

# **Jotmans Hall Primary School**

## **COVID catch-up premium report**

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**Written: March 2021**

**Updated:**

## COVID catch-up premium spending: summary

### SUMMARY INFORMATION

Total number of pupils:	314	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£25,080		

### STRATEGY PLAN

The government has announced £1 billion of funding to support children and young people to catch up in the wake of the COVID-19 pandemic. 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, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure. Governors should scrutinise schools' approaches to catch-up from September 2020, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. The approaches detailed in this plan supplement school improvement actions and strategies already planned for 2020-21 (based on EEF recommendations).

#### Policy links:

School Development Plan 2020-21  
Pupil Premium Report 2020-21  
Remote Learning Policy & Guidance (September 2020)

At Jotmans Hall we believe that quality first teaching is crucial to ensuring our pupils catch up academically and are well prepared for the next stage in their education. That's why, alongside the use of catch-up funding for specific strategies and interventions, our school development plan and pupil premium strategy consider a tiered approach, with a focus on:

- Improving the quality of teaching and learning
- Providing targeted academic support for disadvantaged pupils
- Removing non-academic barriers to disadvantaged pupil's learning.

## BARRIERS TO LEARNING

We regularly identify and review the barriers to learning for our disadvantaged pupils as well as our wider school community. It is anticipated that the barriers to learning identified below will be experienced by more of our pupils than ever before, and exacerbated for many of our pupils, due to the impact of the COVID-19 pandemic.

We have identified four main barriers to learning for our disadvantaged pupils:

- Poor attendance and punctuality – many of our disadvantaged pupils have poor attendance and punctuality, caused by a range of factors including attitude towards education, distance from school and issues at home.
- Poverty of language (poor spoken English & limited vocabulary knowledge), alongside poverty of experience and aspiration in relation to experiences which can be drawn upon in their writing and lack of exposure to high quality stories and texts at home.
- Disadvantaged pupils with particular areas of weakness in reading, writing and/or maths; gaps in their learning or misconceptions which prevent further progress.
- Poor emotional wellbeing and mental health due to a range of factors including chaotic home life & traumatic life experiences.

There is an acceptance that the overwhelming majority, if not all pupils, will have been negatively affected in some way by the COVID-19 pandemic.

We have identified the following 'COVID-19 specific' issues affecting our pupils:

- Significant gaps in pupils' skills and knowledge due to lack of daily face to face teaching and daily practice.
- Pupils have missed significant experiences affecting their cultural capital and ability to make connections in their learning.
- Widening attainment gap between disadvantaged and non-disadvantaged pupils due to lack of daily face to face teaching and appropriate intervention.
- Lack of engagement with home learning during school closure/self-isolation.
- Poor speech and language; lack of opportunity for regular, sustained dialogue with range of peers/adults and appropriate modelling of vocabulary from adults.
- Home environments lacking structure, routines and appropriate boundaries during school closure - affecting pupils' behaviour for learning and mental health.
- Mental health issues affecting our pupils' wellbeing and academic performance.

## PRIORITIES

Priority 1: To rapidly improve Key Stage One pupils' ability in phonics and reading fluency; their phonic knowledge, their ability to blend and segment sounds, their ability to read fluently; to ensure they are ready for the next stage in their education.

Priority 2: To improve the oral language skills of pupils in the early Years Foundation Stage; expressive and receptive vocabulary, listening and narrative skills, phonological awareness and letter-sound knowledge; to ensure they are ready for the next stage of their education.

Priority 3: For all pupils to have access to a recovery curriculum which will fill the gaps in learning from Summer 20 and Spring 21 across the curriculum, prioritising literacy and maths skills.

Priority 4: For pupils' emotional wellbeing to be supported.

## MAIN CATCH-UP STRATEGIES

To ensure there is consistent adult support in each classroom by each class having a full-time morning LSA working alongside a qualified teacher providing quality first teaching across the curriculum.

To ensure that our EHCP and most vulnerable younger children have focused support to enable them to access whole class teaching, without significant disruption to their peers.

To prioritise oral literacy, phonics and reading across the school to ensure that all pupils are at least at their age appropriate level.

To ensure that children's emotional wellbeing and mental health is prioritised.

To ensure that relevant and effective resources are available to deliver the catch-up strategies.

## PRIORITIES

**Specific costs to Catch-Up funding are as follows:**

## COST TRACKING

Date	Item	Amount allocated
Sept 20	LSA hours	£7,500
Sept 20	SEND LSA Hours	£2,000
Jan 21	Resources – Bug Club	£1,015
Autumn 20	Resources - Nesy	£200
Jan 21	Resources – Music E-Learning package	£100
Spring 21	Additional Tutoring	£8,100
Ongoing	Additional BATIC Counselling hours	£6,500
	Total; allocated	£25,415

**Priority 1:** To rapidly improve Key Stage One pupils' ability in phonics and reading fluency; their phonic knowledge, their ability to blend and segment sounds, their ability to read fluently; to ensure they are ready for the next stage in their education.

**Context & Rationale:**

- Pupils in KS1 (Year 1 & 2) missed a substantial amount of daily phonics teaching due to school closure. In addition, many pupils did not read regularly at home or practice their phonic skills. Developing early reading skills is fundamental to accessing, and achieving success in, all aspects of our curriculum and essential for success in later life.
- Phonics and reading are a priority on the School Development Plan

*How effective is it?*

*Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. (EEF Phonics)*

**Desired Outcome:**

- Year 2 pupils' phonics checks (Autumn 2020) are at least in line with national averages.
- Year 1 pupils' phonics checks (Summer 2021) are at least in line with national averages.

Quality First Teaching				
Action	Intended outcome and success criteria	Staff lead	Review	Cost
Daily phonics sessions delivered by class teachers, differentiated by ability.	Pupils meeting expected progress measures through the phonics programme.	Headteacher KS1 Lead Literacy Lead	Baseline Assessment End of Autumn Term Assessment week.  Spring & Summer Term Assessment weeks	Additional LSA hours for differentiated class support  Additional SEND LSA hours
Progress	<p>Weekly timetables submitted by class teachers and monitored by HT</p> <p>Baseline Assessment completed – September 20</p> <p>Autumn Term Assessment completed – Nov 20</p> <p>School Lockdown Jan 21. Class teachers delivering daily sessions/activities via Google Classroom (Remote Learning Policy)</p> <p>March 21 – Phonics assessments completed and intervention groups implemented in EYFS, KS1 and Year3</p> <p>Nessy – Reading &amp; spelling strategy implemented to support reading &amp; phonics Year 3 (home access)</p>			
Google Classroom in use for KS1 and KS2, Tapestry in EYFS	All pupils to be able to access remote learning if in isolation/lockdown Children to use online content for homework when at school	KS1 & KS2 Lead SENCO	Weekly monitoring of remote learning.  Weekly monitoring of homework	Staff time
Progress	<p>September 20 – All classes using online homework.</p> <p>Autumn 20 – Bubble isolations result in children accessing remote learning through Google Classroom or Tapestry.</p> <p>January 21 – Remote Learning Policy used. Children accessing learning through Google Classroom or Tapestry. Access monitored by class teachers and SLT.</p> <p>March 21 – Return to class teaching, and use for homework. Remote Learning still in place for individuals required to isolate.</p>			

DfE allocation of technology is acquired and distributed to most vulnerable.	To ensure all pupils, including disadvantaged, are able to access remote learning.	Business Managers Headteacher	Weekly monitoring of remote learning.  Weekly monitoring of homework	Staff time
<b>Progress</b>	Remote Learning access monitored by class teachers and SLT during bubble isolations and school lockdown. 27 Chrome books issued by DfE and allocated to the most vulnerable families (Dec/Jan 20/21)			
Wellbeing phone calls and IT support calls	To ensure all pupils, including disadvantaged, are able to access remote learning.	KS1 & KS2 Lead SENCO IT Support Weekly monitoring of remote learning.  Weekly monitoring of homework		Admin Staff time IT Support hours
<b>Progress</b>	January Lockdown: Remote Learning access monitored by class teachers and SLT during bubble isolations and school lockdown. Non-engagement followed up with phone calls from SLT to discuss issues and barriers.			
Targeted support				
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>Staff lead</b>	<b>When will you review this?</b>	<b>Cost</b>
1 to 1 and small group phonics top up sessions for identified Year 2 and Year 1 pupils, including disadvantaged for those who need additional support to pass the phonics screening check.	Improved performance of targeted pupils, including disadvantaged pupils, in phonics.	KS1 Lead	Baseline Assessment End of Autumn Term Assessment week.  Spring & Summer Term Assessment weeks	Additional LSA hours for Intervention groups



Progress	<p>Autumn 20 – Focused support given to Year 2 children.  Year 2 Autumn Term Phonics Catch-up Assessment showed 77% pass rate (36 pass, 8 fail (2 new to the school, 2 are SEN), 2 absent (1 expected to pass), 1 disapplied)  March 21 – Phonics assessments carried out and intervention groups implemented in EYFS, KS1 and Year3  Nessy – Reading &amp; spelling strategy implemented to support reading &amp; phonics Year 3 (home access)</p>			
Other approaches				
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>Staff lead</b>	<b>When will you review this?</b>	<b>Cost</b>
Updating IT resources in school to enable children to cover the curriculum.	Children become familiar with online resources so they can be easily accessed at home or school.	HT/ SLT Subject Lead	Summer Term	It equipment (Chrome Books)
	Feb 21 – 32 Chrome books purchased for use within school			
Updating resources to ensure accessibility with remote learning– Bug Club	Pupils meeting expected progress measures through the phonics programme.	KS1 Lead	Baseline Assessment End of Autumn Term Assessment week.  Spring & Summer Term Assessment weeks	Bug Club Subscription
Progress	<p>Bug Club Guided reading online resources purchased: Sept 20  Bug Club Individual reading online resources purchased: Jan 21</p>			
Updating resources to ensure accessibility with remote learning – Nessy programme – SEND support	Improved performance of targeted pupils, including disadvantaged pupils, in phonics.	SENCO	Baseline Assessment End of Autumn Term Assessment week.  Spring & Summer Term Assessment weeks	Nessy Subscription

Progress	Nessy Reading & Spelling access purchased Initial targets set for 12 pupils Logins shared for pupils to access during lockdown Planned sessions for children upon wider school opening Programme shared with LSAs & teachers
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**Priority 2:** To improve the oral language skills of pupils in the Early Years Foundation Stage; expressive and receptive vocabulary, listening and narrative skills, phonological awareness and letter-sound knowledge; to ensure they are ready for the next stage of their education.

**Context & Rationale:**

- Lack of opportunity for regular, sustained dialogue with a range of peers/adults and appropriate modelling of vocabulary from adults during school closure.
- Poverty of language (poor spoken English & limited vocabulary knowledge)
- Significant gaps in pupils' skills and knowledge due to disruption of daily teaching and daily practice.
- Lack of engagement in home learning for some during school closure/self-isolation
- Vocabulary development part of the Curriculum Development across all subjects and key stages.

*Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.*

*All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress). (EEF Oral Language Interventions)*

**Desired Outcomes:**

By the end of EYFS, communication and language skills are at least in line with national average for all pupils, including disadvantaged pupils.

Quality of teaching for all				
Action	Intended outcome and success criteria	Staff lead	When will you review this?	Cost
Opportunities for Communication and Language are explicitly planned	Pupils are in line with national for Communication and Language expectation	EYFS Lead	Baseline Mid-Year assessment End of Year Assessment	Staff time
Progress	<p>Weekly timetables submitted by EYFS class teachers and monitored by HT</p> <p>Baseline Assessment completed – September 20</p> <p>Autumn Term Assessment completed – Nov 20</p> <p>School Lockdown Jan 21. Class teachers delivering daily sessions/activities via Google Classroom (Remote Learning Policy)</p> <p>March 21 – Return to class teaching, and use for homework. Remote Learning still in place for individuals required to isolate.</p> <p>NELI assessments carried out, to identify children who will benefit from intervention in the Summer Term.</p>			
Daily phonics sessions delivered by class teachers, differentiated by ability.	Pupils are in line with national for Phonics and Literacy expectation	Headteacher EYFS Lead Literacy Lead	Baseline Assessment End of Autumn Term Assessment week.  Spring & Summer Term Assessment weeks	Additional LSA hours for differentiated class support  Additional SEND LSA hours
Progress	<p>Weekly timetables submitted by EYFS class teachers and monitored by HT</p> <p>Baseline Assessment completed – September 20</p> <p>Autumn Term Assessment completed – Nov 20</p> <p>School Lockdown Jan 21. Class teachers delivering daily sessions/activities via Tapestry (Remote Learning Policy)</p> <p>March 21 – Return to class teaching, and use for homework. Remote Learning still in place for individuals required to isolate.</p> <p>Nessy – Reading &amp; spelling strategy implemented to support reading &amp; phonics Year 3 (home access)</p>			

Tapestry in use in EYFS	All pupils to be able to access remote learning if in isolation/lockdown Online Learning Journeys in use when at school	EYFS Lead	Weekly monitoring of remote learning.  Weekly monitoring of homework	Staff time Tapestry subscription
Progress	<p>September 20 – Tapestry online Learning Journals in use.</p> <p>Autumn 20 – Bubble isolations result in children accessing remote learning through Tapestry.</p> <p>January 21 – Remote Learning Policy used. Children accessing learning through Tapestry. Access monitored by class teachers and SLT.</p> <p>March 21 – Return to online Learning Journals and homework. Remote Learning in place for individuals required to isolate.</p>			
Targeted support				
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>Staff lead</b>	<b>When will you review this?</b>	<b>Cost</b>
Opportunities for Communication and Language are explicitly planned for SEND	Children are able to access learning in the classroom independently	SENCO	Weekly monitoring	Additional SEND LSA hours
Progress	<p>Weekly timetables submitted by class teachers and monitored by HT</p> <p>Baseline Assessment completed – September 20</p> <p>Autumn Term Assessment completed – Nov 20</p> <p>March 21 – Phonics intervention groups implemented in EYFS, KS1 and Year3</p> <p>Nessy – Reading &amp; spelling strategy implemented to support reading &amp; phonics Year 3 (home access)</p>			
1 to 1 and small group phonics and communication top up sessions for identified pupils, including disadvantaged, for those who need additional support to close gaps in learning.	Improved performance of targeted pupils, including disadvantaged pupils, in phonics and communication. Any performance gaps are closed.	EYFS Lead SENCO	Baseline Assessment End of Autumn Term Assessment week.  Spring & Summer Term Assessment weeks	Additional LSA hours for Intervention groups

Progress	Autumn 20 – Focused support given. March 21 –A timetable of intervention groups implemented across all three bubbles, including phonics, communication groups and additional reading for PP and disadvantaged.			
Other approaches				
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>Staff lead</b>	<b>When will you review this?</b>	<b>Cost</b>
Updating resources to ensure accessibility with remote learning– Bug Club	Pupils meeting expected progress measures through the phonics programme.	KS1 Lead	Baseline Assessment End of Autumn Term Assessment week.  Spring & Summer Term Assessment weeks	Bug Club Subscription
Progress	Bug Club Guided reading online resources purchased: Sept 20 Bug Club Individual reading online resources purchased: Jan 21			

**Priority 3:** for all pupils to have access to a recovery curriculum which will fill the gaps in learning from Summer 20 and Spring 21 across the curriculum.

**Context & Rationale:**

- Significant gaps in pupils’ skills and knowledge due to disruption of daily teaching and daily practice.
- Lack of engagement in home learning for some during school closure/self-isolation

*Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.*

*There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.*

*In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour. (EEF COVID-19 support guide for schools)*

**Desired Outcomes:**

By Summer 2021 all pupils will be on track to fill the gaps in learning.

Quality of teaching for all

Action	Intended outcome and success criteria	Staff lead	When will you review this?	Cost
Full curriculum planned by class teachers, differentiated by ability	Pupils are at least in line with national in Reading, Writing & Maths.	Headteacher SLT Subject Leads	Baseline Assessment End of Autumn Term Assessment week.	Additional LSA hours for differentiated class support Additional SEND LSA hours
Each class to have a dedicated LSA each morning.			Spring & Summer Term Assessment weeks	

Progress	<p>Weekly timetables submitted by class teachers and monitored by HT</p> <p>Baseline Assessment completed – September 20</p> <p>Autumn Term Assessment completed – Nov 20</p> <p>School Lockdown Jan 21. Class teachers delivering daily sessions/activities via Google Classroom (Remote Learning Policy)</p> <p>March 21 – Return to class teaching, and use for homework. Remote Learning still in place for individuals required to isolate.</p>			
Google Classroom in use for KS1 and KS2, Tapestry in EYFS	All pupils to be able to access remote learning if in isolation/lockdown Children to use online content for homework when at school	KS1 & KS2 Lead SENCO	Weekly monitoring of remote learning.  Weekly monitoring of homework	Staff time
Progress	<p>September 20 – All classes using online homework.</p> <p>Autumn 20 – Bubble isolations result in children accessing remote learning through Google Classroom or Tapestry.</p> <p>January 21 – Remote Learning Policy used. Children accessing learning through Google Classroom or Tapestry. Access monitored by class teachers and SLT.</p> <p>March 21 – Return to class teaching, and use for homework. Remote Learning still in place for individuals required to isolate.</p>			
DfE allocation of technology is acquired and distributed to most vulnerable.	To ensure all pupils, including disadvantaged, are able to access remote learning.	Business Managers Headteacher	Weekly monitoring of remote learning.  Weekly monitoring of homework	Staff time
Progress	<p>Remote Learning access monitored by class teachers and SLT during bubble isolations and school lockdown.</p> <p>27 Chrome books issued by DfE and allocated to the most vulnerable families (Dec/Jan 20/21)</p>			
Wellbeing phone calls and IT support calls	To ensure all pupils, including disadvantaged, are able to access remote learning.	KS1 & KS2 Lead SENCO IT Support	Weekly monitoring of remote learning.  Weekly monitoring of homework	Admin Staff time IT Support hours



Progress	Remote Learning access monitored by class teachers and SLT during bubble isolations and school lockdown. Non-engagement followed up with phone calls from SLT to discuss issues and barriers.			
Targeted support				
Action	Intended outcome and success criteria	Staff lead	When will you review this?	Cost
1 to 1 and small group top up sessions for identified pupils, including disadvantaged, for those who need additional support to close gaps in learning.	Improved performance of targeted pupils, including disadvantaged pupils. Any performance gaps are closed.	SLT	Baseline Assessment End of Autumn Term Assessment week.  Spring & Summer Term Assessment weeks	Additional LSA hours for Intervention groups
Progress	Autumn 20 – Focused support given. March 21 –A timetable of intervention groups implemented across all three bubbles, including phonics, communication groups and additional reading for PP and disadvantaged.			
Tutoring sessions delivering targeted 1:1 and small group intervention before and after school in English & Mathematics	Improved performance of targeted pupils, including disadvantaged pupils. Any performance gaps are closed.	SLT	Baseline Assessment End of Autumn Term Assessment week.  Spring & Summer Term Assessment weeks	Tutoring hours allocation
Progress	Tutoring sessions for Year 6 started April 21 – Before and after school focusing on Literacy and Maths skills. Tutoring sessions for Year 3 starting:			

Other approaches				
Action	Intended outcome and success criteria	Staff lead	When will you review this?	Cost
Subject Leads to ensure coverage of their subject	Pupils are able to access a full curriculum New curriculum is implemented and Impact known	Subject Leads	Subject Monitoring mornings.	Staff non-contact time
Progress	Autumn 20 – Action Plans written by Subject Leaders. Planned subject monitoring postponed due to bubble isolations and January Lockdown			

**Priority 4:** For pupils' emotional wellbeing to be supported.

**Context & Rationale:**

- Home environments lacking structure, routines and appropriate boundaries during school closure - affecting pupils' behaviour for learning and mental health.
- Mental health issues affecting our pupils' wellbeing and academic performance.

*In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.*

*Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. (EEF COVID-19 support guide for schools)*

**Desired Outcomes:**

Behaviour for learning is good in all year groups, which is reflected in academic performance.

Quality of teaching for all

Action	Intended outcome and success criteria	Staff lead	When will you review this?	Cost
PSHE is a priority across all year groups.	Any barriers to learning are quickly identified and addressed. Reflective Learning Journals – topic based – in use	Class teacher SLT PSHE Lead	Weekly, through staff meetings, SLT meetings and discussion with pupils.	Staff time
<b>Progress</b>	<b>September 20 – PSHE Subject Leader outlined expectation to all teachers. Monitor thorough Learning journals.</b>			
Wellbeing phone calls and IT support calls	To ensure all pupils, including disadvantaged, are able to access remote learning. Barriers to learning are identified and addressed.	SLT IT Support	Weekly monitoring of remote learning.  Weekly monitoring of homework	Admin Staff time IT Support hours

Progress	Remote Learning access monitored by class teachers and SLT during bubble isolations and school lockdown. Non-engagement followed up with phone calls from SLT to discuss issues and barriers.			
Targeted support				
Action	Intended outcome and success criteria	Staff lead	When will you review this?	Cost
1 to 1 and small group Zones of regulation sessions for identified pupils, including disadvantaged, for those who need support to overcome barriers to learning.	Improved performance of targeted pupils, including disadvantaged pupils.  Improved Emotional Literacy and a decrease in unexpected behaviours.	SLT	Baseline Assessment End of Autumn Term Assessment week.  Spring & Summer Term Assessment weeks	Additional LSA hours for Intervention groups
Progress	Autumn 20 - After assessing the children, small group interventions were timetabled across the school. March 21 –A timetable of intervention groups implemented across all three bubbles, including phonics, communication groups and additional reading for PP and disadvantaged.			
BATIC counselling for individuals or families	Any barriers to learning are quickly identified and addressed. External agencies are engaged if necessary.	Headteacher	SLT meetings (weekly)	BATIC counselling hours
Progress	Autumn 20 – Weekly counselling sessions facilitated in school Jan 21 – Weekly support phone calls by BATIC counselor to vulnerable families during lockdown. March 21 – Weekly counselling sessions facilitated in school			

Other approaches				
Action	Intended outcome and success criteria	Staff lead	When will you review this?	Cost
Whole School and group activities to promote wellbeing, physical activity, charity and being part of the school community	Children feel part of the whole school community	Headteacher	Subject Monitoring mornings.	Staff time Resources cost
Progress	<p>Student groups reinstated in September 20 – School Council, Eco Council and Digital Leaders.</p> <p>Pupil Voice group reinstated in September 20</p> <p>Autumn 20 - Stone Age day carried out in Bubble 2 – the children were able to dress up for their history topic.</p> <p>Autumn 20 – Fresh Water Theatre company visited Bubble 1 to help them learn about their topic of toys.</p> <p>Spring 20 – Pupil Voice Group reinstated</p> <p>Spring 20 – School Council, Eco Council and Digital Leader meetings restart.</p>			

Whole School activities:

- The children raised money for the national charity, Children in Need, by coming into school .....
- We sold poppies (in each bubble) for Remembrance Day and The British Legion
- The children collect any stamps at home and donate them for Bone Cancer Charity
- Socially distanced Drumming Workshops were run for all the children (Autumn 20)
- Gift parcels were donated by families for a local charity to distribute at Christmas.
- Christmas cards designed by the children for their family to buy (organised by FoJH)
- Christmas present sales for children to buy gifts for their family (organised by FoJH)
- Our annual Christmas Dinner was held, although the children ate in their class bubbles rather than key stage.
- Santa Run – a sponsored run around the school while dressed as Santa, which helped the children stay active and raised money for school funds.
- ‘Boris the Lockdown Leveret’ was decorated by children and their families during the January lockdown in aid of Haven’s Hospice.
- Red Nose Day – Selling red noses in class bubbles.

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Individual locks, decorated by children and their families while home in January, were used to decorate the leveret.