



Copperfield Academy – Overview of Catch-Up Strategy – Autumn 2020 (updated and ongoing)



Phase 1 (EYFS) – Phase 2 (KS1) – Phase 3 (LKS2) – Phase 4 (UKS2) v6 22.07.21 **EVALUATED**

School information

School	Copperfield Academy		
Academic Year	2020-2021	Catch-Up Funding Received 2020-21	£33, 840
Total number of pupils	446	% Disadvantaged Pupils	26%

Contextual Information

Copperfield is a 2-3 form entry school, offering provision for 2½-11-year olds; in an area of significant and sustained deprivation, with higher than average PPG / SEND / LAC / EHCP pupils. Currently there are 116 disadvantaged pupils; with 72 on the SEND register; 106 Vulnerable Pupils; and 7 pupils with an EHCP. Attendance is currently 95.3%. Most challenging is our extremely vulnerable caseload, which is exacerbated by a range of criminal activity, gang-related drugs' issues, domestic abuse and violence, extremism, and inherent racism. Our pupil stability over time is challenging, as is the range of transitory placements. The school has been in decline since 2001 and was designated as Special Measures in March 2019. The three HMI Monitoring Visits all evidence sustained, and incremental 'good practice'.

Our strategy will operate in two ways. The first (and already planned) is a return to our adapted recovery curriculum, based on high quality first teaching – with a whole-school focus to ensure commonality in language; the second, will focus on 1:1, small group and whole class targeted interventions or additional activities, including pupil conferencing to ensure any gaps in knowledge are reduced and not increased.

Our Autumn, Spring and Summer terms this year will each begin with a two-week 'whole-school' focus on Aaron Becker's trilogy – 'Journey', 'Quest' and 'Return'. Each picture book will be shared with children from Nursery to Year 6 and responses across our broad and balanced curriculum created. The cumulative impact will be seen on a termly basis.

Parental/carer engagement in home, and then online learning has long been a barrier to a significant proportion of our children's learning and progress. An increase in engagement was seen during lockdown, when learning became more blended, which we wish to capitalise on, but due to a variety of societal and contextual reasons parental/carer engagement overall remains an area of focus. We identified that the barrier has become more complex by the number of siblings needing to access one device at the same time. Parents/carers, understandably, had to prioritise. Our work during this time, and over the summer, has shown that many families will need considerable further support, especially those with EAL, in order to understand our new approach to the mix of school, home, online and a blended learning offer. It is hoped that we will be enabled to purchase a class set of devices for loaning to those families most in need, with the prerequisite of all safeguarding protocols being on place. Online workshops for parents and carers have already been planned for in the use of Microsoft Teams.

Summary of Key Priorities *(related to overcoming challenges for pupils catching up on lost learning)*

A.	High quality first teaching for all
B.	Use baseline data to plan key priorities for cohort and the sequence of curriculum knowledge
C.	Teaching to focus on supporting well-being throughout all aspects of the school

Summary of Expected Outcomes

A.	All children will have accelerated progress through high quality teaching
B.	To ensure curriculum coverage meets the needs of all children and bridges identified gaps
C.	Support children's well-being and communication skills.

Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand <i>(e.g., Supporting Great Teaching)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Supporting high quality teaching	High quality teaching for the whole class	Whole class	Children will meet age-related milestones. Children's gaps in skills or knowledge will be addressed.	CTs	Learning walks by subject lead ½ termly	0	0
Focus on Personal, Social and Emotional Development skills	Focus on children's wellbeing and communication skills.	Whole class	Children build relationships with new adults; children can express their wants and needs. Children can express their feelings.	All staff	Learning walks by SLT Weekly	0	0
Spring 2 Baseline Assessments	Baseline assessments starting in Week 2 of return to school.	Whole class	Understand where children's starting points are and key focus areas for cohort, specific groups and individuals.	All staff	Baseline assessments inputted into O-Track. Data analysed and information used to plan next steps.	0	0
Pupil assessment and feedback	Verbal feedback and next steps to move children on in their learning.	All children – children receive verbal feedback to help identify their next steps in an age-appropriate manner.	Children to understand what they have learnt, children to understand how to change and adapt work (CofEL)	CTs and LSAs	Learning Journey moderation (Tapestry and Folders) Ongoing, daily	0	0
Supporting children's wellbeing	Wellbeing and resilience- first two weeks to focus on wellbeing, resettling children back into the classroom and the expected routines. Finding out where they	Whole class	Children returning to school with positive attitudes and enjoying learning after a big change in education routine.	All staff	Learning walks by SLT Weekly	0	0
Supporting great teaching	Identified AR/AAR children will join HLTA daily for English/Maths. Allowing Class teachers to focus on the needs within the class BAR/AR.	Children with additional needs which need to be met	Improved outcomes for children	CTs, LSAs, Incl. Team	Inclusion team, SLT As needed	0	0

Supporting great teaching	Individual and phase coaching to ensure high quality teaching is taking place. Use of WR recovery curriculum for maths, following CPD.	Whole Class	Improved quality of teaching Improved outcomes for pupils.	All staff	Learning walks by Phase Leader/SLT - weekly.	0	0
Pupil assessment and feedback	Live marking and feedback given in every lesson where appropriate Baseline testing in week beginning 15 th March., second week of being back to school	Whole class	Children's misconceptions are challenged early on to avoid repeated mistakes. Understand where gaps need to be filled and where children are in their learning	All staff	Marked and inputted on O-Track. Following this, teachers can then look at targeted support ½ termly	0	0
Pupil assessment and feedback	Feedback and assessment in books, linked to learning to move children on	All pupils to receive next steps marking each week in English and Maths	Children academic level to improve, children to respond to next steps to move learning on	CTs and LSAs	Book moderations in phases Weekly	0	0
Supporting transition	Focused and planned transition for individual children. Daily catch ups with class teacher in the week before returning.	LSS	Smooth transition to returning to the building and classroom.	CT Phase Leader	Phase leader to monitor daily.	0	0
Supporting great teaching	Individual/phase coaching and training to support and prepare teachers for new curriculum (recovery curriculum)	Whole class	Improved quality of teaching Improved outcomes for pupils	Phase Leader, Subject Leaders	Learning walks, book moderation and pupil voice	0	0
Supporting great teaching	Curriculum 'gap analysis' to identify missed curriculum statements to ensure adequate pre-teaching and lesson sequencing	Whole class	Improved quality of teaching Children's gaps in skills or knowledge will be addressed Improved outcomes for pupils	Phase Leader, Subject Leaders	Phase meetings to quality assure Medium Term Plans and cross reference Subject Overviews	0	0
Supporting great teaching	High quality teaching for the whole class	Whole class	Children's gaps in skills or knowledge will be addressed Improved outcomes for pupils	Teacher	Learning walks by subject lead	0	0

Pupil assessment and feedback	High quality feedback through developmental marking (live marking, mini-conferences and next steps)	Whole class	Children's misconceptions are challenged early on to avoid repeated mistakes Effective support at the moment to close gaps and move children on quickly Improved outcomes for pupils	All Staff	Book moderation	0	0
Pupil assessment and feedback	Baseline testing in week two of return to school	Whole class	Understand where children are in their learning and where gaps need to be filled	All staff	Marked and inputted on the system. Following this teachers can then look at targeted support ½ termly	0	0
Transition support	Transition pupils have been identified and supported to move into new classes Daily class catch-up with CT during remote learning to maintain relationships	Children with additional needs which need to be met	Children are more settled and wanting to learn	Teachers, LSA, Inclusion team	Inclusion team, SLT	0	0
Transition support	Phased return for adults previously working at home (lock down)	Whole class	Adults prepared and confident in returning to the classroom	ESLT	Catch-up meetings before and after return to work		
Supporting great teaching	High quality teaching for the whole class; flexible groupings across year groups	Whole class	Progression in academic ability	Teachers LSAs	Learning walks by subject lead ½ termly	0	0
Supporting great teaching	Wellbeing and resilience - first two weeks to focus on wellbeing	Whole class	Children not worried about coming back to school and enjoying learning after a big gap in learning some children	All staff	Learning walks by SLT Weekly	0	0
Pupil assessment and feedback	Baseline testing in week three, two weeks after well-being back to school High quality teaching for the whole class; flexible groupings	Whole class	Understand where gaps need to be filled and where children are in their learning	All staff	Marked and inputted on O-Track. Following this, teachers can then look at targeted support ½ termly	0	0
Pupil assessment and feedback	Feedback and assessment in books, linked to learning to move children on	All pupils to receive daily next steps marking in English and Maths	Children's academic levels to improve, children to respond to next steps to move learning on	Teachers and TA	Book moderations in phases Weekly	0	0

Pupil assessment and feedback	High quality teaching for the whole class; flexible groupings across year groups	All pupils to receive daily next steps marking English and Maths	Children's academic levels to improve, children to respond to next steps to move learning on	Teachers and LSAs	Book moderations in phases Weekly	0	0
Transition support	Transition pupils have been identified and supported moving into new classes	Children with additional needs which need to be met	Children are more settled and wanting to learn	Teachers, LSAs, Inclusion team	Inclusion team, SLT As needed	0	0
Cost - Sub-totals						0	0
Total budgeted cost for Strand 1						0	

STRAND 2: TARGETED SUPPORT

Element of Strand <i>(e.g., Interventions)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Key Groups	Children to work in small key groups to develop communication and PSED skills.	All	Children will be able to communicate with adults and peers. Children will interact with their peers.	All class staff	Phase Leads, SLT, Teachers through learning walks and pupil voice Weekly	0	0
Augmented support	Augmented support for children who have joined school significantly below age-related expectations	IN DO DO VP TS	Children will access a tailored curriculum that meets their needs. Children will work with adult support to meet individualised targets.	All class-based staff	Phase Leads, SLT, Teachers, LSAs, Inclusion team through book moderations, intervention sheets and pupil voice Weekly	0	0
BEAM	Develop balance and movement skills	All	Developing balance and movement skills will support sitting, concentrating, listening skills, eye contact, tracking skills, hand eye co-ordination skills across all areas of the curriculum	PE coaches	Phase Leads, Teachers, PE coaches – through learning walks, video evidence Weekly	0	0
Promoting emotional well-being and thinking	Train all EYFS staff in how to promote emotional well-being and thinking Build on an enabling environment	All children Focus children – Identified vulnerable children New children to school who are learning about a new setting and routines	Children will have an improved quality of life. Children will understand and learn skills to deal with new situations Children will be able to identify their emotions and talk about their feelings.	All class-based staff	Phase Leaders, SLT, Class Teachers - through pupil discussions, learning walks Weekly	0	0
<i>In addition:</i> SALT targeted intervention	Identify receptive and expressive language difficulties. Identify speech sound production difficulties. Identify social communication difficulties.	Children who on baseline assessments and based on teacher judgement are showing difficulties with speech, language and communication.	Children will have targeted support to help address gaps in their communication skills. Children will have clear targets to help achieve their goals.	Lead LSA/Class LSA's	SENDCO, Class Teachers, learning walks, pupil progress As identified/needed	0	0

<p>Additional Strategies: Building Resilience</p> <p>To build independence and resilience in children who have become reliant on adult support during the lockdown period</p> <p>Identified children – children who are unable to access tasks independently and require additional adult support to follow instructions</p>	<p>To build independence and resilience in children who have become reliant on adult support during the lockdown period</p>	<p>Identified children – children who are unable to access tasks independently and require additional adult support to follow instructions</p>	<p>Children will be able to access some activities independently</p> <p>Children will work with peers to solve problems</p>	<p>Teachers/ LSAs</p>	<p>Phase Leaders/ LSAs Daily</p>	<p>0</p>	<p>0</p>
<p>Additional Support: 1:1 Phonic tutoring</p>	<p>Phonic assessments to be completed during weeks 1-2 of returning to the building.</p>	<p>TBC – after assessments</p>	<p>Gaps in phonic knowledge filled, greater reading confidence</p>	<p>TL</p>	<p>TL, Phase Leader, SLT, Class Teachers Weekly</p>	<p>0</p>	<p>0</p>
<p>Additional Support: Small group maths interventions</p>	<p>Maths assessments to be completed in week beginning 15th March. Small groups interventions will be based on assessment outcomes.</p>	<p>TBC – after assessments</p>	<p>Gaps in number knowledge and operational skills.</p>	<p>HLTA</p>	<p>HLTA, Phase Leader, English Team, SLT Weekly</p>	<p>0</p>	<p>0</p>
<p>Additional Support: Small group writing interventions</p>	<p>Small groups interventions will be based on assessment outcomes.</p>	<p>TBC – after assessments</p>	<p>Gaps in writing skill</p>	<p>HLTA</p>	<p>HLTA, Phase Leader, English Team, SLT 3-weekly</p>	<p>0</p>	<p>0</p>

Ready 2 Learn	<p>Identified individuals will access continuous provision all day.</p> <p>Focused play-based learning implemented to meet individual students' milestones/targets</p> <p>Activities will develop and extended their communication</p>	A.S	Children will progress through milestone targets	L.D	Class Teachers, Phase Leaders, Inclusion Leader through book moderations and pupil voice Weekly	0	0
Phonics Intervention	<p>Daily targeted phonics (RWI) interventions based on children's current reading level</p> <p>45 min sessions in small group settings</p>	All children working at and below the yellow band reading level	Children will reach an age-appropriate reading level	Phase LSA's	Phase Leader and Reading Leader Phonics assessments, PIRA testing, reading band level Daily	0	0
1:1 Phonics Interventions	1:1 phonics intervention to reinforce sounds/concepts taught in lessons	Identified post-baselining	Children will progress from sound set 1 to sound set 2 and beyond	Phase LSA's	Phase Leader and Reading Leader Phonics assessments, PIRA testing, reading band level 3 x weekly or 2 x weekly	0	0
Fresh Start Intervention (Year 5)	<p>Daily targeted reading interventions based on children's current reading level</p> <p>Focus on fluency and comprehension</p>	Identified post-baselining	Children will reach an age-appropriate reading level	Phase LSA's	Phase Leader and Reading Leader Phonics assessments, PIRA testing, reading band level	0	0

Targeted Grouping for Curriculum Recovery	<p>Pupils to be flexibly grouped across year groups based on identified gaps (English and maths)</p> <p>Lessons planned and sequenced based on pupils subject knowledge to introduce/review/secure missed concepts</p> <p>Independent work to be self-differentiated – pupils will select their own level of challenge based on their understanding of</p>	Whole Class	<p>Children’s identified ‘gaps’ will be revisited and secured</p> <p>Pupils subject knowledge will be systematically built upon to help children reach age appropriate and beyond</p> <p>Improved outcomes for pupils</p>	Class Teachers and Phase LSA’s	Learning walks, book moderation and pupil voice	0	0
Writing Intervention	<p>Targeted intervention for identified pupils to reinforce concepts in small group settings</p> <p>Focus on letter formation, spelling and simple sentences</p>	TBC – after baselining	<p>Children will be able to independently writing phonetically decodable sentences, with appropriate grammar concepts (capital letter, finger spaces, full stops)</p>	Phase LSA’s	<p>Class Teachers and Phase Leader through book moderations, intervention sheets and pupil voice</p> <p>Weekly x2/3</p>	0	0
Maths Intervention	<p>Targeted intervention for identified pupils to reinforce concepts in small group settings</p> <p>CPA lessons incorporated to meet children at their starting points and secure subject understanding</p>	TBC – after baselining	<p>Identified ‘gaps’ will be revisited and secured</p> <p>Pupils subject knowledge will be systematically built upon to help children reach age appropriate</p>	D.E	<p>Class Teachers and Phase Leader through book moderations, intervention sheets and pupil voice</p> <p>PUMA testing</p> <p>Weekly x2/x3</p>	0	0
Ready 2 Learn	<p>Identified pupils will access an internal support unit that offers individualised learning and continuous provision</p> <p>Focused play-based learning implemented to meet individual students’ milestones/targets</p> <p>Activities will develop and extended their communication and language skills, SEMH development and physical development</p>	S.A, F.R, G.S, R.S	<p>Children will progress through milestone targets</p>	R2L Team	<p>Class Teachers, Phase Leader, Inclusion Leader through book moderations and pupil voice</p> <p>Daily</p>	0	0

1:1 Group Strategies	Once baselined pick up on children who need that 1:1 coaching to fix small corrections quickly	Daily catch up sessions with DP and BW 12 children highlighted as cusping expected	Will not have to reteach whole strand or sub strand, just coach children to pick up on mistakes through high quality teaching	All class staff	Phase Leaders, SLT, Teachers through book moderations and pupil voice Daily	0	0
Intervention programmes	Once baselined pick up on children who need interventions to fix gaps in learning	Skilled adults running sessions with twelve children highlighted as cusping expected	Will not have to reteach whole strand or sub strand, just small groups going out with teacher or LSA	All class-based staff	Phase Leaders, SLT, Teachers, LSAs, Inclusion team through book moderations, intervention sheets and pupil voice Weekly	0	0
School-time	Year 6 tutoring- HP with small groups, HJ, SAW, DP	Year 6 cusping expected and expected- bespoke to need	To progress learning and academic levels	Teachers, TAs	SLT Weekly	0	0
Writing intervention	HJ and HP to lead writing Intervention	12 pupils identified as expected in SATs from baseline data	To improve academic progress and attainment in writing	HJ HP	Year 6 staff Weekly	0	0
Reading intervention	DP to lead reading intervention for Year 6 expected/+ standard	12 pupils identified as expected in SATs from baseline data	To improve reading progress and attainment	DP	Year 6 staff Weekly	0	0
Maths intervention	DP to lead maths intervention for year 6 expected/+ standard	12 pupils identified as expected in SATs from baseline data	To improve reading progress and attainment	DP	Year 6 staff Weekly	0	0
Fresh start RWI intervention	TL to liaise with CF and KJ to run Fresh Start sessions for 5 pupils in Year 6 to improve speed sound and reading	5 pupils identified for the program from baseline data	To improve phonics, reading and writing	TL	TL 3x weekly	0	0
Cost - Sub-totals						0	0
Total budgeted cost for Strand 2						0	

STRAND 3: WIDER STRATEGIES							
Element of Strand <i>(e.g., Access to technology)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Supporting parents and carers	Through pastoral care, thrive, inclusion teams on wellbeing through pandemic	Pastoral team will identify	Parents/carers will feel part of the community	Pastoral	SLT Questionnaires PC Voice Weekly	0	0
Supporting parents and carers	Virtual parent workshops	Parents/carers will understand how to support their child at home. Parents/carers will be able to contribute to their child's educational journey.	Parents/carers will be able to support with learning at home and understand next steps.	Phase lead/ class teachers	Subjects Leads/ Phase Leads As planned	0	0
<i>In addition:</i> Access to tech	Computers for home learning	Children to access home learning	Children to access work if they are off	LH	LH to monitor and QA Ongoing	0	0
<i>In addition:</i> 15 hours additional funding in Nursery	Some children have not been able to access the Nursery setting during lockdown (here or at previous settings) Some children have had limited home-schooling	All All children will benefit from full time Nursery HP and HP to access breakfast club in addition to this	Gaps in knowledge and skills will be taught to. Children who may need additional support identified in Nursery. Targeted support put into place prior to leaving Nursery setting. Children will be equipped with the skill set to start their Reception year at age expected levels	Phase Lead/ SLT	Phase leads/SLT Daily	8 chn x 15 hrs @ £15 per session x 39 weeks = £23,400	12 chn x 15 hrs @ £15 per session x weeks = £33, 637.50
Supporting parents and carers	Through pastoral care, thrive, inclusion teams on wellbeing through pandemic	Pastoral team will identify	Parents will feel part of the community	Pastoral	SLT Daily	0	0
Supporting parents and carers	Parent workshops for academic skills	Parents who struggle with understand what is being taught in school	Parents will be able to support with learning at home	Phase Lead	Subject leads, phase leads As planned	0	0

Access to tech	Computers for home learning	Children to access home learning	Children to access work if they are off	LH	LH to monitor and QA Ongoing	0	0
Holiday support	Sports and work clubs	All pupils of working parents/carers	Parents/carers have greater links with school	Phase Leads, Sports Coaches	Phase Leaders During school holidays	0	0
Daily Mile	To improve healthy living and well-being	All pupils in all year groups	Pupil chat to pupils in phase and adults to improve mental well being	Phase Leads	Phase Leaders Daily	0	0
Supporting parents and carers	Through pastoral care, thrive, inclusion teams on wellbeing through pandemic	Pastoral team will identify	Parents/carers will feel part of the community	Pastoral	SLT Daily	0	0
Supporting parents and carers	Parent/carer workshops for academic skills	Parents/carers who struggle with understand what is being taught in school	Parents/carers will be able to support with learning at home	Phase Leaders	Subject Leaders, Phase Leaders As planned	0	0
Access to tech	Computers for home learning	Children to access home learning in	Children to access work if they are off	LH	LH to monitor and QA Ongoing	0	0
Holiday support	Sports and work clubs	All pupils of working parents/carers	Parents/carers have greater links with school	Phase Leaders, Sports Coaches	Phase Leaders During school holidays	0	0
Daily Mile	To improve healthy living and well being	All pupils in all year groups	Pupil chat to pupils in phase and adults to improve mental well being	Phase leads	Phase leads Daily	0	0

Supporting parents and carers	Through pastoral care, thrive, inclusion teams on wellbeing through pandemic	Pastoral Team will identify	Parents/carers will feel part of the community	Pastoral	SLT Daily	0	0
Supporting parents and carers	Parent/carer workshops for academic	Parents who struggle with understand what is being taught in school	Parents will be able to support with learning at home	Phase Leaders	Subject Leaders, Phase Leaders As planned	0	0
Access to tech	Computers for home learning	Children to access home learning in	Children to access work if they are off	LH	LH to monitor and Ongoing	0	0
Holiday support	Sports and work clubs	All pupils of working parents	Parents have greater links with school	Phase Leads, sports	Phase leads During school holidays	0	0
Daily Mile	To improve healthy living and well being	All pupils in all year groups	Pupil chat to pupils in phase and adults to improve mental well being	Phase leads	Phase leads Daily	0	0
Cost - Sub-totals						£23,400	£33,637.50
Total budgeted cost for Strand 3						£57,037.50	

Financial Summary

Cumulative Sub-total for all strands		£23,400	£33,637.50
Total budgeted cost for all strands		£57,037.50	

Evaluation – July 2021

All children will have accelerated progress through high quality teaching

- Nursery – 56% of children already working at age-related expectations in relation to GLD (for 2022), and an additional 20% have made significant progress against early milestones, from a baseline of 12.5%
- Reception – 70.2% achieved GLD, from a baseline of 36.6%. Reading, as a key priority, has been especially accelerated to 80.9% at age-related expectations
- Y1 – 58% of children are at expected or greater depth in Reading; 42% of children are at expected/greater depth in Writing; 60% of children are at expected/greater depth in Maths
- Y2 Phonics Screening = 72%
- Y2 – 57% of children are at expected or greater depth in Reading; 35% of children are at expected/greater depth in Writing; 47% of children are at expected/greater depth in Maths
- Y3 – 57% of children are at expected or greater depth in Reading; 54% of children are at expected/greater depth in Writing; 55% of children are at expected/greater depth in Maths
- Y4 – 56% of children are at expected or greater depth in Reading; 38% of children are at expected/greater depth in Writing; 51% of children are at expected/greater depth in Maths
- Y5 – 47% of children are at expected or greater depth in Reading; 39% of children are at expected/greater depth in Writing; 46% of children are at expected/greater depth in Maths
- Y6

Context

The children have been working in flexible groupings since their return to school in March 2021 after the Spring lockdown. This was decided to support pupils where there were significant gaps in their learning, as well as extend those pupils who would have taken the SATs papers in May 2021. Although SATs were cancelled by the Government, many of the pupils in Year 6 wanted to see what progress they had made this year by taking the 2018 SATs papers in June 2021. This demonstrated a significant shift in their attitude to learning; it also should be noted that some of these pupils had missed over 7 months of learning in the classroom (March – July 2020 and January – March 2021).

Whole Cohort – 59 Pupils				
	Reading	Writing	Maths	Combined
Greater Depth	34%	15%	15%	15%
Expected	29%	48%	46%	44%
Working Towards	37%	37%	39%	41%
Expected+	63%	63%	61%	59%
Whole cohort less disapplied – 54 Pupils				
	Reading	Writing	Maths	Combined
Greater Depth	37%	17%	17%	17%
Expected	32%	50%	48%	48%
Working Towards	22%	24%	26%	26%
Disapplied	9%	9%	9%	9%
Expected+	69%	67%	65%	65%

The following Standardised Scores relate to the 37 pupils who took the papers.

Standardised Scores – 37 pupils			
	Reading	SPaG	Maths
110+	46%	43%	24%

100 – 109	54%	51%	73%
94 – 99	0%	6%	3%
85 – 93	0%	0%	0%
Below 85	0%	0%	0%

Reading

- The children took the 2019 SATS paper in November 2020 as a practice for the national tests in May 2021. 19 of the 54 pupils (35%) achieved a standardised score of 100 or above (this is the expected standard for Year 6, with 110 being Greater Depth), versus 63% from the 2018 paper in June 2021. This shows an increase of 28%, despite a national lockdown from January – March 2021.
- The increase can be attributed to flexible groupings, robust teaching of core Reading skills within Destination Reader lessons and targeted support for individuals.
- It has been a positive strategic move to source a Destination Reader text linked to the curriculum theme e.g. Friend or Foe and WWII. This will be a whole school approach from September 2021. This has provided pupils with opportunities to consolidate key vocabulary and language from the Reading lessons in Writing lessons.
- 20 out of the 35 pupils who achieved 100+ were not in school during the Spring lockdown. These pupils were targeted for additional support upon their return to school.
- 30 out the 30 pupils (100%) in the Aspiring/Expected+ flexible group achieved 100+.

Maths

- The children took the 2019 SATS paper in November 2020. 14 of the 54 pupils (26%) achieved a standardised score of 100 or above, versus 61% from the 2018 paper in June 2021. This shows an increase of 35%.
- We decided to focus on Arithmetic skills throughout the Spring, as these questions were more accessible for pupils accessing learning at home, as well as in school.
- The Arithmetic score average from the paper in November was 22 versus 31 in June 2021, an increase of 41%. The maximum score for this paper is 40 marks. This improved confidence in Arithmetic skills enabled pupils to perform better in both Reasoning papers.
- The introduction of a consistent approach to the teaching of Maths via White Rose also enabled pupils to access more reasoning and problem-solving questions.
- As for Reading, 20 out of the 35 pupils who achieved 100+ were not in school during the Spring lockdown. There was a real sense of lack of confidence for many of these pupils, particularly those who weren't on track at the start of the year to meet the national expectations in Maths.
- 29 out the 30 pupils (97%) in the Aspiring/Expected+ flexible group achieved 100+.

Writing

- Teacher Assessment for Writing at the end of the Autumn term 2020 was 47%+ for Age Related (ARE) versus 63%+ in June 2021.
 - The average Scaled Score for the pupils who took the 2018 Spelling, Punctuation and Grammar paper in June was 106 versus 98 in November 2020.
 - There has been a significant focus on stamina for writing, as well as technical content such as variety of sentence types; use of parenthesis; fronted adverbials, expanded noun phrases; ambitious vocabulary etc. These have been embedded in pupils' work with 9 of the 54 pupils (17%) working at Greater Depth.
 - Pupils have high expectations of themselves across the curriculum – they are now more aware of the need to accurately apply their writing skills in Science, RE, History etc. This was also evidenced during OSFTED in May 2021.
 - Many of the children who returned to school post Spring 2021 lockdown had issues with spelling, handwriting and their inability to write at length. Work submitted online was of a poor quality; the flexible grouping which started just before Easter supported these pupils with a targeted 'catch-up' to revisit and embed core skills in their work.
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- Reading generally remains strong, following the teaching of RWI phonics, Early Reading strategies and interventions and Destination Reader (Shared Reading) – children are competent and fluent with good comprehension
 - Standardised scores from PIRA and PUMA broadly in-line with pre-pandemic averages
 - Ofsted reported that "Leaders' mantra, 'children are our priority', is front and centre at this diverse and multicultural school. Leaders' actions to improve the school over time have been successful. Pupils, parents and carers, and staff appreciate the many positive changes that leaders have introduced. Pupils are proud of their school and their work. They listen intently to their teachers. They are well behaved and relish all that the school has to offer. Pupils enjoy their lessons and benefit from a well-rounded education. For example, they visit France, take part in yoga lessons, and learn how to use different mediums in their art lessons."

To ensure curriculum coverage meets the needs of all children and bridges identified gaps

- Ofsted reported that “Copperfield Academy is a vibrant school. Classrooms are calm and purposeful places, where pupils learn in a safe atmosphere. Leaders are determined that every pupil’s experience, regardless of their individual needs, is a positive and successful one. As a result, pupils flourish and thrive.
- Leaders hold high aspirations for all staff and pupils. They want pupils to leave school as responsible citizens who understand how to play their part in the world.
- Leaders provide a broad and interesting curriculum, including a range of opportunities and activities to bring this vision to life.”

Support children’s well-being and communication skills

- Specific curricular work was planned, and delivered around ‘Build Back Better’, using a trilogy of books to enable all children to engage in high quality talk, and writing, with a commonality in language from Nursery to Year 6
- Nursery was planned as a full-time offer for all – this ensured all children maximised early learning opportunities
- Flexible Groupings across Years 2 - 6 ensured that the return-to-school baseline in identifying gaps ensured these were planned for, taught and enabled children to catch-up/keep-up
- Picture News was used as a way to ensure all children were aware of how social media and news interpretations could be more balanced, and less scaremongering
- WRM Premium Maths resources purchased to ensure consistency in maths teaching
- THRIVE/Play Therapy for additional identified pupils – offer further increased for 2021/22
- Ofsted reported that “Pupils say that bullying and incidents of poor behaviour are rare. They learn and play harmoniously together. Leaders have ensured that pupils have a good understanding of equalities. Pupils say that, ‘difference is welcomed at our school and we stand up for each other.’”

Next Steps:

- Additional opportunities through 2/3 weekly ‘Big Write’ for children to develop greater stamina in writing, across the school
- Further ‘keep-up’ strategies to be in place to ensure those children who missed >7+ months of school over the ‘lockdowns’ receive additional 1:1 and small group tuition
- Flexible Grouping strategy to be deployed across all classes/year groups as best meets the identified needs of children
- Identify individuals whose standardised score decreased to ensure interventions planned address these needs