



## Statement of use of catch-up funding SEN schools 2021-2022

Summary information					
School	Tettenhall Wood School			Type of SEN	ASD
Academic Year	2021-2022	Total Covid catch-up budget	£21727 - £226 per pupil KS1-4	Date of governor reviews	Sept 2021
Total number of pupils	143	Number of pupils eligible	96	Date for next internal review of this strategy	Jan 2022

Contextual Information	
<p>This term school completed the summer term 1+2 and Autumn 1 operating at normal capacity. After the March easing of lockdown, pupils transitioned back to school with the outcome to meet attendance targets. Over the term whole school attendance has been 90.64%, therefore, meeting our 90-95% target.</p> <p>During the Summer term 2 week beginning 25<sup>th</sup> June school saw initial Covid positive cases, this was in line with local regional patterns and same setting occurrences. Over weeks 3 to 6 school closed 7 bubbles to ensure isolation of cases.</p> <p>There has been 1 teacher on phased return since contracting COVID in January 2021.</p> <p>During Autumn 1 any suspected Covid cases were treated as per government guidelines ensuring reduction disruption to pupils learning. Weeks 6 and 7 have seen increased staffing pressures due to staff sickness levels. This has mirrored and in line with local regional patterns and same setting occurrences. During this term the funded additional member of staff was timetable to support class teachers. Class targeted for additional support were identified through the Maths and English reports (Appendix 1 and 2) and the intervention list (Appendix 3)</p>	
Gaps identified	
<ul style="list-style-type: none"> <li>Appendix 1 and 2 – Maths and English report – Currently not attached but will add when given.</li> <li>Appendix 3 – Maths and English intervention list for Autumn. Highlighting pupils who had made insufficient progress during Summer term, identified through the Summer data collection.</li> </ul>	
In-school barriers	
i.	<p>ALL</p> <p>Increased mental health needs affecting anxieties relating to:</p> <p>COVID 19</p> <p>friendships</p> <p>changes in routines</p>

	sensory overload Listening and attention
ii.	ALL Transition from predominantly Recovery Curriculum to incorporate and move back to more formal learning
iii.	ALL Attendance of pupils limited due to: <ul style="list-style-type: none"> <li>• agreed leave of Absence</li> <li>• Self-isolation</li> <li>• Positive COVID tests</li> <li>• Staffing crisis</li> </ul>
iv.	14-19 Missed opportunities in work experience and community cohesion
v.	ALL <ul style="list-style-type: none"> <li>• Missed opportunities for specialist teaching and interventions including:</li> <li>• Swimming</li> <li>• Forest School</li> <li>• Horticulture</li> <li>• Music Therapy</li> <li>• Motional programs</li> <li>• PE</li> <li>• Rebound Therapy</li> </ul>
<b>External barriers</b>	
vi.	Increased parental stresses, leading to increased anxieties.
vii.	Increased COVID cases locally

### 1. Outcomes expected, with success criteria.

a)	Pupils make good progress, as defined by teachers, in their EHCP outcomes. Teachers monitor the progress; pupil and parent response to progress; leadership team to monitor and target support as needed; gather parent/pupil views on EHCP progress and reviews.	EHCP outcomes achieved – gaining 80% + Current working at or above level of all pupils in all 4 areas (62% of outcomes)
b)	To attend school full time as soon as possible. Monitor and analyse attendance data; phase leads to discuss support with attendance lead weekly.	Current attendance is 90.43%

c)	To participate and cooperate in lessons throughout the day, making good learning progress. Monitored and analysed through high leadership team presence; teacher discussions; Evidence for Learning data; behaviour data	Reduced incidents analysed year on year – data analysis conducted through pastoral team. EFL data shows good progress in all areas of need (62%). TW steps shows good progress in Eng and Ma (see appendix 1 and 2)
d)	To attain expected external accreditations, as predicted from their term 4 attainments. Evidenced externally through exam results. Data lead to ensure that phase leads and subject coordinators are alerted early to lagged attainment, and support in place swiftly.	Data will show pupils' expected exam results are achieved – ASDAN life skills, Personal Progress, and Transition Challenge, and Acentis.
e)	To attain expected reading progress, throughout the school as predicted by teachers, English lead. Evidenced through teacher assessments; leadership monitoring; English lead data; baseline data and predicted attainment in reading; questionnaires for parents/pupils.	Improved parental engagement in reading at home – through introduction of Reading eggs app. Over 80% of pupils make good progress in reading.
F)	To ensure all pupils are ready to learn and there are improved engagement from pupils. Monitored and analysed through high leadership team presence; teacher discussions; Evidence for Learning data; behaviour data	Improved engagement in learning with EFL data shows good progress in all areas of need (80%+). Currently at 62%.
g)	Sixth Form students will attend a variety of work placements linked to their aspirations. Head of Sixth Form to monitor and analyse, putting in support swiftly as needed. Careers lead to evaluate effectiveness of placements and report to HT.	All post-16 students will have had least one placement linked to aspirations/vocational course by end of year; and all will attend relevant work placements regularly. – 3 members of staff careers leader trained, regular in house work experience opportunities.

## 2. Planned expenditure

Academic year	April 2021 – April 2022				
Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Focused Personal Learning Planners</p> <p>Continued implementation of Recovery Curriculum</p> <p>Online and recorded lessons</p>	<ul style="list-style-type: none"> <li>EHCP outcomes achieved 80% on average for each pupil.</li> <li>TW step progress and 80% good</li> <li>Positive responses from parent/pupil questionnaires.</li> </ul>	<p>Using data and summaries from:</p> <ul style="list-style-type: none"> <li>EHCP/EfL data analysis</li> <li>TW step analysis</li> <li>Teacher observations and teacher meetings</li> <li>PSHE recovery curriculum feed back</li> </ul> <p>Will allow for:</p> <ul style="list-style-type: none"> <li>increased opportunities for learning;</li> <li>improved friendships;</li> <li>build self- esteem;</li> <li>develop sense of identity in their community</li> <li>Increased engagement and attention development</li> </ul>	<p>Monitoring led by:</p> <ul style="list-style-type: none"> <li>Assistant Head Teachers – Phase Leads</li> <li>Eng, Ma and assessment coordinators</li> </ul> <p>Termly reports</p>	<p>LR, LW, HT, JA, LK</p>	<p>Jan 2022</p>
<p>To attend school full time as soon as possible.</p>	<p>Attendance at 80% from 8.3.2021 if safe to do so</p>	<p>Increased attendance will lead to:</p> <ul style="list-style-type: none"> <li>increased opportunities for learning;</li> <li>improved friendships;</li> <li>build self- esteem;</li> <li>develop sense of identity in their community.</li> <li>Increased engagement and attention development</li> </ul>	<p>Monitor attendance from day 1, and react quickly to implementing support, taking into account individual needs and anxieties.</p> <p>Assign SLT to lead in their areas.</p>	<p>HM</p>	<p>Weekly</p> <p>As of 18/10/21 attendance was 90.43%</p>
<p>Total budgeted cost:</p>	<p><b><u>April 2021-2022 predicted expenditure</u></b>  Whole staff CPD and targeted formal staff CPD – PSHE mental health £675 (included on PP)</p>				

Targeted support

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Implement targeted support for individual and cohorts inc:</p> <ul style="list-style-type: none"> <li>• SULP</li> <li>• Attention autism</li> </ul>	<ul style="list-style-type: none"> <li>• EHCP outcomes achieved 80% on average for each pupil.</li> <li>• TW step progress and 80% good</li> </ul> <p>Positive responses from parent/pupil questionnaires</p>	<ul style="list-style-type: none"> <li>• EHCP/EfL data analysis</li> <li>• TW step analysis</li> <li>• Teacher observations and teacher meetings</li> <li>• PSHE recovery curriculum feed back</li> </ul>	<p>Monitoring led by:</p> <ul style="list-style-type: none"> <li>• Assistant Head Teachers – Phase Leads</li> <li>• Eng, Ma and assessment coordinators</li> </ul> <p>Termly reports</p>	<p>JA, LK, HT, AH</p>	<p>Jan 2022 Jan 2022</p>
<p>Re-implement delivery of read Write Inc to identified groups within a bubble</p> <p>Improved access to whole class ICT, with appropriate literacy and numeracy apps</p> <p>Use of programmes such as the Nessy programme and Robotics day</p> <p>Staff development for:</p> <ul style="list-style-type: none"> <li>• Talking Mats</li> <li>• Chatter boxes</li> </ul> <p>Use of extra cover staff to take individual and small group sessions to focus on gaps in literacy</p>	<ul style="list-style-type: none"> <li>• TW step progress and 80% good in reading</li> <li>• EHCP outcomes achieved 80% on average for each pupil.</li> <li>• TW step progress and 80% good</li> <li>• Positive responses from parent/pupil questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• EHCP/EfL data analysis</li> <li>• TW step analysis</li> <li>• Teacher observations and teacher meetings</li> <li>• PSHE recovery curriculum feed back</li> </ul>	<p>Monitoring led by:</p> <ul style="list-style-type: none"> <li>• Assistant Head Teachers – Phase Leads</li> <li>• Eng, Ma and assessment coordinators</li> </ul> <p>Termly reports</p>	<p>LW LR JA, LK, HT, AH</p>	<p>Jan 2022 Jan 2022</p>

Total budgeted cost:	<p><b><u>April 2021-2022 predicted expenditure – Summer Term 2</u></b>  Fixed term contact TA £13400  Staff development £3000  Additional cover to run groups £3680  Robotics day £1050  TLR3 - £2833</p> <p><b><u>April 2021-2022 predicted expenditure – Budget Review Autumn Term 1</u></b>  Total left in budget £769</p>
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1. Review of expenditure			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils	Lessons learned (and whether you will continue with this approach)
Pupils make good progress, as defined by teachers, in their EHCP outcomes. Teachers monitor the progress; pupil and parent response to progress; leadership team to monitor and target support as needed; gather parent/pupil views on EHCP progress and reviews.	<p>Focused Personal Learning Planners</p> <p>Continued implementation of Recovery Curriculum</p> <p>Online and recorded lessons – evaluation to identify strengths and learning opportunities for future requirement.</p> <p>English and Maths data deadline – 10<sup>th</sup> Dec</p> <p>Implement targeted support for individual and cohorts</p>	<p>Planners refined to support an increase in personalisation.</p> <p>Data supports the implementation of the recovery curriculum</p> <p>Online/recorded/ live lessons accessed by majority of families – see online learning reports.</p> <p>HM communicated with parents to support increase in technology at home</p>	<p>Recovery curriculum embedded into TW PSHE curriculum – beginning to develop more formal learning opportunities for classes/pupils ready to learn.</p> <p>Regression areas identified and initial interventions put in place. – Valuable exercise and carried on though Maths and English data analysis and class teacher led interventions. Progress towards outcome meeting – vital to identifying barriers to learning asap. Need to take place 1<sup>st</sup> week back after end of term holiday</p>

<p>To attend school full time as soon as possible. Monitor and analyse attendance data; phase leads to discuss support with attendance lead weekly.</p>	<p>To attend school full time as soon as possible – phased transition back to full time education</p>	<p>Huge impact due to second and third country lockdown. HM and MH supported parent during this time Communications log – class teacher contacted parents and rag rated the communication. Safeguarding team used to inform additional communications.</p>	<p>Regular contact was highly successful – communication between class teacher and DSL highlighted vulnerabilities quickly. Continued support through family liaison officer.</p>
<p>To participate and cooperate in lessons throughout the day, making good learning progress. Monitored and analysed through high leadership team presence; teacher discussions; Evidence for Learning data; behaviour data</p>	<p>Focused Personal Learning Planners Continued implementation of Recovery Curriculum Online and recorded lessons – evaluation to identify strengths and learning opportunities for future requirement. Delayed English and Maths data deadline – due 2nd July Implement targeted support for individual and cohorts EHCP data collection – due 10th Dec</p>	<p>AA – Initial teacher training Sept 2021  Assessment data reports available for English/Maths and EHCP</p>	<p>Still under monitoring - Meet with SLT – Lesson observations have led to complete and in depth picture of strengths and areas for development. Maths and English related learning walks and evidence trawls – led to targeted CPD to support evidence collection and use of resources. AA training of 2 teachers – aim to disseminate their learning. English and Maths outcome development in progress.</p>
<p>To attain expected external accreditations, as predicted from their term 4 attainments. Evidenced externally through exam results. Data lead to ensure that phase leads and subject coordinators are alerted early to lagged attainment, and support in place swiftly.</p>	<p>Online lessons linked and evidenced to accreditations. Clear spreadsheet to show progress  Regular meeting in pathway to discuss progression and curriculum intent.</p>	<p>SULP – commencing sept 2021</p>	<p>HT – to meet with LW and AP to gain understanding of accreditations and collect data from spreadsheet. Initial discussions taken place. - development of robust tracking system in development.  2 Part time members of staff undertaking SULP training – Sept 2021</p>

<p>To attain expected reading progress, throughout the school as predicted by teachers, English lead. Evidenced through teacher assessments; leadership monitoring; English lead data; baseline data and predicted attainment in reading;</p> <p>Questionnaires for parents/pupils.</p>	<p>Re-implement delivery of read Write Inc to identified groups within a bubble</p> <p>Improved access to whole class ICT, with appropriate literacy and numeracy apps</p> <p>Implement targeted support for individual and cohorts</p> <p>Data due 10th Dec</p>	<p>Targeted RWI interventions to classes identified through English baseline data.</p> <p>Increased ICT on order for classroom support and evidence collection.</p> <p>See and Learn developed in complex needs classes.</p> <p>Data for Autumn – 10<sup>th</sup> Dec</p>	<p>Requirement of training – for whole school development of learning through play. Training highly successful and review of learning taken place Aut 1</p> <p>RWI interventions class based – staff trained and working group confident.</p> <p>SS and L4L increased ICT equipment in class to support evidence collection.</p> <p>Trevor trialling Lenovo tablets to support evidence collection to reduce iPad triggers. See and learn implemented into L4L and Momentum – Aut 2 work scrutiny around this area.</p>
<p>To ensure all pupils are ready to learn and there is improved engagement from pupils. Monitored and analysed through high leadership team presence; teacher discussions; Evidence for Learning data; behaviour data</p>	<p>Implement targeted support for individual and cohorts inc:</p> <ul style="list-style-type: none"> <li>• Sulp</li> <li>• Attention autism</li> </ul> <p>Increased technology to support – readiness to learn in class</p> <p>In house CPD to support teacher development of engagement model and attention autism.</p> <p>Whole school training of Trauma informed practice, motional and PBS</p>	<p>Targeted RWI interventions to classes identified through English baseline data.</p> <p>Increased ICT on order for classroom support and evidence collection.</p> <p>See and Learn developed in complex needs classes.</p> <p>Data for Autumn – 10<sup>th</sup> Dec</p>	<p>Regular meeting required with HM and KJ.</p> <p>Progress towards outcome meeting – vital to identifying barriers to learning asap.</p>

<p>Sixth Form students will attend a variety of work placements linked to their aspirations. Head of Sixth Form to monitor and analyse, putting in support swiftly as needed. Careers lead to evaluate effectiveness of placements and report to HT.</p>	<p>Online lessons incorporating enterprise work experience.</p>		<p>Covid has had a huge impact on oldest most able pupils – this needs to be a future target</p> <p>Online learning has supported students but has not replaced external work experience and college attendance – Regular in house work experience opportunities. 3 staff trained as career leaders.</p> <p>Post 16 bursary applied for to support college placement.s</p>
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## Pupil Progress towards Maths TW Steps Summer term 2021

### Contextual Information

#### *Whole school:*

This term school completed a term operating at normal capacity. After the March easing of lockdown, pupils transitioned back to school with the outcome to meet attendance targets. Over the term whole school attendance has been 90.64%, therefore, meeting our 90-95% target.

During the Summer term 2 week beginning 25<sup>th</sup> June school saw initial Covid positive cases, this was in line with local regional patterns and same setting occurrences. Over weeks 3 to 6 school closed 7 bubbles to ensure isolation of cases.

There has been 1 teacher on phased return since contracting COVID in January 2021.

#### *Progress towards target setting for Core Skills, English and Maths TW Steps:*

At the end of Autumn term 2020, Teachers transferred pupil progress data from Excel spreadsheets to the Evidence 4 Learning app. At this stage, pupil progress data was marked not achieved or secure.

At the end of Spring term 2021, Teachers submitted pupil progress data onto the app with an emerging, developing or secure indicator to allow for more accurate tracking of pupil progress in English and Maths.

At the end of Summer term 2021, Teachers submitted a second set of pupil progress data onto the app, giving English and Maths Co-ordinators the first chance to analyse full progress data over time and reflect on the most accurate way to set aspirational English and Maths targets for all pupils. Once pupils have individual termly targets, this will allow English and Maths Co-ordinators to measure the IMPACT of teaching and learning in the Core subjects.

#### *The following report will allow for:*

- Analysis of progress data over time (one term) broken down to those making progress and those who are not;
- Planning an intervention programme in Autumn Term for those pupils not making any progress;
- Development of a method of setting accurate, personalised and aspirational termly targets in English and Maths for each pupil;
- Use of progress data to inform training needs and monitoring processes of teaching and learning in English and Maths.

#### *Rationale behind comparing and analysing progress and no progress:*

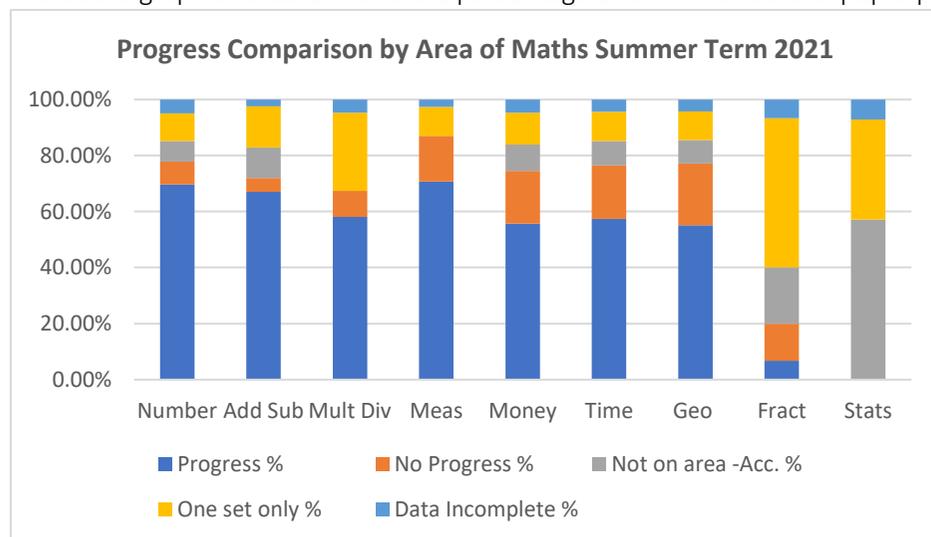
- Although we now have two sets of data for the large majority of pupils, there are too many reasons behind why comparing pupils' progress rates would not be valuable or beneficial for pupils at Tettenhall Wood School as our pupils progress at their own rate. Neither would it be accurate to use the Summer data to directly set targets for Autumn term based solely on Summer term progress.

- Reasons may include (but not be exclusive to) inaccurate or incomplete data in the first data entry point, how quickly pupils settled back to school life in Summer term, how much pupils needed time on the recovery curriculum are a few common reasons.
- By analysing those pupils who haven't made any progress in the summer term it allows us to focus on those most in need of interventions in Autumn term 2021.
- Individual pupil progress from the Summer term can then be used as a starting discussion point in Class Teacher meetings in Autumn 2021 term to inform accurate and individualised planning for pupils and to set targets in English and Maths using TW Steps for the first time.
- Upon collaborative and accurate target setting, pupils will then have individualised targets, which will then allow English and Maths Co-ordinators to measure progress towards agreed, aspirational outcomes for each pupil over one term.

## Maths

### Whole School Comparison of All Areas of Maths

The above graph and table shows the percentage and raw numbers of pupils per



Maths Area	TW Step Range	Pupils in Area	% of All Pupils	Pupils Making Progress	Pupils Making Progress %	Pupils No Progress	Not on Area - Accs.	One Data Set	Data Incomplete
<b>Number</b>	5+	122	85.9%	86	89.58%	10	9	12	5
<b>Add. Sub.</b>	7+	82	57.7%	55	93.22%	4	9	12	2
<b>Mult. Div.</b>	10+	43	30.3%	25	86.21%	4	0	12	2
<b>Measure</b>	5+	116	81.7%	82	81.19%	19	0	12	3
<b>Money</b>	5+	106	74.6%	59	74.68%	20	10	12	5
<b>Time</b>	5+	115	81.0%	66	75.00%	22	10	12	5
<b>Geometry</b>	5+	118	83.1%	65	71.42%	26	10	12	5
<b>Fractions</b>	10+	15	10.6%	1	33.33%	2	3	8	1
<b>Statistics</b>	11+	14	9.9%	0	0%	0	8	5	1

area that are making progress, those making no progress, those not on that area due to accreditations, those with only one set of data and those with incomplete data.

Data Notes:

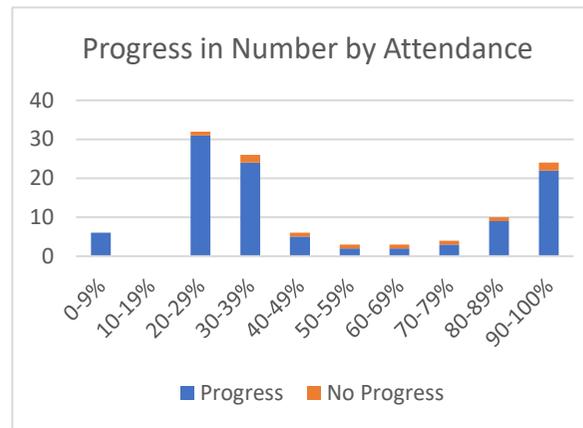
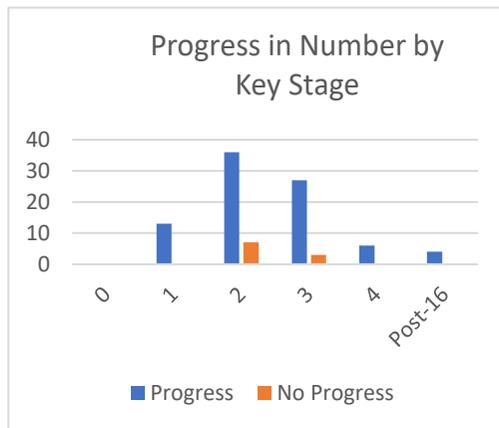
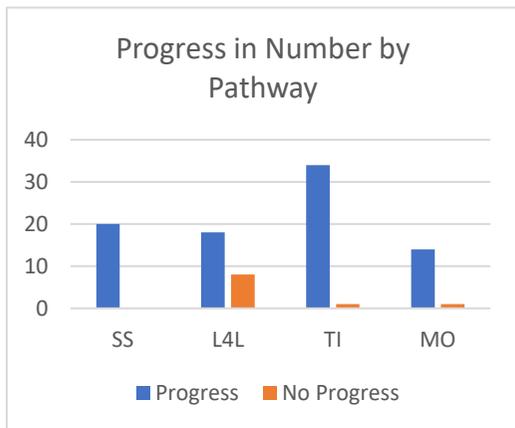
- Those not on area due to accreditations: pupils in Key Stage 4 (Momentum) complete units and therefore in the summer term completed Measure and Multiplication and Division.
- Those with only one set of data: Pupils in the class (Horizon) where one teacher was on a phased return since having COVID-19 in January.
- Those with incomplete data: One class (Fusion) had some on pupils with incomplete data in previous TW Steps due to a misunderstanding on how to submit progress data.

Key Findings:

- A larger percentage of pupils have not made progress in Money, Time or Geometry compared to Number. Looking at planning by teachers in summer term, the focus was largely on retaining and building number skills. However, given that Money is one representation of number and built into the TW Steps in this way, suggests that staff are not including Money as a representation of number in teaching.

*Analysis of Pupils Making No Progress in Number*

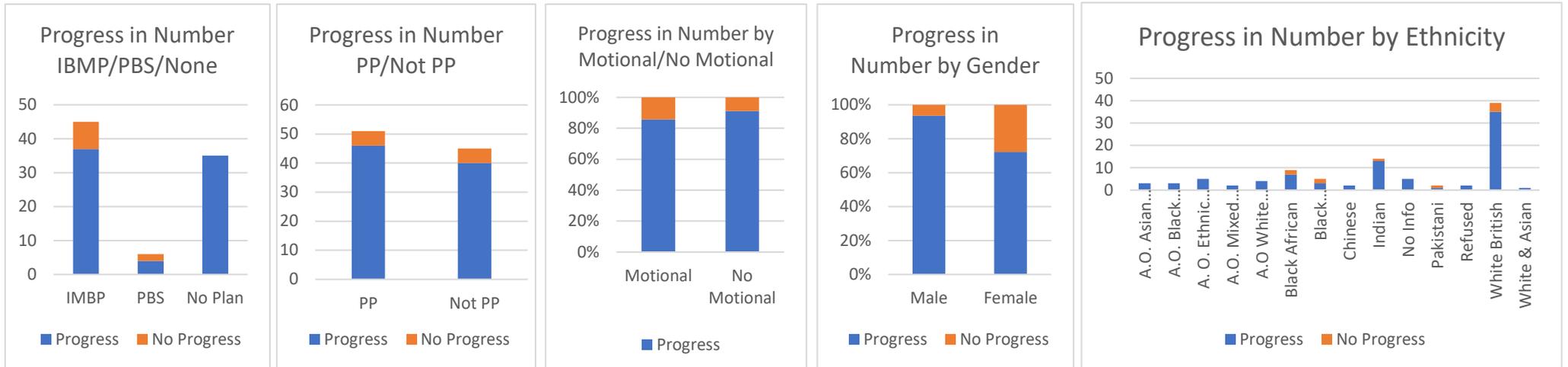
The initial focus was on Number progress across the school as this is the primary area of Maths and covers the majority of pupils (85.8%). The remaining pupils are pre-numerate. For the purposes of analysis, those pupils identified as ‘not on Number due to accreditations’, those with only one set of data and those with incomplete data were not included in analysis. Therefore, 96 pupils were analysed and 10 had made no progress.



- Of pupils making no progress, the majority of pupils are in Learning for Life Pathway at predominantly Key Stage 2. This correlates with those identified for interventions in the previous term.

- There is no correlation between low attendance

and lack of progress made as pupils not making progress are spread evenly across all percentage attendance brackets. However, although lower numbers, through the middle attendance percentiles there are a larger percentage of pupils not making progress. This suggests that those pupils who were inconsistent in attending school were most likely to make no progress.

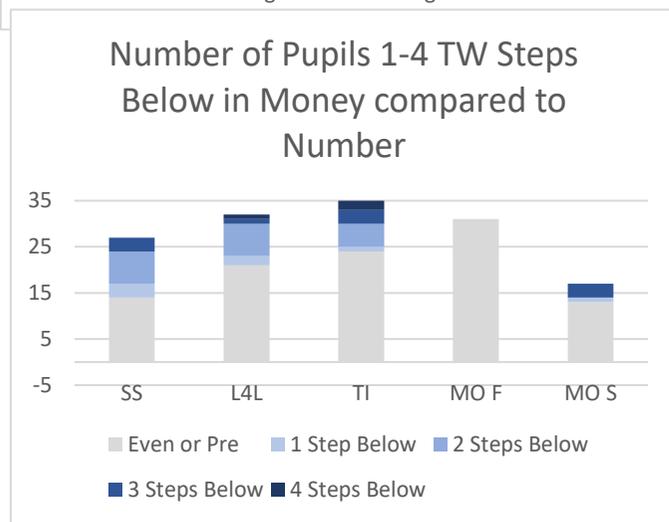
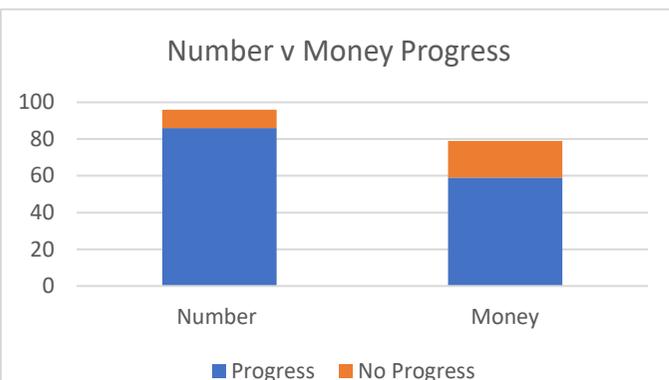


- 8 of the 10 pupils identified as making no progress are currently on an IBMP, with the remaining two on PBS plans. Pupils on no Plan have all made progress in the Summer term. This provides clear evidence to ensure English and Maths target data needs to be correlated with serious incident forms in future collections.
- There are broadly similar numbers of pupils who are Pupil Premium to Not Pupil Premium. There was no discrepancy here as five pupils in each made no progress.
- Of the 28 pupils on a Motional programme, 4 made no progress. Of the 68 pupils not on a Motional programme, 6 made no progress. A higher percentage of pupils on Motional programmes did not make progress compared to those not on a Motional programme.
- Of the 78 male pupils, 5 did not make progress. Of the 18 female pupils, 5 did not make progress. A significantly higher percentage of girls did not make progress in the summer term.
- Although there are only five pupils of Black Caribbean descent, two pupils have made no progress in number in the Autumn term. Also mostly affected are Black African, Indian, Pakistani and White British. When comparing the progress between White British and all other ethnicities there is no difference at all with both groups pupils making progress at 89%. For graph and table comparison of White British and all other ethnicities, please see Appendix 1.

*Analysis of Data: Informing Staff Training Needs*

Based on the whole school data in all areas of Maths, I chose to focus on the area of Number and Money. When re-writing TW Steps for Maths I chose to separate Time and Money from Measurement. The reason for this was that Time and Money do not have large enough a focus in the National Curriculum for our pupils. Time and Money are crucial life skills for our pupils and are the most abstract in concept, therefore most difficult to learn and generalise. In current National Curriculum documentation, Money is closely linked to the development and application of number. Therefore, the TW Steps in Money run from TW5 alongside number and later Addition and

subtraction (TW7 onwards). Essentially, money should be taught as a representation of number and attainment should be broadly similar.



- 16 less pupils are on TW Steps for Money than Number.
- Once the discounted pupils' data was taken out (those not on that area due to accreditations, those with only one set of data and those with incomplete data) same as for Number, twice as many pupils did not make progress in Money (20) as those not making progress in Number (10).
- Only four pupils did not make progress in both Number and Money. This suggests that Money is not being taught as a representation of Number. L4L Pathway (KS2/3), all with IBMP/PBS plans, half male/female, half PP/Not PP, range of attendance.
- There are 12 pupils one step below in Money, 16 pupils two steps below, 10 pupils three steps below and 3 pupils with a four steps gap. 41 out of 96, nearly half of numerate pupils, are working below in Money compared to Number.
- Those with the largest differences are in TI (Foxes) and L4L pathways.

- From these findings Autumn Term 2021 staff training will focus on:
  1. Representation of number and use of manipulatives
  2. Understanding of early number skills
  3. Ways to teach Money as part of Number
  4. Setting personalised targets to ensure pupils with gaps in Number to Money are reduced
  5. Better understanding of the TW Steps
  6. Additional CPD, support and monitoring for teachers where their pupils had the largest discrepancies in Number and Money.

*Actions for Autumn Term 2021:*

- Autumn term intervention programme in place for 10 identified pupils and pupils from previous data collection who did not receive interventions due to Covid-related issues.
- Meetings with teachers to set individual, aspirational targets for pupils in maths for Autumn term.
- Support and monitoring for teachers
- Staff training for Autumn term planned around use of manipulatives and resources, understanding of TW Steps, understanding of early number, how money should be taught alongside number and, for teachers specifically, how to set individual, aspirational targets.
- Additional focussed support and CPD for identified teachers to ensure planning and teaching is comprehensive, accurate and individualised using TW Steps and correct resources, as well as a greater understanding of how Money is taught alongside number.



### Appendix 3

#### Interventions for Autumn Term 2021

##### Spring/Summer Covid Catch up

First consideration for Autumn term interventions are pupils who needed Covid Catch up interventions in Spring/Summer 2021 but did not receive it due to absence (1), bubble closure (2), self-isolation (3) or intervention staff unable to cross bubbles (4): The below pupils still require intervention to catch up based on 0% progress in the July data collection also.

<b>Pupil</b>	<b>Class</b>	<b>Intervention</b>	<b>Reason for not receiving</b>
Darin Jwad	Doves	English – all 3	2, 4
Ruby Ghale	Foxes	English – Reading/phonics	3

The pupils who also did not receive Covid Catch up interventions in Spring/Summer 2021 for the above reasons but made sufficient progress in the July data and do not need further intervention:

<b>Pupil</b>	<b>Class</b>	<b>Intervention previously needed</b>	<b>Explanation</b>
Isiah McIntosh	Doves	English	Caught up in July data
Ruby Ghale	Rabbits	Maths	Caught up in July data
Daniel Whitmore	Momentum	Maths	Progress in Accreditation
Ellen Towner	Momentum	English	Progress in Accreditation
Alisha Toora	Vision	Maths	Partial regain in July data plus progress in ASDAN at right level.
Divine Chinamo	Fusion	Maths	Caught up in July data
Rajpal Singh	Sparrows	Maths	No progress in Summer term due to moving class to better suit his needs and still in Pre, so very little progress expected. Monitor.

##### Summer Term Progress

19 pupils who have made no progress in the Summer term and therefore will receive interventions in the Autumn term:

<b>Pupil</b>	<b>Class</b>	<b>C and I</b>	<b>Reading</b>	<b>Writing</b>	<b>Number</b>
Emilia Duchowicz	Rabbits	Yes			
Ruby Muriqi	Rabbits				Yes
Amir Jama	Rabbits		Yes		
Ruby Ghale	Foxes		Yes		
Mason Lloyd	Foxes			Yes	
Pritish Sheemar	Sparrows	Yes		Yes	Yes
Precious Igbiosa	Sparrows		Yes		Yes
Emily Bond	Sparrows				Yes
Tahla Choudry	Sparrows				Yes
Ibrahim Sesay	Doves			Yes	Yes
Darin Jwad	Doves	Yes	Yes	Yes	

Armaan Klaire	Doves			<b>Yes</b>	
Natalie Bond	Swifts				<b>Yes</b>
Zachary Harrison	Swifts			<b>Yes</b>	
Lovesh Tewari	Ladybirds		<b>Yes</b>		
Ashante M	Vision	<b>Yes</b>			
Joshua Peynado	Quest	<b>Yes</b>			
Oliver Brachen	Robins			<b>Yes</b>	
Rico Gardner	Momentum	<b>Yes</b>			

Example of timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9:30 – 11:00 (1hr 30)	Rabbits (3 pupils)	Rabbits (3 pupils)	Doves (3 pupils)	Sparrows (3 pupils)	Sparrows (3 pupils)
11:00 – 12:00 (1hr)	Foxes (2 pupils)	Foxes (2 pupils)		Swifts (2 pupils)	Swifts (2 pupils)
12:00 – 12:30	Lunch				
12:30 – 1:00 (30 mins)	Doves Darin	Doves Ibrahim	Doves	Sparrows Precious	Sparrows Pritish
1:00 – 2:45 (1hr 45)  (20 mins ea)	Ladybirds Momentum Robins Vision Quest	Ladybirds Momentum Robins Vision Quest	Ladybirds Momentum Robins Vision Quest	Ladybirds Momentum Robins Vision Quest	Ladybirds Momentum Robins Vision Quest

All pupils receive 1hr pw each.

Pupils in yellow boxes receive extra allocated time as they need 2 or more interventions.