

St. Barnabas CE Primary and Nursery - Impact of Covid 19 Pandemic

Aspect of School	Barrier	Actions Taken By School	Impact
<p>Despite facing unprecedented challenge, uncertainty and challenge at all levels, our vision aided all of our decision making . We are proud to have maintained high quality teaching and learning, safeguarding, health/wellbeing strategies and a sense of community despite the additional barriers caused by Covid 19.</p> <p><i>Examples of support for all families included regular communication, including daily Dojo messages, weekly wellbeing phone calls, 'door step support' such as weekly food deliveries and lessons. Daily Teams lessons and weekly worship. Targeted help for families in need including food vouchers and extra food deliveries. Families were supported with paper work packs for pupils. Furniture, laptops and eyes defenders were provided to support children. Art packs were delivered to all pupils to support pupil wellbeing and creativity at this challenging time.</i></p> <p>Our Christian vision and values informed our decision making, ensuring all of our children and families could access support. St.Barnabas School acted as a beacon of Hope and love for the community at this challenging time and continues to do so.</p>			
Pupil Wellbeing	Isolation Dysregulation Anxiety re returning to full classes (those in school). Safeguarding	Keep in touch phone calls for vulnerable pupils Doorstep visits Wellbeing policy Post cards home Positive behaviour policy Celebration Worship , Values awards, Head teachers Award	High percentage of children wanted to back in school Demonstrated in pupil voice./attendance data
Staff Wellbeing	Isolation Family/ personal issues	Checking/ supervision Wellbeing Policy	High staff punctuality and attendance
CPD	Lack of face to face meetings/ briefings	Teams sessions for staff Online CPD e.g. safeguarding, new curriculum plans	Progress in TL seen in books. Successful appraisal process at all levels
Curriculum Development & Subject Leadership	<ol style="list-style-type: none"> 1. Curriculum not meeting the framework 2. Is now the right time? 	Curriculum development has been accelerated throughout pandemic. Clear whole school vision and intent had been further developed.	A broad curriculum has been developed that drives our school intent and further embeds our Christian values and vision.
	Subject leaders not being developed- is now the right time.	Curriculum Intent Subject overviews Progression Map Sequence of Learning Knowledge Organisers Monitoring & Evaluation CPD & Feedback	Subject Leaders are effective in developing the quality of education within their subject. They have a clear understanding of the strengths and areas for development within their subject and can evidence impact as a leader.
Early Reading & Phonics	Gaps in the phonics curriculum	Whole school training for Little Wandle scheme Sept 2021 Implantation of the scheme 21/22 continued staff CPD	Y1 phonics screening data was 76.5%, in line with the national average of 75%, representing strong progress for pupils with below and well below average starting points.
Remote Learning	Didn't have a strategy Lack of parental support	Remote Learning Strategy 3x Live Teacher led Session via Teams Remote Learning Workshop: Computing Lead for staff	Engagement data: Spring data all classes with over 90% of pupils engaged in online lessons
Parent Communication	Whole school communication through a range of communication Class dojo School email Telephone calls	Website developed to feature online working alongside paper packs to support children. Twitter: Staff Celebrate and share children's work on a daily basis and celebrate achievements relating to progress in learning and behaviour.	Communication between school and families is of a high standard. Staff, children and families feel communication has been effective as evidenced in staff, pupil and parent surveys.

Reading Catch Up	Sequenced and progressive reading not happened as a result of lack of routine- children not in school	Assessment Week: Gap Analysis Reading Age Assessments: Lowest 20% children identified and daily reading focus Timetabling of Dear Time/reading resources for playtime CPD All staff received phonics training and new scheme books purchased, Books / Texts: Development of the new school library Reading Catch up Intervention targeted groups	End of KS2	2022 School % Expected	2022 National Expected	2022 School % Higher Standard	2022 National % Higher Standard
			Reading	76%	74%	35%	28%
			By the end of KS2, attainment and progress for children exceeded the national average at both the expected standard and greater depth, with progress well above average at +3.4. Class profile: 41% SEND, 17% EHCP, 47% PP and 22% EAL.				
Maths Catch Up	Staff created detailed information for staff 'hand over' to support targeting teaching where gaps of learning have been identified. Groups targeted for support in class	Targeted maths CPD for staff Review of maths scheme. Same day intervention and 1 to 1 tuition for targeted pupils.	End of KS2	2022 School % Expected	2022 National Expected	2022 School % Higher Standard	2022 National % Higher Standard
			Maths	82%	71%	35%	22%
			Above national average at ARE and GD, with progress well above at +3.5				

Collective Worship	Not being able to meet with the children and staff as a collective in the hall.	Weekly teams worship. Staff received class worship CPD in Dec 2020 to promote class bubble worship.	Sense of belonging was achieved. The vision, values and Christian messages were given to all children and staff. We have noticed that the responses we are getting are deeper on a spiritual level due to the class worship training and improved resources.				
RE	Not having all the children in school for 8 months of the year. Consideration needed of how to promote spirituality at home.	RE Curriculum drives whole school vision. Curriculum is progressive and well sequenced. RE Assessment and analysis is now more detailed.	On all remote learning documents identify gaps in learning to support classes and identify planning needs.				
Pupil Premium / Disadvantaged Children	Disadvantaged and most vulnerable children absent from school Family support not as easily accessible Most vulnerable children not accessing PP interventions and national curriculum	Intervention Impact Reports Pupil Premium Deep Dive Report ECM Books gifted and delivered to PP Children Arts materials provided for all children	Pupil Premium Interventions: Focus support for our lowest performing. Significant progress evidenced. Subject leader has a firm understanding of the strengths and areas for development within our Pupil Premium provision. School outcomes currently broadly line with national average: see ECM report Summer 22.				
Attendance	Children and families targeted and supported.	Targeted support for families including lift service by staff. Attendance targets for pupils with reward system	Despite unusually high levels of illness, including over 60% contracting COVID, attendance was in line with the national average at 92.5%, with the attendance of FSM and SEND pupils above the national average due to the highly rigorous and supportive systems in place to secure good attendance.				
SEND Children	SEND children whose families wanted them to be at home during the lockdown.	Intervention Impact Reports SEND Home Visits SEND Deep Dive & Report Speech and language daily intervention	School's internal tracking data indicates all SEND pupils make strong progress from their starting points and achieve well.				