

Covid Catch-up Premium: Impact statement



Sturry CE Primary School 2020-2021



1. Summary information

School	Sturry CE Primary School				
Academic Year	2020-2021	Total COVID catch-up budget	£32,000	Date of most recent review	Sept 2020
Number of pupils	396	Number of Pupil Premium pupils	73	Date for next internal review of this	Jan 2021

Strategy Statement

“Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months. Schools have the flexibility to spent their funding in the best way for their cohort and circumstances.” (DfE July 2020)

Our Christian Vision:

As the sponsor school of The Stour Academy Trust, we actively promote collaboration in order to continue the growth and development of God’s children, including those beyond our border. We are driven by our commitment to the well-being and education of all, enabling us to flourish and become life-long learners.

At Sturry CE Primary school we are committed to ensuring the school closure during Lockdown (March 2020) and any further unplanned bubble closures or school closures will have a minimal effect on children’s learning and well-being. We will be investing the Catch-Up funding on measures proven to be the most effective (based on the DFE guidance for the Catch-Up Premium and the EEF Guide to Supporting School Planning – A Tiered Approach to 2020-2021) with a particular focus on those who are most disadvantaged.

Priority Areas for Catch up funding

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| A. | TEACHING – Professional development on whole school curriculum planning for the new school year with early career teachers provided with extra mentoring and support. Deliver a curriculum that considers the lost learning and has been revised to ensure that previous knowledge and concepts can be built upon.
Provide the right balance of Formative and Summative assessment to diagnose learning that has been missed or forgotten. Effective Formative Assessment will be the central point of Teaching and Learning.
Provide high quality remote learning and provide the technology to enable all families to access the learning at home in the event of bubble closures or any further unplanned school closures. To ensure that disadvantaged families are not subject to digital inequality by not accessing the learning platform that others can. |
| B. | TARGETED ACADEMIC SUPPORT – High quality one to one or small group tuition delivered by COVID Catch-Up teachers and skilled TAs deployed to deliver high quality interventions that are well implemented in the school.
TAs trained and deployed to deliver new structured, evidence based early interventions in Oral Language and Maths. |
| C. | WIDER SUPPORT - Ensuring that children have positive levels of well-being and are confident they can achieve, despite the period of school closures and any further unplanned school closures. Assessing social and emotional outcomes for children and ensuring whole school and targeted measures are put in place.
To increase attendance and engagement with learning through increased communication with parents by raising the profile of the Well –Being team, in particular the role of the Parent Support Advisor. |

Barriers to future attainment - academic

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| A. | KEY TRANSITIONS – these have been disrupted as a result of absence from early years settings and school settings.
Nursery to Reception – the Prime Areas will be underdeveloped, especially Communication and Language.
Reception to Year 1 – the Prime Areas will be underdeveloped and the Specific Area of Reading. Many children will still be assessed within the Early Years Curriculum.
Year 2 to Year 3 - Phonics teaching and reading teaching will still be covering what was missed in year 2 curriculum to ensure that Phonics knowledge is secure and applied fluently to decoding.
Year 5 to 6 – this year group will need intensive boosters and high-quality teaching to fill gaps so that they are Secondary ready. |
| B. | READING – Ensure that children have the fluency of word decoding and comprehension skills that they will need to access age appropriate texts. The reading ability and cultural capital gap will have widened between children that do not read at home and others that do so regularly as the daily reading mileage they receive in school will not have been available or the Reading interventions. |

C.	<p>REMOTE LEARNING – During the first lockdown of 2019, home learning was more limited without an online platform to deliver it. It focused on revising and securing basic skills and knowledge across the curriculum through pre-recorded videos. Learning has been developed further this academic year and we provide a blend of videos for our younger children but ‘live’ teaching and learning through our platform MS Teams. This has led to a comprehensive continuation of curriculum for all children. We were also fortunate enough to be able to provide devices and wifi access for all children who required it, to ensure that no child was left behind during the 3 month school closure of 2021. Our robust attendance checking procedures ensured high take up and welfare check ins for all families during this time.</p>
D.	<p>STAFFING –There will be uncertainty in the new academic year about further disruption to teaching and learning if a second wave of COVID occurs in the Autumn Term. If bubbles shut or staff have to self-isolate then this could have an impact on classes and the quality of teaching if staff have to be re-deployed. Staff shortages could also have an impact on the effectiveness of interventions and boosters. Ultimately, a TA chose to resign mid-year after having extended absence from the classroom. The COVID TA employed for this year group was therefore re-deployed as a class TA, further having an impact upon extra provision for these children.</p>
<p>Additional barriers - external</p>	
A.	<p>ATTENDANCE – During the School closures the attendance of year groups at school was erratic because of parents’ anxiety about returning their children to school in a pandemic. However, since reopening we have worked hard to ensure that all children are regularly attending school, resulting in an average attendance of 96.5%</p> <p>There are still concerns around potential bubble closures and wider family anxieties, however school is working hard to mitigate those by building positive relationships with identified families. This will have a disproportionate impact on disadvantaged families and the gap between the attendance of PP children and others will widen. The staggered starts for bubbles and intermittent absences also cause further disruption to learning.</p>
B.	<p>MENTAL HEALTH AND WELL BEING – Staff need to develop a greater understanding of children’s mental health needs in order to settle children back into the routines of school, during a Pandemic, when school will feel different with new routines and expectations. They will also need to be equipped to support children who have been affected adversely by closures and COVID 19.</p> <p>The School leaders will need to be equipped to support staff whose well-being and mental health may be affected adversely by school closures and COVID19.</p>
C.	<p>SECOND WAVE OF COVID19 – Although the lockdown was extensive, there was a good uptake of online learning, with only 4 identified families not responding or accessing classes. The subsequent return to school was positive and attendance remains good.</p>

COVID Catch-Up strategies

Planned Expenditure

Quality of teaching for all - to improve classroom pedagogy and support whole- school strategies

Action	Intended outcome	Implementation	Cost	Staff Lead	Impact/Evaluation																														
<p>To support Formative assessment and flexible planning by ensuring the following is in place and teachers have the understanding and skills to implement -Diagnostic questions, mixed ability teaching, fluid teaching (reshaping) 'Anchor' task, 'Do now' tasks.</p> <p>To identify statutory requirements of the curriculum not taught during school closures for each year group</p> <p>Revise long term plan and topics for 2020/21 to include the above and provide ongoing CPD for all teachers to ensure they are prepared to</p>	<p>Teachers are able to use formative assessment effectively to identify gaps and accelerate progress.</p> <p>Teachers have good subject knowledge so that their teaching is adapted and fluid in order to close gaps and build knowledge.</p> <p>The lesson structure across the curriculum includes subject specific assessment for learning opportunities.</p> <p>All statutory requirements in the 2020/21 curriculum including those not taught due to school closures</p> <p>All CTs able to deliver curriculum effectively as evidenced through ongoing CPD and support from subject leaders.</p> <p>Children are showing a good ability to make connections in their</p>	<p>Webinars held by Trust Curriculum leads (Summer term)</p> <p>Ongoing CPD in the form of Subject networking meetings drop-in surgeries and How to Videos to support Teachers and Teaching Assistants.</p> <p>CPD Webinars in the Summer Term</p> <p>MTP review with leadership Team</p>	<p>Factored into teachers' directed time</p> <p>Factored into teachers' directed time</p>	<p>Curriculum Leads</p> <p>Lead Practitioners</p> <p>Senior leaders</p> <p>Curriculum leads</p> <p>Lead Practitioners</p> <p>Senior leaders</p>	<p style="text-align: center;">Age Related Expectation Summary Report Y2, Y3, Y4, Y5, Y6 - All Pupils (291 pupils)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="background-color: #cccccc;">291 pupils</th> <th style="background-color: #f8d7da;">Below</th> <th style="background-color: #d4edda;">Risk or higher</th> <th style="background-color: #fff3cd;">At or higher</th> <th style="background-color: #d4edda;">Above or higher</th> <th style="background-color: #d4edda;">Significantly Above</th> </tr> </thead> <tbody> <tr> <td style="background-color: #fff3cd;">Reading</td> <td>62 (21.3%)</td> <td>229 (78.7%)</td> <td>158 (54.3%)</td> <td>69 (23.6%)</td> <td>1 (0.3%)</td> </tr> <tr> <td style="background-color: #fff3cd;">Writing</td> <td>76 (26.1%)</td> <td>215 (73.9%)</td> <td>139 (47.8%)</td> <td>34 (11.7%)</td> <td>2 (0.7%)</td> </tr> <tr> <td style="background-color: #fff3cd;">Mathematics</td> <td>81 (27.8%)</td> <td>210 (72.2%)</td> <td>168 (57.7%)</td> <td>45 (15.5%)</td> <td>0 (0%)</td> </tr> <tr> <td style="background-color: #fff3cd;">Combined</td> <td style="background-color: #f8d7da;">30 (10.3%)</td> <td style="background-color: #d4edda;">265 (91.7%)</td> <td style="background-color: #fff3cd;">205 (70.1%)</td> <td style="background-color: #d4edda;">22 (7.6%)</td> <td style="background-color: #d4edda;">0 (0%)</td> </tr> </tbody> </table> <p>Approximately 70% of the whole school cohort remain at least at expected level after 2 years of disrupted education due to the quality of provision when schools were remote learning and also upon return to school.</p> <p>This was achieved through high quality assessment and careful tailoring of all planning to address the gaps in children's knowledge.</p>	291 pupils	Below	Risk or higher	At or higher	Above or higher	Significantly Above	Reading	62 (21.3%)	229 (78.7%)	158 (54.3%)	69 (23.6%)	1 (0.3%)	Writing	76 (26.1%)	215 (73.9%)	139 (47.8%)	34 (11.7%)	2 (0.7%)	Mathematics	81 (27.8%)	210 (72.2%)	168 (57.7%)	45 (15.5%)	0 (0%)	Combined	30 (10.3%)	265 (91.7%)	205 (70.1%)	22 (7.6%)	0 (0%)
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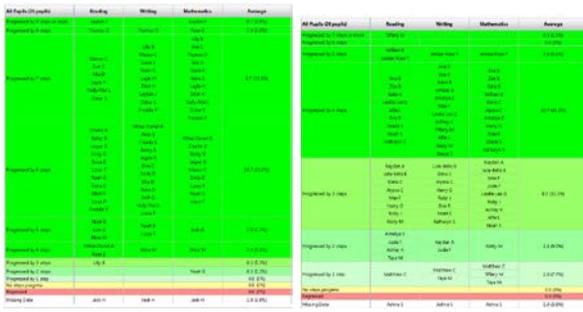
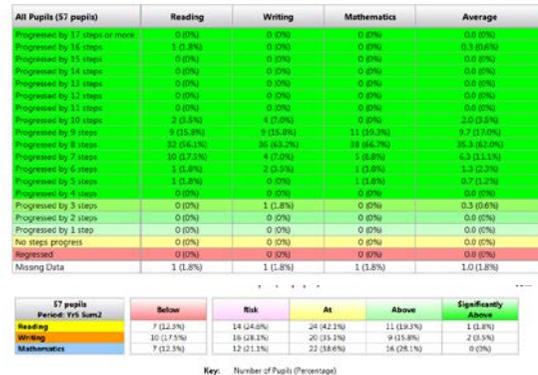
<p>deliver the revised curriculum</p> <p>In Term 4, we decided to use the weeks in school purely for in-class, informal assessment to understand the children's start points and gaps, ready for Term 5. Planning meetings were conducted with SLT and use of the NCETM documents identified weaker areas to support T5 and 6 planning.</p>	<p>learning through building on previous knowledge in the wider curriculum as evidenced through pupil conferencing</p> <p>Teaching and learning for all cohorts will be individually tailored, allowing children to make accelerated progress and close any gaps they have</p>	<p>Use of carefully planned small steps for assessment – e.g. RTP criteria or small steps for writing</p>	<p>Factored into teachers' directed time</p>	<p>Curriculum leads</p> <p>Lead Practitioners</p> <p>Senior leaders</p>																															
<p>Revise the Remote Learning Policy in the light of a new online platform which will be adapted as the year goes on.</p> <p>Provide Ongoing CPD on the online platform (Microsoft Teams) for Leaders, Teachers,</p>	<p>To provide high quality Remote learning to all children by ensuring that elements of effective teaching are present.</p> <p>Ensure access to technology for pupils, particularly for disadvantaged pupils</p>	<p>Remote learning policy shared and all staff clear of their roles.</p> <p>Microsoft Teams launched in September 2020 for remote learning.</p>	<p>Factored into directed time</p>	<p>Virtual learning Headteacher</p> <p>Director of Communications and media</p> <p>CEO and EHT</p>	<p>Age Related Expectation Summary Report Y2, Y3, Y4, Y5, Y6 - All Pupils (291 pupils)</p> <table border="1"> <thead> <tr> <th>291 pupils</th> <th>Below</th> <th>Risk or higher</th> <th>At or higher</th> <th>Above or higher</th> <th>Significantly Above</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>62 (21.3%)</td> <td>229 (78.7%)</td> <td>158 (54.3%)</td> <td>60 (20.6%)</td> <td>1 (0.3%)</td> </tr> <tr> <td>Writing</td> <td>76 (26.1%)</td> <td>215 (73.9%)</td> <td>139 (47.8%)</td> <td>34 (11.7%)</td> <td>2 (0.7%)</td> </tr> <tr> <td>Mathematics</td> <td>61 (21.0%)</td> <td>230 (79.0%)</td> <td>168 (57.9%)</td> <td>43 (14.8%)</td> <td>0 (0%)</td> </tr> <tr> <td>Combined</td> <td>90 (30.9%)</td> <td>201 (69.1%)</td> <td>118 (40.5%)</td> <td>22 (7.6%)</td> <td>0 (0%)</td> </tr> </tbody> </table> <p>Approximately 70% of the whole school cohort remain at least at expected level after 2 years of disrupted education due to the quality of provision when schools were</p>	291 pupils	Below	Risk or higher	At or higher	Above or higher	Significantly Above	Reading	62 (21.3%)	229 (78.7%)	158 (54.3%)	60 (20.6%)	1 (0.3%)	Writing	76 (26.1%)	215 (73.9%)	139 (47.8%)	34 (11.7%)	2 (0.7%)	Mathematics	61 (21.0%)	230 (79.0%)	168 (57.9%)	43 (14.8%)	0 (0%)	Combined	90 (30.9%)	201 (69.1%)	118 (40.5%)	22 (7.6%)	0 (0%)
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<p>Teaching Assistants and pupils.</p>	<p>based on responses to the survey sent to parents to confirm if they have Wi-Fi and devices at home</p> <p>Identified SEN children (HNF/EHCP) are provided with home learning that they can access with some independence.</p> <p>Daily catch up calls so that children's well-being is monitored and support for learning given.</p> <p>1:1 interventions and nurture sessions implemented during home learning to ensure gaps were addressed and children were supported</p>	<p>Further CPD carried out at the start of January ready for school closures. SLT monitored and tracked quality of lesson delivery for feedback and improvement</p> <p>Home learning meets the needs of all groups of children through a range of strategies including differentiation, break-out rooms for focus groups, 1:1 TA intervention and nurture/wellbeing sessions</p>			<p>remote learning and also upon return to school.</p> <p>This was achieved through high quality assessment and careful tailoring of all planning to address the gaps in children's knowledge.</p> <p>In addition, out of a cohort of 402, the number of children not accessing remote learning through family circumstance or choice was at 11 families. In these instances, paper workbooks and additional materials were provided to ensure the children had access to some learning provision.</p>
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Targeted support – There is extensive evidence of the impact of high-quality small group and one- one tuition. The small group tuition will be in class and linked to the curriculum learning which can be adapted to fill gaps. It will complement the work of the class teacher. High quality one- to one tuition and small group tuition outside of the lesson will take the form of structured, evidence-based intervention programmes. Some will already be well embedded and others will be new this school year. All intervention/tuition will be delivered by a teacher or a skilled TA. The Key Stage 1 and Key Sage 2 COVID tuition has been funded by the catch-up premium and teaching experience was required for this position.

Action	Intended outcome	Implementation	Cost	Staff	Impact
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<p>A Key Stage 1 COVID intervention TA appointed who was previously a teacher. A KS2 COVID intervention TA appointed to provide extra support in a focus year group</p>	<p>To catch up the vulnerable readers who have slipped to below age expected. Entry and exit data assessments show that all children are making above expected progress because of the support</p>	<p>Daily 1:1 reading with pupils who do not read at home using phonetically decodable books (Big Cat) Switch on Intervention – pick up some extra children in year 2.</p>	<p>£12,660 £2380.95 for resources for reading program</p>	<p>COVID TA</p>	<p style="text-align: center;">Age Related Expectation Summary Report Y3 - All Pupils (58 pupils)</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #cccccc;">58 pupils Period: Yr2 Sum2 Reading</td> <td style="background-color: #f8d7da;">Below 38 (65.5%)</td> <td style="background-color: #fff3f3;">Risk 20 (34.5%)</td> <td style="background-color: #fff9c4;">At 0 (0%)</td> <td style="background-color: #d4edda;">Above 0 (0%)</td> <td style="background-color: #d4edda;">Significantly Above 0 (0%)</td> </tr> </table> <p style="text-align: center;">Age Related Expectation Summary Report Y3 - All Pupils (58 pupils)</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #cccccc;">58 pupils Period: Yr3 Sum1 Reading</td> <td style="background-color: #f8d7da;">Below 10 (17.2%)</td> <td style="background-color: #fff3f3;">Risk 13 (22.4%)</td> <td style="background-color: #fff9c4;">At 19 (32.8%)</td> <td style="background-color: #d4edda;">Above 16 (27.6%)</td> <td style="background-color: #d4edda;">Significantly Above 0 (0%)</td> </tr> </table>	58 pupils Period: Yr2 Sum2 Reading	Below 38 (65.5%)	Risk 20 (34.5%)	At 0 (0%)	Above 0 (0%)	Significantly Above 0 (0%)	58 pupils Period: Yr3 Sum1 Reading	Below 10 (17.2%)	Risk 13 (22.4%)	At 19 (32.8%)	Above 16 (27.6%)	Significantly Above 0 (0%)
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	<p>Targeted year 1 and 3 children have filled the gaps in their phonics knowledge and can decode words with fluency and spell with greater accuracy. Phonics</p>	<p>Small group support during Phonics lessons in Year 1 with targeted pupils from the cohort. Daily phonics boosters for 15 mins with small groups in Year 1 and 3.</p>		<p>COVID TA</p>	<p>Year 3 data shows rapid improvement from a large percentage of the cohort below expectations at the beginning of the year (65.5%) to only 17.2% now</p> <p>Owls- Term 1 23% passed the phonics screener. Term 5 58% pass rate. Elephants- Term 1 27% passed the screener. Term 5 60% passed.</p>												

<p>A Key Stage 2 intervention programme being run weekly by experienced Year 6 TAs</p>	<p>Targeted year 6 children are fluently recalling multiplication facts. Targeted children in years 6 show number fluency by recalling key skills. Targeted children are more confident in maths lessons through Pre-Teaching. Writing of targeted children in year 5 is improved through conferencing sessions. Targets pupils in Year 6 improve their comprehension skills and access the <u>class text</u></p>	<p>Timetabled tuition for boosters and out of class interventions that includes after school targeted tutoring for key children in year 6 (1:6) Boosters for Arithmetic, Maths Comprehension, Times Tables. Timetable of in class support for small group tuition in class for Maths in Year 6,</p>	<p>£12,000</p>	<p>KS2 TA CTS</p>	 <p>47% of the cohort have made +5 steps of progress T1-T5 this year (accelerated due to disrupted learning)</p>
<p>Online Tuition programme through Pearson education for Year 5 children</p>	<p>Gaps in arithmetic closed from previous year as learning is consolidated Year 4/5 EGPS curriculum consolidated to move forward</p>	<p>19 children identified through gap analysis for 15-week program of delivery Data outcomes show rapid progress to move children from at risk areas to secure</p>	<p>Cost of 15-hour online block with NTP subsidy applied: £225 per child Total: £4275</p>	<p>External provider</p>	<p>59% of children were OT or above in T6. 94% pupils made accelerated progress in R, W and M.</p> 

Reception TAs to be trained In the NELI programme which is scripted to deliver.	To improve targeted children's Oral Language and early Literacy skills. Entry	TA s trained in term 2 ready to implement the programme.	n/a	EYFS lead CT TAs	Training suspended in T3, reinstated and completed in T5, outcomes to be shown from T6 onwards
A Year 1 and a Year 2 TA to be trained to deliver the 1 st Class@Number intervention.	To develop targeted children's number and calculation ability and their mathematical understanding, communication and reasoning skills. Entry and exit data will be provided by the Sandwell Numeracy Test and data will be tracked throughout the 10-week programme.	Maths lead and TAs trained in term 2	£530	Maths lead CT TAs	Training suspended in T3, reinstated and completed in T5, outcomes to be shown from T6 onwards. Identified children completed 2 out of 3 sections of the intervention. Year 1 – 4 children – 67.8% now working at ARE Year 2 – 6 children – 71.2% now working at ARE
Total Cost	£32,505.95				

Wider Strategies - a Recovery Curriculum has been constructed to help successfully transition families back to school. Compassionate leadership needs to consider the impact on the mental health of our children/families as the loss of school and its routines may have caused feelings of anxiety, trauma and bereavement.

Action	Intended outcome	Implementation	Staff	Impact
Staff receive training on: 6 principles of Nurture, Restorative justice, PSHE curriculum, SRE curriculum, DFE training module on mental well-being.	All staff are better informed about the holistic approach of the Recovery Curriculum. How best to support children through the curriculum with the different emotions and behaviours that they may display. PSHE curriculum is effective in supporting children's mental health and understanding of relationships.	Survey sent to families to help construct Recovery Curriculum based on their responses and experiences. September Staff Development Day – a Recovery Curriculum. Class assemblies and circle times based on the mental health training module	HT SENCO Well being team	T1-T5 improvements Measured out of 10 classes 66.67% (8/12) improvement 16.67% (2/12) decrease 16.67% (2/12) the same
Provide robust, on-going training and support for class teachers to develop their understanding of class-based Nurture and their ability to support children's well-being in class	Classroom practice will be informed by the 6 principles of Nurture and teachers are providing an environment where children feel safe, secure and happy. They understand their emotions and are able to self-regulate.	Assess the needs of <u>all</u> children in terms of well-being and social, emotional and mental health needs. The Leuven well-being assessments used for key children at the beginning of Term 1 and whole class Boxall profiles at the end of Term 1	HT SENCO Well-being team	EYFS (Developmental) 100% of focus children improved EYFS (Diagnostic) 100% of focus children improved Y1 (Developmental) 63.6% of focus children improved Year 1 (Diagnostic) 72.7% of focus children improved Y4 (Developmental) 75% of focus children improved Y4 (Diagnostic) 75% of focus children improved Y6 (Developmental) 71.4% of focus children improved Y6 (Diagnostic) 71.4% of focus children improved

<p>To develop the role of the Parent Support Advisor, to support families in the school community, returning after a prolonged absence.</p>	<p>Families confidence in returning to school improves and overall figures for attendance will not be significantly lower than national expectations (95%) or school norm.</p> <p>Communication with vulnerable families is really good through regular contact so that barriers are identified and support given.</p>	<p>Alongside the Administrative Assistant, identify families who may now require additional support regarding attendance to support them back into school.</p> <p>The priority for the SLT and the well-being team (PSA, SENCO, Attendance officer, Trust Safeguarding Lead, Nurture TAs) will be to work together to communicate and support families to gain their trust.</p> <p>Food parcels and vouchers delivered by the well-being team to vulnerable families (FSM).</p>	<p>SLT Well-being team</p>	<p>Term on Term data Sturry</p> <p><u>Whole School</u></p> <p>97.1%</p> <p>95%</p> <p>CLOSED</p> <p>97.3%</p> <p>96.5%</p> <p>96%</p> <p>Approximately 60</p>	
<p>Magic Breakfast scheme</p>	<p>To enhance levels of engagement and support with the community</p> <p>To ensure that all children in KS1 are given access to breakfast food in the morning</p> <p>To provide food parcels to assist with children who are self-isolating</p>	<p>Leadership to promote to parents through Weduc</p> <p>Leadership to source equipment through funding and enable production of breakfasts by timetabling provision</p> <p>EYFS team to support with production in their own bubble</p> <p>Regular contact maintained with central Magic Breakfast team to assess impact</p>	<p>SLT EYFS team</p>	<p><u>EYFS</u></p> <p>98.5%</p> <p>97.0%</p> <p>CLOSED</p> <p>98.3%</p> <p>96.7%</p> <p>96.1%</p>	<p><u>Year 1</u></p> <p>97.3%</p> <p>95.8%</p> <p>CLOSED</p> <p>98.1%</p> <p>96.4%</p> <p>96.0%</p>

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