**Covid 19 Response Strategy – Busill Jones Estimated - £21,040 – Summer term update**

<table>
<tr><th colspan="5">Target – To close the gaps caused by Covid-19, prioritising those from a vulnerable background</th></tr>
<tr><th>Development Need</th><th>Action</th><th>Success Criteria</th><th>Cost</th><th>Evaluation</th></tr>
<tr>
<td>To raise attainment of disadvantaged children in EYFS to be more in line with National proportions on track at end of Reception.<br>To close the attainment gap between ‘disadvantaged’ and ‘other’ children in EYFS.<br>To ensure children aren’t hindered by absence caused by Covid-19 guidelines.<br>Baseline Reception-<br>Reading 20%<br>Writing- 20%<br>Understanding the World-17%<br>SSM-23%<br>Number 23%</td>
<td>To provide additional CLD support using Early Language- Walsall LA- Victoria Day<br>To provide additional phonics/ Nuffield Early Language intervention 3x weekly.<br>To provide additional fine motor intervention 3 x weekly.<br>To provide additional life skills/independence support 3 x weekly.<br>Additional Reception – 1 x Reading, 1 x Writing, 1 x Maths.</td>
<td>To increase the % of children at age-related by 20% each term.</td>
<td>Supply cover to cover our established specialist TA<br>Nursery – 1.5 hours per week<br>Reception – 3 hours per week interventions + 3 hours additional teacher group<br><br>Supply HLTA Cost<br>£135 per day, 1 day a week, 24 weeks = £3240</td>
<td>Summer term progress
<table>
<tr><td></td><td>R</td><td>W</td><td>M</td></tr>
<tr><td>Expected 5 points</td><td>6.57</td><td>6.86</td><td>6.68</td></tr>
<tr><td>ATTAINMENT</td><td>60%</td><td>63%</td><td>70%</td></tr>
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<tr>
<td>To raise attainment of disadvantaged children in KS1 to be in line with Spring Data 2020.<br>Y1 R- 0%, W-0% M-0%<br>Y2R-45%, W-27%, M 36%<br>To close the attainment gap between ‘disadvantaged’ and ‘other’ children in KS1.</td>
<td>To provide additional phonics intervention 3x weekly.<br>To provide additional fine motor intervention 3 x weekly.<br>To provide Maths intervention intervention 3x weekly.<br>Additional Year 1 Group – 1 x Reading, 1 x Writing, 1 x Maths.</td>
<td>To increase the % of children reaching age-related by the end of term</td>
<td>£189 per day<br>Miss Peers (SMILE education)<br>Daily afternoon sessions<br>12.45-3.15pm</td>
<td>Summer term<br>Year 1
<table>
<tr><td></td><td>R</td><td>W</td><td>M</td></tr>
<tr><td>Year progress- DA (expected 6_</td><td>7.29</td><td>6.71</td><td>8.12</td></tr>
<tr><td>Year progress-</td><td>6.31</td><td>6.15</td><td>6.15</td></tr>
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<table>
<tr>
<td>(Difference between DA and other)<br>Y1 R- -12%W- -4%, M- -4%<br>Y2 R- -6%, W-11% M-13%<br><br>To ensure children aren't hindered by absence caused by Covid-19 guidelines.<br>To ensure Year 1 and 2 children are in line with national standards ready for the next stage of their education.</td>
<td>Additional Year 2 Group – 1 x weekly Writing, 2 x Reading, 1 x Maths.<br>Writing- Colourful Semantics</td>
<td></td>
<td></td>
<td>
<table>
<tr><td>Non-DA (expected 6)</td><td></td><td></td><td></td></tr>
</table>
Year 2
<table>
<tr><td></td><td>R</td><td>W</td><td>M</td></tr>
<tr><td>Year progress- DA (expected 6_</td><td>6.13</td><td>5.92</td><td>6.04</td></tr>
<tr><td>Year progress- Non-DA (expected 6)</td><td>5.81</td><td>6</td><td>5.76</td></tr>
</table>
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<tr>
<td>To raise attainment of disadvantaged children in LKS2 to be in line with Spring Data 2020.<br>Y3R- 21%, W 25%, M 33%<br>Y4R- 19%, W-15%, M-27%<br><br>To close the attainment gap between 'disadvantaged' and 'other' children in LKS2 (Year 3 Difference R -3%, W -7%, M +1%<br>Year 4 R -7%, W—3% M-+1%<br><br>To ensure children aren't hindered by absence caused by Covid-19 guidelines.</td>
<td>To provide additional phonics intervention 3x weekly.<br>To provide Maths intervention 3x weekly.<br>To provide reading/writing intervention 3x weekly.<br>Writing- Colourful Semantics</td>
<td>To increase the % of children reaching age-related by the end of term</td>
<td>£189 per day<br>Miss Peers (SMILE education)<br>Daily morning sessions<br>9-12pm (3 hours a day x 5)</td>
<td>Year 3
<table>
<tr><td></td><td>R</td><td>W</td><td>M</td></tr>
<tr><td>Year progress- DA (expected 6_</td><td>6.31</td><td>7.7</td><td>5.92</td></tr>
<tr><td>Year progress- Non-DA (expected 6)</td><td>6.67</td><td>7.33</td><td>7</td></tr>
</table>
Year 4
<table>
<tr><td></td><td>R</td><td>W</td><td>M</td></tr>
<tr><td>Year progress- DA</td><td>7.43</td><td>7.14</td><td>6.86</td></tr>
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<table>
<tr><td>(expected 6_</td><td></td><td></td><td></td></tr>
<tr><td>Year progress-Non-DA (expected 6)</td><td>6</td><td>6.17</td><td>5.5</td></tr>
</table>
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<tr>
<td>To raise attainment of disadvantaged children in UKS2 to be in line with Spring Data 2020.<br>Year 5 R 14% W 10% M 0%<br>Year 6 R30% W19% M22%<br><br>To close the attainment gap between ‘disadvantaged’ and ‘other’ children in UKS2. (Year 5 Difference R – 5%, W -2%, M – +2%), (Year 6 Difference R – +1%, W – 1%, M –+5%)<br><br>To ensure children aren’t hindered by absence caused by Covid-19 guidelines.<br>To ensure when Year 6 children leave school they are ready for the next stage of their education.</td>
<td>To provide additional phonics/fundamental spellings intervention 3x weekly.<br>To provide Success@Arithmetic intervention 3 x weekly.<br>To provide reading/writing intervention 3 x weekly.</td>
<td>To increase the % of children reaching age-related by the end of term</td>
<td>From April 2021<br><br>Year 5 and Year 6 split into 4 classes. Teachers swapped for morning sessions only to prepare for year 5 transition into year 6 and year 6 into year 7.</td>
<td>Year 5
<table>
<tr><td></td><td>R</td><td>W</td><td>M</td></tr>
<tr><td>Year progress-DA (expected 6_</td><td>7.8</td><td>7.93</td><td>7.84</td></tr>
<tr><td>Year progress-Non-DA (expected 6)</td><td>6.67</td><td>8.4</td><td>8.14</td></tr>
</table>
Year 6
<table>
<tr><td></td><td>R</td><td>W</td><td>M</td></tr>
<tr><td>Year progress-DA (expected 6_</td><td>7.63</td><td>6.74</td><td>7.63</td></tr>
<tr><td>Year progress-Non-DA (expected 6)</td><td>7.5</td><td>6.5</td><td>8.43</td></tr>
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**Post Covid Data - % on track Autumn 2020 Baselines (Current Year Groups 2020)**

| Attainment | Disadvantaged % at Expected Standard – September Baseline | | | Other % at Expected Standard– September Baseline | | | Difference Disadvantaged to Other Expected | | |
|---|---|---|---|---|---|---|---|---|---|
| Year Group | R | W | M | R | W | M | R | W | M |
| Year One | 0 | 0 | 0 | 12 | 4 | 4 | -12 | -4 | -4 |
| Year Two | 45 | 27 | 36 | 51 | 38 | 49 | -6 | -11 | -13 |
| Year Three | 21 | 25 | 33 | 24 | 32 | 32 | -3 | -7 | +1 |
| Year Four | 19 | 15 | 27 | 26 | 18 | 26 | -7 | -3 | +1 |
| Year Five | 14 | 10 | 0 | 19 | 12 | 2 | -5 | -2 | +2 |
| Year Six | 30 | 19 | 22 | 29 | 20 | 17 | +1 | -1 | +5 |

**Current attainment data: Summer 2021**

| Attainment | Disadvantaged Exp | | | Other Exp | | | Difference Disadv to Other Exp | | |
|---|---|---|---|---|---|---|---|---|---|
| | R | W | M | R | W | M | R | W | M |
| Y1 | 6 | 6 | 18 | 46 | 46 | 46 | -40 | -40 | -28 |
| Y2 | 65 | 26 | 39 | 52 | 52 | 62 | +13 | -26 | -23 |
| Y3 | 23 | 27 | 23 | 50 | 50 | 50 | -27 | -23 | -27 |
| Y4 | 32 | 29 | 36 | 46 | 46 | 38 | -14 | -17 | -2 |
| Y5 | 58 | 35 | 42 | 73 | 27 | 53 | -15 | +8 | -11 |
| Y6 | 59 | 56 | 67 | 63 | 50 | 63 | -4 | +6 | +4 |
| Nat. KS2 2019 | 62 | 68 | 67 | 78 | 83 | 84 | | | |

**Difference between Baseline Data and Summer 2021 - %**

| Attainment | Disadvantaged Exp | | | Other Exp | | |
|---|---|---|---|---|---|---|
| | R | W | M | R | W | M |
| Y1 | +6 | +6 | +18 | +34 | +42 | +42 |
| Y2 | +20 | +1 | +3 | +34 | +15 | +13 |
| Y3 | +2 | +2 | +10 | +26 | +18 | +16 |
| Y4 | +13 | +14 | +9 | +20 | +28 | +12 |
| Y5 | +45 | +25 | +42 | +54 | +15 | +61 |
| Y6 | +29 | +37 | +45 | +34 | +30 | +46 |

**KS1 National Averages 2019** – Reading – 75%, Writing – 69%, Maths – 76%

**KS2 National Averages 2019** – Reading- 73%, Writing 78%, Maths – 79%