3</td> </tr> <tr> <td>Some information</td> <td>3</td> <td>3</td> </tr> <tr> <td>Full information</td> <td>0</td> <td>1</td> </tr> </tbody> </table> </div> | Group | Number of elements included | Pre Intervention | 15 | Post Intervention | 22 | Category | Pre Intervention | Post Intervention | Really hard to follow | 6 | 1 | Occasionally Easy to follow | 1 | 5 | Category | Pre Intervention | Post Intervention | No information | 4 | 3 | Some information | 3 | 3 | Full information | 0 | 1 | <p>Narrative development is key for school success, communicative effectiveness and social interaction. Using narrative templates, visual supports and key word vocabulary supported pupils to create their own stories by breaking down story writing into achievable sections. The structured sessions supported pupils to organise their story in a coherent way. The intervention scaffolded their ideas by focusing on different elements of storytelling each week. Activities to support pupils with their understanding of words and the use of word banks supported the pupils to use more varied vocabulary in their work. By breaking down story telling into elements with a high level of visual support the task was more achievable and less daunting for pupils with language difficulties. The pupils were motivated, engaged in the process and they were proud of the stories they'd created at the end.</p> | <p>3000</p> |
|---|--|-------------------|-----------------------------|------------------|----|-------------------|----|----------|------------------|-------------------|-----------------------|---|---|-----------------------------|---|---|----------|------------------|-------------------|----------------|---|---|------------------|---|---|------------------|---|---|---|-------------|
| Group | Number of elements included | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pre Intervention | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Post Intervention | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Category | Pre Intervention | Post Intervention | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Really hard to follow | 6 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Category | Pre Intervention | Post Intervention | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No information | 4 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Some information | 3 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Example of a pupil's story | |
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| Pre Intervention | Post Intervention |
| <p>One day after school Candice... (SLT prompted 'where?') at home... (SLT prompted 'what happened?') a chat, because someone laughed at him, the whole class.</p> | <p>Many years ago a boy called Bob went to the beach late morning at 11.45 and it was the summer and this happened in the past. A boy looked like he's tall, happy, kind, confident. The story is set at the seaside. The seaside is hot, busy, clean and welcoming. This place makes you feel happy and relaxed. The boy called Bob finds the camera. The boys is happy about finding the camera. He gets a picture developed after he takes his own pictures. When the boy gets the pictures developed he's excited. And after the boy throws it back into the sea. The story ends by another girl finds the camera in the sea and she is really excited about it. She takes the camera and then she takes her own pictures and then she throws it in the sea.</p> |

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| ii. Individual academic tuition/support - instruction / mentoring / online platforms / interventions etc. | | | | |
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| Desired outcome | Chosen action/approach | Estimated impact: Reference the extent to which the success criteria were met. Refer to those entitled to the PPG as well as those who are not. | Lessons learned | Cost |
| All identified pupils (those highlighted in red – below EXP) will have one to one interventions in English and Maths to identify further gaps and teach appropriate skills. | <p>Rising Stars PUMA PIRA MARK GAPS</p> <p>Purchase the above Employ teacher on supply basis to plan and deliver interventions based on needs analysis.</p> <p>Pupils identified to be (RED) below expected will have one to one support</p> | <p><u>Reading ages improved in 100% of pupils</u> <u>Improved student confidence in approaching work</u> <u>90% of students engaged with interventions</u> <u>100% made progress</u> <u>83% of students improved their reading age by more than one year</u> <u>All students felt they had made progress in and 80% felt that their confidence had improved 'a lot'</u></p> | <p><u>Gaps in Maths skills were given focused and tailored attention</u> <u>Collaboration with staff team prompted conversations about assessment and skills support</u> <u>Staff team trained and supported to deliver assessments and intervention sessions</u> <u>Contributed to the idea of school continuing in lockdown</u> <u>Complete assessments following data capture for those identified as not making expected progress, where academic input is appropriate.</u> <u>Keep a central bank of photocopiable resources in case of IT issues</u> <u>Choose Maths assessment</u></p> <p><u>(Spring/Summer/Autumn) to match taught content</u> <u>Include training in Rising Stars as part of annual CPD cycle</u> <u>Assess impact on teacher workload - data collection, analysis of reports and assigning interventions</u> <u>Allocate responsibility for admin and support to a member of staff</u></p> | 8100 |
| iii. Other approaches | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Reference the extent to which the success criteria were met. Refer to those entitled to the PPG as well as those who are not. | Lessons learned | Cost |

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| <p>To teaching staff to set high expectations of all pupils ▲</p> | <p>SALT to deliver training about the importance of visual structure to support learning. English and Maths lead to deliver parental training about the strategies and systems we use in school to support</p> | <p><u>SALT delivered training on visual structure and supports as part of continuing professional development.</u> <u>Impact – those classes where visual structures and support are highly embedded have less incidents of behaviour.</u></p> <p><u>Maths and English lead did not deliver parental training. Tuning into Kids – was delivered. To be reviewed for 2021/22</u></p> | <p><u>SALT training on visual structures to be delivered yearly on day 1 of INSET in September.</u> <u>Behaviour team involved to include behaviour walks. Focus on observing structure and visuals. Feedback to behaviour team and staff as whole.</u> ▲</p> | |
| <p>For parents to feel confident in support their children's learning at home</p> | <p>Additional PFSA Time over year 20/21 (additional 3 days) Funding £15,000 ▲</p> | <p><u>PFSA's have implemented 8 Early Help assessments.</u> <u>Referrals submitted to other agencies for parents such as SIDAS, counselling and Dorset NEXUS.</u> <u>Parents signposted for bereavement services, AA, GPs, Paediatricians and talking therapies.</u> <u>Parents supported to complete applications for family fund, DLA and child benefit.</u> <u>PFSA's work closely with SALT, Ed safeguarding, TAS, CAMHS, CAOT, FIS and CIAT and have built up good working relationships with these teams.</u> <u>Links established with Somerset Direct, training providers such as Fosseway for courses, transport and Millbrook Healthcare Centre.</u> <u>80% of the parents have felt massively supported by the work of the PFSA.</u> <u>In addition, PFSA's have worked with parents in relation to their own mental health and strategies at home.</u> ▲</p> | <p><u>Early support is crucial particularly around attendance.</u> <u>Attendance now tracked and analysed twice a term and fed back to PFSA's to pick up quickly before patterns of behaviour are imbedded.</u></p> | <p>5000</p> |

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| <p>For parents to feel confident in sending pupils into school. For attendance of pupils identified to have improvement in attendance. ▲</p> | <p>Bea Making to Deliver 'Tuning into teens' twice to a group of 8 parents on each group. Parents who asked for support or who have EHA's will be prioritised. ▲</p> | <p>Tuning Into Teens – parent support programme</p> <p>The programme was offered to a number of parents selected based on type of difficulties their children were presenting with in school. The uptake of the programme was low, perhaps due to the fact that the sessions took place during school hours.</p> <p>Two parents took part in the sessions. Both attended all sessions. We were able to cover all the aspects of the programme. It was clear from the start that both parents already had a good level of understanding of their children and their difficulties, as well as various strategies that could be used. The programme allowed the parents to have the time and space to reflect on their parenting choices and see things in a new light. Both parents commented on finding the reflection time useful.</p> <p>Both parents seemed to really benefit from the opportunity to share some of the difficulties. Both mums were very open and honest about their experiences.</p> <p>Both mums enjoyed learning about the teenage brain and the challenges that come with the changes that happen during puberty.</p> <p>▲ The programme is well suited to our population of learners as it can be adapted. ▲</p> | <p>Most parents find it difficult to find time for additional meetings or activities. Parents with children with additional needs perhaps find it even harder. Perhaps the programme should be offered in the future as an evening event, or in the school holidays.</p> <p>The groups should be kept small. The small number of participants meant the programme could be adapted and that it was possible to cover everything whilst at the same time give everyone an opportunity to share their specific set of circumstances.</p> <p>Parents need to be open to this type of learning. Some sessions are quite challenging due to the personal nature of the content that is covered.</p> | <p>1200</p> |
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| | | <p>▲ We were able to adapt the sessions to make sure that the learning and discussions took into account the additional needs of the children.</p> <p>The sessions were a great success and both mums commented on how useful it has been to have this space.</p> <p>Both mums enjoyed learning about the teenage brain and the challenges that come with the changes that happen during puberty.</p> <p>The programme is well suited to our population of learners as it can be adapted.</p> | | |
| For parents to feel confident in supporting their child's learning at home ▲ | English and Maths lead to deliver parental training about the strategies and systems we use in school to support | | This intervention did not occur. It was felt that virtual parent training would not be effective for English and Maths, to be reviewed as restrictions lift into 2021/22. FUNDING RE DIRECTED INTO RISING STARS ▲ | 1750- ▲ |
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4. Summary

Chosen coronavirus strategies that had the greatest impact on outcomes for pupils (top 3):

- i. Rising Stars for Reading and Maths
- ii. Parent, Family Support Advisors – positive impact on families and parental engagement
- iii. Additional Speech and Language Therapy Time

What made these strategies particularly successful?

- Rising stars – structured and predictable. GAPS analysis targets area of need which is then supported through specific activity.
- PFSA – parents feel supported, parental engagement improved, impact on attendance of pupils with medical needs
- SALT – staff training in ELKLAN means TAs are highly skilled in class to support and react to changing needs of pupils

Moving forward, how will you use this learning to pupils' advantage?

All above strategies will be embedded into PPG and recovery premium plans for 2021/22.

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| Coronavirus Catch-Up Grant Income | £34560 |
| Coronavirus Catch-Up Grant Expenditure | £34560 |
| Balance | £0 |

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