

Catch-up Premium Strategy 2020-2021

School's name	Coton in the Elms Primary		Date	19.2.2021
School's universal catch-up premium fund (total amount)	£9760.00		Number	Percentage
Total number of pupils on roll	NOR = 131	Pupils eligible for the pupil premium/ disadvantaged	21	17%
		Pupils eligible with SEND	14	11%
		Pupils eligible who are LAC and/or PLAC	1 (3)	Less than 1%
National Tutoring Programme	Tutors - FTE= £ N/A		Academic Mentors – FTE = £	

Barriers	
Academic	
1.	Maths – Place Value & number (Y5 especially) & pre-requisite maths skills – lost learning
2.	Support from home with learning – capacity to help parents support the 'catch-up' effort outside of school
3.	COVID-19 isolation leading to a further slide in academic standards for some pupils – time away from school is detrimental
4.	Reading decoding skills are generally strong but comprehension and understanding of what is being read, and then the ability to answer questions on this is poor across the board. (Y3 upwards)
5.	Speech & Language skills in Year 2 are poor and this is holding the children back with other areas of the curriculum. Children were unable to practice good social communication with their peers during the lockdown periods
6.	Fine & Gross Motor skills in our EYFS cohort require further development in order to reach a good level of development – many children have been limited to small household spaces during the lockdowns beginning March 2020, November 2020 and also Jan 2021
7.	Children have not had a chance to develop their singing and musical performance skills through our remote learning education over lockdown. The profile of school singing has diminished due to the safety concerns surrounding the pandemic
Behaviour and Attitudes	
8.	Behaviours for learning in classrooms for a significant minority of pupils is impacting on rates of progress - <i>Skills of independence, seeking help for themselves, having a go before asking for help, getting started on a task, completing a good volume of work, concentration and focus, growth mind-set</i>
Personal development (including social and emotional health and wellbeing)	
9.	A significant minority of pupils are struggling to build effective relationships with their peers – the same children are involved in incidents at break times

10.	Low levels of resilience in the face of things that appear too difficult or tricky. Low confidence and self esteem. Some parents haven't got the capacity to support their children with this.
11.	A number of children in KS1 (and lower KS2) are struggling to come to school in the morning – separation anxiety, worried about the day ahead, unable to voice/communicate their feelings coherently and relying on parents to constantly communicate with staff for lengthy periods at the school gate.
12.	Engagement levels and social interaction require support in our Y1 cohort. Many children need support to work as a team, share and to have the confidence to be 'hands-on' learners – lockdown periods meant that same age peers could not mix

Catch-up Premium: Academic

Objective 1: Ensure that levels of attainment for those children who have 'fallen behind' rapidly improve so they are back on track to achieve national expectations for their year group

Reasons for the approaches taken:

- Key content missed from last academic year (19/20) – lessons only taught until March 2020. Further period away from school for pupils between Jan 2021 and March 2021 – limited content taught through Remote Learning without a teacher always present
- Some families were not consistent in their support of home-learning due to challenging home circumstances
- Anxiety surrounded Covid-19 meant that not all children from the year groups permitted, came back into school in June 2020
- Parents have limited understanding in how reading is measured beyond word recognition and the completion of reading books
- Parents unsure of effective questions to ask when listening to their child read
- Children are unable to answer probing questions about their reading which go beyond the sequence of events/plot

Success criteria –

- Standardised scores show rapid improve from Post Covid-19 baselines completed in September/December
- A greater number of children are within reach of the expected standard in each year group
- The vast majority of pupils are 'retuned' to their prior attainment group from Pre-Lockdown
- Reading conferencing for a targeted group of pupils will highlight an increased understanding from reading – delving deeper
- ALPS data and Venn Diagrams will show a greater number of pupils achieving the objectives links to comprehension skills

Barrier:	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
1 Maths – Place Value & number & pre-requisite maths skills not taught in previous year due to lockdown	<p>Puma standardised scores are closer to '100'</p> <p>Behaviours for Learning Audit/Lesson observations show that pupils have greater confidence in maths lessons (Spring & Summer)</p> <p>Maths SL pupil discussions of Tracked Children highlight positive attitudes of Power Maths lessons (Spring & Summer)</p>	Y5 Maths booster sessions 3 x 30 mins a week, for selected children. Led by the staff member teaching these children next year (our Maths Leader)	E Weston (Maths Leader & Y6 teacher)	<p>Attendance register of sessions</p> <p>Puma Standardised Scores ALPS data Post Covid data</p>	E Walton (Supply) to cover E Weston's Y6 class for 3 x 30 mins per week = £426.30 from <u>Catch-Up Premium Funding</u>

	Barrier(s):	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
4	Reading decoding skills are generally strong but comprehension and understanding of what is being read, and then the ability to answer questions on this is poor across the board.	<p>Rapid Reads Progress Data shows improvement in 'levels' for selected pupils</p> <p>Summer ALPS Data for reading shows a greater number of chn are at expected standard than in Spring term</p> <p>Pira standardised scores in reading show improvement from Spring-Summer</p> <p>Teacher completion rates for reading tasks for h/w are favourable in KS2</p>	<p>Purchasing of Rapid Reads Intervention for use in Summer term to be used for selected pupils in each year group 2 x 30 mins per week, before school</p> <p>Purchasing of Mirodo for KS2 home-learning focusing on comprehension questions set NOT just reading a book 5 times a week expected</p>	All teachers to deliver Rapid Read intervention sessions involving children in their own classes	<p>Puma & ALPS data at Easter, May, July</p> <p>Mirodo diagnostic of skills achieved</p>	<p>Rapid Reads Intervention Programme = £1329.72 from <u>Catch-Up Premium Funding</u></p> <p>Purchasing of Miroda in KS2 = £364.40 from <u>Universal Funding</u></p>
5	Speech & Language skills in Year 2 are poor and this is holding the children back with other areas of the curriculum. Children were unable to practice good social communication with their peers during the lockdown periods	<p>Speech & Language Questionnaire</p> <p>Teacher summative reports on the confidence and interaction levels of children in lessons</p>	1 X Speech & Drama lesson per week, for 10 weeks (ENRICHMENT HOUR)	S&D Teacher	Results from Questionnaire show that pupil scores have improved with regards to confidence when speaking in front of the class	Speech and Drama Lessons = £500 from <u>Catch Up Premium Funding</u>

6	Fine & Gross Motor skills in our EYFS cohort require further development in order to reach a good level of development – many children have been limited to small household spaces during the lockdowns beginning March 2020, November 2020 and also Jan 2021	Tansley Test Data End of Summer Term EYFS Data - PD	1 x Music and Movement sessions (Kimbles) per week, for 10 weeks (ENRICHMENT HOUR)	Kimbles Music & Movement Practitioner	Tansley Test end data shows an improvement from the pre-data	Kimbles Music & Movement Practitioner £400 from <u>Catch Up Premium Funding</u>
7	Children did not had a chance to develop their singing and musical performance skills through our remote learning education over lockdown. The profile of school singing has diminished due to the safety concerns surrounding the pandemic	Pupil Voice	1 hour of singing tuition in KS2 per week for 10 weeks (Enrichment Hour)	Clare Mott from Derbyshire Music Partnership	Pupil Voice ALPS assessment data against the objectives from the Music curriculum – not taught throughout lockdown	Clare Mott (Singing Tutor) - £600 from <u>Catch-Up Premium Funding</u>

Catch-up Premium: Academic

Objective 2: Ensure that all pupils and families are well supported to complete additional work away from the classroom environment in order to support the 'catch-up effort and close learning gaps

Reasons for the approaches taken:

- Some pupils don't have access to a computer at home
- Some home environments are not set up effectively for home learning and remote learning
- Parents have a limited understanding and skill-set in order to support their children with home-learning that is linked to how we teach in school
- Some vulnerable pupils do not complete homework each week

Success criteria

- All pupils from vulnerable backgrounds complete home learning tasks each week
- Teachers are able to analyse further learning gaps from the completion of home learning tasks
- Children who are isolating from school due to COVID 19, are able to continue their learning in tandem with their peers at school
- Numbers of pupils accessing remote learning from school is above 80% of the school's population

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
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3	COVID-19 isolation leading to a further slide in academic standards for some pupils – time away from school is detrimental	Work completed & pupil discussions with Maths SL on return, ascertaining understanding	Remote Learning Packs containing front-loaded lesson content and both paper and tangible resources for all children to use at home in the way of extra support/in the event of isolation from school	September 2020 onwards	Concurrent Barrier Map on ALPs shows a score for remote learning engagement	£1000 of <u>Catch-Up Premium Funding</u>
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Behaviour and attitudes

Objective 3: Strengthen learning behaviours and levels of resilience for the most vulnerable pupils so they can take an increased role in lessons with confidence and greater independence

Reasons for the approaches taken:

- Vulnerable pupils don't engage consistently in lessons unless an adult is with them
- Class sizes are growing in some areas of school and we have reduced levels of support staff
- Confidence and self-esteem of some pupils is low
- Some pupils hold negative thought patterns and mind set surrounding having a go – fear of getting things wrong
- Significant minority of pupils display 'off-task' behaviours or 'delay tactics' to prevent work being completed
- A number of pupils are being earmarked for SEND support by teacher because they lack the independence skills and need support
- HT and office staff are spending a disproportionate amount of time in responding to parental anxieties

Success criteria –

- A greater quantity of work is completed by vulnerable children in lessons
- The attainment gap of most vulnerable pupils against national will show signs of closing
- HT time will not be taken up responding to parental anxieties, family support and concerns
- Parental feedback in relation to the support being received will be positive and parental anxiety levels will be reduced

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source:
6 & 9	Behaviours for learning in classrooms for a significant minority of pupils is impacting on rates of progress A number of children in KS1 (and lower KS2) are struggling to come to school in the morning – separation anxiety, worried about the day ahead, unable to voice/communicate their feelings coherently and relying on parents to constantly communicate with staff for lengthy periods at the school gate.	Tracked children - analysis of termly Boxall Profiles show improved scores	The appointment of a Pastoral Teaching Assistant (Inclusion and Pastoral Support Worker)	HT, SENCO & A.N Other Catch-Up Premium Link Governor Visit Records, HT Report to Governors Behaviour for Learning Audit for named children	£3000 allocated from Catch Up Funding for Pastoral Care & Inclusion Manager (other £9000 taken from GRIP Funding)

	Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source:
6,7 & 8	<p>Behaviours for learning in classrooms for a significant minority of pupils is impacting on rates of progress</p> <p>Skills of independence, seeking help for themselves, having a go before asking for help, getting started on a task, completing a good volume of work, concentration and focus, growth mind-set</p> <p>A significant minority of pupils are struggling to build effective relationships with their peers – the same children are involved in incidents at break times</p> <p>Low levels of resilience in the face of things that appear too difficult or tricky. Low confidence and self esteem. Some parents haven't got the capacity to support their children with this.</p>	<p>Boxall Profile Analysis shows improved scores in developmental strands</p> <p>Parent & Pupil Voice collection on CPOMS/via school office is positive</p> <p>CPOMS logs are reduced for lunchtime incidents with specific pupils</p>	<p>Setting up of a Nurture Group (in conjunction with Derbyshire Nurture Team) for a select group of KS1 pupils</p> <p>Deployment of a Grade 7 TA to lead Nurture sessions</p>	January 2021	<p>Provision Map Impact column</p> <p>SEND Governor Link Visit</p> <p>FBG minutes from Governors</p>	<p>£1600 from Universal Funding for DCC Nurture Group Support</p> <p>£662.73 for TA extra hours x 49, for Nurture sessions, costing for Spring/Summer from Catch-Up Premium</p>

Barrier		Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
8	Low levels of resilience in the face of things that appear too difficult or tricky. Low confidence and self esteem. Some parents haven't got the capacity to support their children with this.	Brilliant Schools Audit shows improved scores Pupil Voice and Parent Voice is positive	Investment in Brilliant Schools' Resource Pack – videos	From September	Well-Being Link Governor Record of Visit Accreditation – Gold Award from Brilliant School	Brilliant School's Resource Package - £800 of Universal Funding
Personal, Social and Emotional Health Objective 4: Facilitate the holistic development of pupils – their confidence, self-esteem and their ability to interact well with their peer group						
Reasons for the approaches taken: <ul style="list-style-type: none"> Children lack the confidence to interact with others in the class – remaining quiet and passive – will only work with an adult Many children lack the confidence to engage independently in learning activities around the classroom, without adult support Children have had limited opportunities for outdoor learning as part of their EYFS curriculum in the year 2020-21 due to the school closure and the lockdown Success criteria – <ul style="list-style-type: none"> Reports and Leuven Scale data shows that all pupils increase their confidence when engaging independently in learning Leuven Scale data shows increased involvement in activities for all children Parent and Pupil Voice positively records the change in childrens' learning behaviours at home and in school 						
Barrier		Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source:
11	Engagement levels and social interaction require support in our Y1 cohort. Many children need support to work as a team, share and to have the confidence to be 'hands-on' learners – lockdown periods meant that same age peers could not mix	Leuven's Scale assessment before and after sessions Individual report cards per pupil – summative comments on individuals' progress	Forest School Practitioner deployed to work with Y1 pupils of 1 hour per week for 10 weeks (ENRICHMENT HOUR)	Forest School Practitioner		£157.78 towards the costs of Forest School qualified Practitioner from Catch-up Premium Funding

How the money was spent: Barriers and actions taken to overcome them.	The impact of the strategy: To what extent the barriers were overcome. To include outcome data.	Lessons learned: What did/did not work and why.
1. Maths – Place Value & number (Y5) & pre-requisite maths skills – lost learning		
2. Support from home with learning – capacity to help parents support the 'catch-up' effort outside of school	Participation in Remote Learning throughout Lockdown 3 (from Jan 2021-March 2021) was excellent, and much improved on Lockdown 1 (from March 2020 – July 2020)	The learning packs enabled all families to support their child with remote learning whilst through Lockdown 3 – Whether they had a computer, internet access and a print or not!
3. COVID-19 isolation leading to a further slide in academic standards for some pupils – time away from school is detrimental	<p><u>CBM scores from ALPS Assessment Spreadsheet</u> had the following average scores for Remote Learning participation (1 – 3, with 1 being excellent and 3 being poor) Lower the score, the better the engagement!</p> <p>EYFS - 1.7 Y1 – 1.8 Y2 – 1.9 Y3 – 1.6 Y4 – 1.6 Y5 – 1.7 Y6 – 1.5</p> <p>Parent Voice was very positive about the resources provided (See in school information)</p>	<p>As concrete resources were included such as base 10, place value cards etc, parents remarked how supported they felt the children were.</p> <p>The daily Power Maths lesson over TEAMS helpfully enabled parents to see how we teach maths in school, and the differing ways of asking the children to work out answers and to record their thinking. Having the concrete resources, and the helpful Oak Academy links on a document enabled those parents who wished, to do extra work after the Power Maths lesson – to further support their child's understanding.</p> <p>Despite the packs being made, and the extensive amount of physical resources included, Remote Learning for Maths in particular, heightened anxiety levels of our parents of SEND children – many saw just how big their child's attainment gap was.</p>
4. Reading decoding skills are generally strong but comprehension and understanding of what is being read, and then the ability to answer questions on this is poor across the board. (Y3 upwards)	<p><u>Rapid Reads Progress Data:</u></p> <p>Y2 – 5/6 children increased their levels after 10 weeks, 4/6 children increased their level by 2 or more!</p> <p>Y3 - 5/5 children increased their levels after 10 weeks, 3/5 children increased their level by 2 or more!</p> <p>Y4 – 3/5 children increased their levels after 10 weeks, 4/5 children increased their level by 2 or more!</p> <p>Y5 - 5/5 children increased their levels after 10 weeks, 4/5 children increased their level by 2 or</p>	<p>Rapid Read sessions proved to be influential in refocusing children who were chosen, and their families. It enabled children to restore their love of reading and to become much more effective at answering comprehension questions (see data opposite) By having early morning sessions before school, children were not missing any other learning in the classroom for other subjects. The exception of 3 vulnerable children who struggled to come into school – extending the school day proved very popular for the families taking part and it showed the school's commitment to supporting their children.</p> <p>Next time, be mindful about asking some vulnerable</p>

		<p>more!</p> <p>Data from the Summer Term ALPS attainment summary – showed the following % on track for the expected standard in Reading:</p> <p>Y1 – 61% Y2 – 75% Y3 – 68% Y4 – 78% Y5 – 63% Y6 – 78%</p>	<p>children, with other complex emotional needs, to attend the sessions before the start of the normal school day.</p>																																	
<p>5.</p>	<p>Speech & Language skills in Year 2 are poor and this is holding the children back with other areas of the curriculum. Children were unable to practice good social communication with their peers during the lockdown periods</p>	<p>Sample size – 22 children. Children choose a score from between 1 – 5 (1 being the least, 5 being the most) for each question</p> <table border="1" data-bbox="792 612 1258 842"> <thead> <tr> <th></th> <th>Session 1 Scores out of 110</th> <th>Session 10 Scores out of 110</th> </tr> </thead> <tbody> <tr> <td>Do you feel confident?</td> <td>81</td> <td>94</td> </tr> <tr> <td>Do you feel scared speaking out loud in class?</td> <td>63</td> <td>92</td> </tr> <tr> <td>Do you like making new friends?</td> <td>101</td> <td>87</td> </tr> <tr> <td>Do you feel happy?</td> <td>96</td> <td>85</td> </tr> <tr> <td>Did you enjoy lockdown?</td> <td>63</td> <td>66</td> </tr> <tr> <td>Are you happy to be back at school?</td> <td>79</td> <td>86</td> </tr> <tr> <td>Do you worry about schoolwork?</td> <td>69</td> <td>65</td> </tr> <tr> <td>Do you give up easily?</td> <td>51</td> <td>50</td> </tr> <tr> <td>Do you like talking to people?</td> <td>92</td> <td>100</td> </tr> <tr> <td>How do you feel about doing Drama?</td> <td>99</td> <td>113</td> </tr> </tbody> </table> <p> ■ Improvement ■ No improvement </p> <p>Questionnaire Data showed that:</p> <ul style="list-style-type: none"> • Pupils had developed their confidence at speaking out loud in class • Increased enjoyment in drama • General confidence levels had increased 		Session 1 Scores out of 110	Session 10 Scores out of 110	Do you feel confident?	81	94	Do you feel scared speaking out loud in class?	63	92	Do you like making new friends?	101	87	Do you feel happy?	96	85	Did you enjoy lockdown?	63	66	Are you happy to be back at school?	79	86	Do you worry about schoolwork?	69	65	Do you give up easily?	51	50	Do you like talking to people?	92	100	How do you feel about doing Drama?	99	113	<p>The children enjoyed the sessions and it has been pleasing to see that more reluctant children are now able to talk in front of the whole class.</p> <p>Ideally, an impact measure which required less on pupil responses would have been preferable – due to the age of the children. Possibly the teachers themselves filling in the questionnaire. Or the teachers outlining the impact in other areas of the curriculum</p>
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<p>6.</p>	<p>Fine & Gross Motor skills in our EYFS cohort require further development in order to reach a good level of development – many children have been limited to small household spaces during the lockdowns beginning March 2020, November 2020 and also Jan 2021</p>	<p>Tansley Data to be collated</p> <p>EYFS Attainment Data: 17/19 (89%) children achieved Expected standard for 'PD - Moving & Handling' in Summer 2021 compared to 12/19 children (63%) at Expected Standard in December 2020</p>	<p>Kimbles' Music & Movement proved to be a really helpful in supporting the physical development of pupils. The staff member was incredibly keen to offer additional sessions for some children prior to the collection of End of Year Summative data and this enabled a significant improvement in routine tasks such as ear toughing, crawling, left leg stand, Romberg Test, Tandem Test and the Fog Test.</p>																																	
<p>7.</p>	<p>Children did not had a chance to develop</p>	<p>Pupil Voice & Parent Voice was hugely</p>																																		

	<p>their singing and musical performance skills through our remote learning education over lockdown. The profile of school singing has diminished due to the safety concerns surrounding the pandemic</p>	<p>positive. See below for an example;</p> <p>“When I did the singing in the show, I think I was more confident in my singing” Y4 Child “It pushed me out of my comfort zone but when I completed it, it was amazing!” Year 5 Child “I felt happier and it made me laugh – and my singing better!” Year 3 child.</p>	
<p>8.</p>	<p>Behaviours for learning in classrooms for a significant minority of pupils is impacting on rates of progress -Skills of independence, seeking help for themselves, having a go before asking for help, getting started on a task, completing a good volume of work, concentration and focus, growth mind-set</p>	<p><u>The school achieved the Brilliant Schools’ GOLD Award by Dr Andy Cope.</u> This, for our involvement in the online lessons and videos, alongside the work in the local community.</p> <p><u>Brilliant Schools’ Pupil Wellbeing Survey</u> This showed an improved score from the start of the programme, an Index Happiness Score of 73/100 (Very Good)</p>	<p>Brilliant Schools has proved to be a worthwhile investment. The children have really ‘latched on’ to the terminology and we have seen a big impact further down the school, in KS1. This, despite the fact that the programme is aimed at KS2 children.</p>
<p>9.</p>	<p>A significant minority of pupils are struggling to build effective relationships with their peers – the same children are involved in incidents at break times</p>	<p><u>Radio Derby clip and Burton Mail cutting</u> celebrate the good news – displayed in school</p>	<p>Our end of term Governor Questionnaire showed that parents felt confident in the school’s ability to support their child’s mental well-being – and this was largely down to the fact that the parents were involved in the using of the Brilliant School resources from home – they could see the curriculum that their children were following. Some parents remarked upon how it had supported them to hold useful conversations with their children.</p>
<p>10.</p>	<p>Low levels of resilience in the face of things that appear too difficult or tricky. Low confidence and self esteem. Some parents haven’t got the capacity to support their children with this.</p>	<p><u>Parent Voice</u> <i>“My child has clearly enjoyed the Brilliant Schools programme and we discuss what he has been learning most weeks. He particularly likes quirky ideas like ‘The Pig of Happiness’ and ‘Sausage machine’ and is able to briefly outline what they mean. He frequently asks questions and we regularly do activities like what are we grateful for that didn’t happen that we didn’t want to happen. I was so impressed with the ideas in the videos sent to parents, I brought two of the linked books – shine and zest. This has helped my ability as a parent to support conversations at home.”</i></p> <p><i>“I have watched a number of the brilliant school’s videos with my two children, and I know they have done a lot of activities in school. We</i></p>	

		<p><i>have all found them very interesting and informative, and having chatted about them at home I know they have learnt a lot from them. We find that we talk about the things that they have discussed in our everyday lives now, such as being a 2%er and not a mood hoovers, so it definitely worthwhile. After speaking with Olivia and Finley about what they have learnt they have said they enjoyed the activities and feel that the topics covered have helped them. I know the school have been working really to promote brilliant schools to the children and parents., and I feel that it has been inspirational for everyone involved. Therefore, I do hope the school continuous working with Brilliant schools”</i></p> <p>Subject Leader Interviews with children – all children remained positive about their school experience. For this reason, it was hard to measure an improvement (there was no change in their feelings – being positive from the start)</p>	
11.	<p>A number of children in KS1 (and lower KS2) are struggling to come to school in the morning – separation anxiety, worried about the day ahead, unable to voice/communicate their feelings coherently and relying on parents to constantly communicate with staff for lengthy periods at the school gate.</p>	<p>Nurture Group Boxall analysis showed that out of a cohort of 7 children – 6 of them made gains in their developmental strands for emotional and social skills throughout the 10 Week Programme.</p> <p>Parent Feedback on Nurture All parents reported the positive impact that the sessions had made on their children</p>	<p>The Nurture Group was very well received from parents and children – and we have seen a significant change in how these children present themselves in their main classes. Many of whom are now more confident in speaking to adults, making friends and working with others. There are fewer incidents on CPOMS, of children needing support to leave their home adult, first thing in a morning. A clear step down approach is required, for the one child who didn’t make progress over the 10 week period – maybe to allow another 10 week programme of nurture or something more tailored to his one-to-one needs. A school Nurture Policy needs to be created with a clear entrance and exit criteria for pupils, so that we continue to choose the correct candidates for this targeted group support</p>
12.	<p>Engagement levels and social interaction require support in our Y1 cohort. Many children need support to work as a team,</p>	<p>Leuven Scale Data: <i>15 pupils in sample size. Total scores from 1-5</i></p>	<p>All children really enjoyed the Forest School sessions and they enabled many to experience the ‘great outdoors’ after such a lengthy period confined to the home environment. I</p>

share and to have the confidence to be 'hands-on' learners – lockdown periods meant that same age peers could not mix		Session 1	Session 10	<p>was pleasing to see the impact that this had the overall well-being of our Y1 pupils, although this could also be affected by the focus on Brilliant Schools' and our increased PSHE sessions in school.</p> <p>The template report format for parents on the sessions, and the Leuven Scale measuring worked well. We need to ensure that we use these measures for the new EYFS cohort's Forest School Friday sessions from September 2021, and for our Outdoor Education Sessions for Science in PPA.</p>
	Cohort Wellbeing Score	46/75	64/75	
	Cohort Involvement Score	43/75	61/75	