

Catch up Premium Recovery plan (Updated May 2022)

2020: Initial Focus: Home Learning & Recovery Curriculum

It is recognised that the challenges of educational provision over the period of closure have given rise to the need for development of home learning and parent access and engagement in communications. As schools returned in the autumn term 2020, disruption continued and it is anticipated that this will continue for the months to come

The Government have identified a 'Coronavirus (Covid-19 Catch up Premium)' resource for all schools to enable the swift development of educational provision in uncertain times. <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>. Orchard School is eligible for the premium as a LA-maintained special school. We will be fortunate in receiving £240 for each pupils place based on 2019-2020 academic year place numbers and will be received in 3 tranches; Autumn term; Spring term; Summer term. The total overall payment we anticipate to be in the region of £35,500.

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 relating to the need for high quality education is not optional; the curriculum should remain broad and balanced; a focus on remote education. It is also necessary to ensure that the School continued to uphold its responsibility of EHCP provision.

2021/2022: Focus: Recovery curriculum, enhancing wellbeing, enhancing parent/school relationships especially for the newest cohorts during the pandemic.

Following the difficulties over the past few years, our priorities are focused around ensuring our pupils feel confident, secure and in routines within school. Focusing on building relationships with families both home/school relationships but additionally enhancing parents' knowledge around our curriculum and what is the most important for their child to support their learning at home; both for if their child is learning from home due to class closure but also for day to day life in a 'normal-non-pandemic' context. A clear focus on staff knowledge and training to build staff confidence whilst supporting pupils' wellbeing through additional music, event-community days and real life opportunities that have been missed.

| Team: | |
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| Laura Valentine - Home Learning Lead | Julie Radcliffe - Finance administrator |
| Lauren Petrie & Rebecca Edwards - Upper/Middle School head of department | Allison Shepherd : Deputy Head Teacher/Assessment |
| Mark Ridgeway & Ashley Elks - ICT team | Natalie Ferguson - Parent Governor |
| Louisa Stevens - Parent Liaison Officer | |

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| Academic Barriers | <p>2020/21- Due to children being absent from school during Covid Lockdown, in addition to classes and individuals needing to self-isolate due to track and trace, children are spending more time at home than in previous years. We have a number of children which were identified as being extremely clinically vulnerable and were also advised to stay at home by consultants during the second lockdown. Our data shows that Independence is the subject is which most children are on track to meet their target, however due to the low attendance most children are not on track to meet their targets in the aspects of Communication, Maths, Literacy, PSED, Physical Development and Science.</p> <p>2021/22- Due to how unique our children are within their learning, there are areas of strength and weakness that differ across classes/needs groups and subjects. Across the school some of the areas in need of more focus include; PSED, Science and reading. Due to staff absence and</p> |
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| | <p>closures at times focusing on children accessing a regular, routine and familiar class environment is crucial. The lack of access to real/live music lessons has also had an impact over the past few years; a need to re-gain this is vital for children's engagement and love of music and listening skills.</p> |
| Additional Barriers | <p>2020/21- Due to the complexity of children's needs, it is not highly appropriate to teach via Powerpoint/online lessons when delivering remote/home learning, this is partly because most children require 1:1 individual work or very small group work and children are not taught as a whole class.</p> <p>Families are being asked to teach their child at home, though many do not have the knowledge of how to do this and what methods to use or the resources to do so. Many families do not have access to the appropriate methods of technology to support online communication, access to the website and access to efficient methods of feeding back on their child's Home Learning.</p> <p>A number of families have not seen their child in our school, in person (New pupils this academic year), we would normally invite families in on a regular basis and hold family mornings/workshops and individual face to face practical demonstrations as well as discuss our curriculum with parents using specialist resources to help families understand how we teach their children.</p> <p>2022- Now that we are in a position to be able to invite families into school again, there are large cohorts of children and their families who have not had the usual face to face communication, invitations into class and into parent groups. It is vitally important that we work on these relationships to enable families to have a secure understanding of their children's work, levels and activities. Ensuring children's wellbeing and engagement within all aspects of the school day is a high priority, making their learning as real as possible. Due to the restrictions with face to face meetings over the duration of the pandemic, staff confidence within some areas of training has dropped a little, much of our training due to the nature of our children needs to be face to face and often include a practical element. Therefore a focus on developing and enhancing additional staff training to ensure teaching and learning across a range of areas is secure.</p> |

| Action | Proposed impact | Timescale | Cost | Responsibility | Outcome | RAG |
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| <p>Initial Set up: Propose and agree way forward in creating TLR3 for leading and developing whole school home learning</p> | <p>A member of staff clearly identified to lead this role enables a clear action plan to be implemented, shared developments, training and implantation consistently across the whole school. In turn more pupils to have consistent access to appropriate and meaningful home learning.</p> | <p>Oct 2020- July 2022</p> | <p>TLR3 - £2,757 (Pro rata)</p> <p>ACTUAL SPEND TO DATE: £703</p> <p>Additional term (Autumn)</p> | <p>Allison (HT) & Helen Grindulis (Chair of governors)</p> | <p>Laura Valentine appointed as a TLR3 lead for leading Home Learning.</p> | <p>Oct 2020</p> <p>July 2021</p> |

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| <p>Initial Set up: Set up of a development team to support with the action plan & meet with the team to share/add to action plan.</p> <p>To have a meeting with the team and then regular meetings to review action plan and responsibilities.</p> | <p>The team of staff identified will include those with particular responsibilities e.g. HODS, ICT support, Assistant Head Teacher- website, Class Teacher, Parent Liaison Officer.</p> <p>This team will be clear about action plan and timescales.</p> | <p>Nov 2020</p> | <p>Staff meeting time – No cost</p> | <p>Laura Valentine & Team: Lauren Petrie, Rebecca Edwards, Louisa Stevens, Kate Fischer, Mark/Ash, Amy Corey & Subject Leaders</p> | <p>Team met, lots of discussion, action plan shared, team know their responsibilities.</p> | <p>Nov 2020</p> |
| <p>Data capture: Baseline Data capture of children’s learning/steps to be recorded. Amount of home learning feedback/engagement from parents initial baseline to be captured.</p> <ul style="list-style-type: none"> • Questionnaire to parents -A5 coloured paper • Questionnaire to staff- survey monkey? | <p>Capturing a start point will enable us to analyse the work we are doing and seeing how much impact it is having.</p> <p>Mid points will help us review further and make necessary changes to lead to the success of consistent and meaningful home learning.</p> | <p>Oct/Nov 2020</p> | <p>Time for Laura to work on this</p> <p>Cost of cover £51.50 ESTIMATE</p> | <p>Laura Valentine Kate Fischer</p> | <p>Overview of parental views and staff views, meaning we have a clear starting point and all views sought in order to move forward.</p> | <p>Parental questionnaire sent 16/11/20. Analysed 1/12/20- Actions in place and shared on website.</p> <p>Parent questionnaire- Feb 2021</p> |
| <p>Data Capture: Review points Data capture of children’s learning/steps Spring/Summer. Amount of home learning/feedback and engagement to be taken and analysed.</p> | | <p>Spring 2021</p> <p>Summer 2021</p> | <p>N/A</p> | <p>Laura Valentine</p> | | |
| <p>Teacher/Class team planning: Devise and share template for home learning planning based on areas of focussed personalised learning linked to EHCP, share with teachers.</p> | <p>Class teams to have a clear, consistent planning proforma to produce home learning outcomes and activities. This will enable families to have a clear way of understanding their child’s learning and will be consistent regardless of if</p> | <p>Oct 2020</p> | <p>Staff meeting time - No cost</p> | <p>Laura Valentine & SLT</p> | <p>All class teachers/teams are using the planning sheet. This is specifically linked to children’s EHCP outcomes and</p> | <p>Meeting on 23rd with team</p> <p>Meeting 30th Dec with teachers to share the plan</p> |

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| | their child moves to another class team in the future. | | | | their next steps for learning. | | | |
| Teacher/Class Team Planning: Facilitate time for completion of home learning planning through release time for teachers <ul style="list-style-type: none"> Autumn Spring Summer | Class teachers to have appropriate time to set up these initial documents that reflect individual children's EHCP outcomes. | Oct 2020 | ACTUAL SPEND: £540 | Laura Valentine & HODS | All pupils for Autumn term have access to individual home learning and then reviewed/next steps given via email or parental contact. | A | Sp | Su |
| On-going Evaluation/check: To check if all pupils have received home learning. | Laura to ensure all class teachers are accountable for their home learning. To ensure that all pupils families have received their home learning on an agreed timescale basis. | Termly | Monitoring time- Cost of cover £51.50 ESTIMATE | Laura Valentine Amy Corey | All children have Home learning in place and has been sent home. | | | |
| Analyse home learning format: Taking a cross section of families, seek feedback on the home learning. Send access to technology questionnaire and analyse results. | To use a questionnaire in order to seek feedback from a cross section of families regarding current home learning use: Process/timescale/appropriateness of/ease of use/resources | Nov 2020 | Time for Laura/Lou to meet or complete Cost of cover £51.50 ESTIMATE | Laura Valentine & Louisa Stevens/Amy Corey Emma Bowers | Clear understanding of which children have access to tablets/laptops. | Collated, analysed 15 th Dec 2020 | | |
| Teacher/Class team planning: Provide staff training; Appropriate use of home learning | Following the results of the questionnaire and any modifications needing to be made, Laura to lead a staff meeting regarding better use of home learning, sharing parental feedback. | Nov/Dec 2020 | Staff meeting time - No cost | Laura Valentine & HODS | Class teams clear on how to share home learning activities | | | |
| Teacher/Class team planning & Resources: | Teaching staff to be able to have a broader range of | Feb 2021 | Cost of resources | Laura Valentine | Families have access to | Complete on website December 2020 | | |

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| <p>To consider ways of resourcing specific activities for families that do not have the resources</p> <p>To create ideas of learning resources for each step, for each curriculum area.</p> | <p>activities to share with families knowing they have access to a wider access of learning resources.</p> <p>Subject leaders to create learning resource ideas for each step to enable families to have a bank of ideas of toys/resources they may wish to purchase for their child e.g. Birthdays/Christmas</p> | | <p>£2500? ESTIMATE</p> | <p>Amy Corey Emma Bowers Lauren Petrie Rebecca Edwards</p> | <p>specific, detailed information to support their child's home learning at home.</p> | |
| <p>DfE Laptops: To allocate the specific laptops to specific children, taking into account needs, to support with HL and communication</p> <p>Dfe Laptops Stage 2- Request more laptops for lockdown 3.</p> | <p>Pupil to have consistent access to technology for Home Learning activities and communication with class team/school</p> | <p>Dec 2020/Jan 2021</p> | <p>Time for Laura to allocate/meet with team (We met in class planning time- no cost)</p> | <p>Laura Valentine Mark/Ash Emma Bowers</p> | <p>All children have access to suitable technology to support home learning and/or parents to access teams meetings with school- EHCPs/CIN/Multi agency meetings.</p> | <p>Allocating Dec 2020</p> <p>Delivered allocation amount in Jan 2021</p> <p>A total of 57 crhomebooks/laptops/tablets have been delivered.</p> |
| <p>Learning Platform: Identify and research fully a proposed platform for facilitating and share with SLT eg class dojo</p> | <p>To explore options to move forward with a learning platform to enable class teams and families to have a wider access to home learning, including easier communication, sharing of videos, links, photos and feedback/evidence.</p> | <p>Dec 2020</p> | <p>SMT time</p> <p>Laura to release x 2 afternoon to research/set up this learning platform</p> <p>Cost of cover £100 ESTIMATE</p> | <p>Laura Valentine Emma Bowers</p> <p>Mark/Ash-ICT</p> | <p>Staff clear on the platform to be used.</p> | <p>Emma/Laura researching Oct/Nov</p> <p>Need wider discussion re: platform use and links with assessment etc (SLT)</p> <p>Spring 21- Platform will be Evidence for Learning. Allison Shepherd (DHT) leading this.</p> |

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| <p>Trial of Learning Platform: Identified cross section of families/teachers to trial the new learning platform for 6 week period before sharing whole school.</p> | <p>A trial will enable teething issues to be ironed out and ensure that the platform and approach is rolled out as seamless as possible</p> | <p>Autumn 2022</p> | <p>Staff meeting time No cost</p> | <p>Laura Valentine Lauren Petrie Rebecca Edwards Louisa Stevens/Amy Corey</p> | | <p>Some classes have trialled the learning platform – evidence for learning, but not yet with families – July 21.</p> <p>Evidence for Learning is in use Sept 21. Once staff are secure with this platform it will be trialled with some families.</p> <p>MAY 22- Working on this to be put into action for Autumn 22.</p> |
| <p>Use of learning platform: Provide staff training; How to use the home learning platform</p> <ul style="list-style-type: none"> • Home Learning & how regular • Next steps/communications • Good work • Translations | <p>Staff knowing how to effectively use the learning platform to provide home learning, next steps and collate evidence.</p> | <p>Summer 2 2022/ Autumn 2022</p> | <p>Staff meeting time No cost-for most</p> | <p>Allison Shepherd Laura Valentine Mark/Ash</p> | | |
| <p>Access to Learning Platform: Develop family access to remote learning through provision of resources ie tablet and dongle if necessary</p> | <p>To ensure all families have access to appropriate technology to support their child’s home learning activities. To ensure appropriate resources are purchased within budget. To ensure the safe delivery of this media is undertaken.</p> | <p>Jan/Feb 2021</p> | <p>2 x half days for Laura/Lou/Mark to meet/purchase £100</p> <p>Potentially £130 each x 130 pupils = £16,900 ACTUAL SPEND: £1538</p> | <p>Laura Valentine Amy Corey Louisa Stevens Mark/Ash</p> | <p>Families have access to devices/internet to support home learning and meetings.</p> | <p>Complete Spring 21- NOTE: As we were given more from DfE and from LA we didn’t need to buy as many from this catch up premium as anticipated.</p> <p>2022- Some families still have their devices, some have been returned and to date none have been identified as needing one.</p> |

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| <p>Access to Learning Platform: Provide parent training in use of remote learning technology</p> | <p>Once parents have the media and the learning platform is set up, families to have access to training (Face to face or via video) regarding how to use the technology effectively for the purpose of school communication, home learning and evidencing their child's learning.</p> | <p>Autumn 2022</p> | <p>1 x morning (Whether face to face or filmed during a morning to be online)</p> <p>Cost of cover £51.50 ESTIMATE</p> | <p>Laura Valentine Allison Shepherd</p> | | <p>May 22- Focus is ensuring all school staff are confident and secure using the technology.</p> |
| <p>Policy/Procedures:</p> <ol style="list-style-type: none"> 1) Identify clear home learning policy/procedure and timelines for teaching staff to produce, evaluate and update the home learning & share with staff in a staff meeting. 2) A clear shared way of evidencing Home Learning and next steps combined between home and school (E.g. When pupils absent/isolating/school closed and then upon return to school) | <p>All teaching staff will have a clear, shared understanding with families regarding how home learning is delivered and updated and a clear time frame for this.</p> | <p>Dec 2020/Jan 2021</p> | <p>Staff meeting time- No cost</p> | <p>Laura Valentine Kate Fischer Amy Corey</p> | <p>Enables all to be using and understanding a consistent approach.</p> <p>All teachers to have clear understanding of aims/planning for effective HL.</p> | <p>Home learning policy agreed and shared with teaching staff 3/12/20-</p> <p>Home learning meeting held 30th November</p> |
| <p>Policy/Procedure: Create a remote learning protocol for staff and make available on website for families</p> | <p>Staff and families to be clear on expectations for remote learning.</p> | <p>Feb 2021</p> | | <p>Laura Valentine Kate Fischer</p> | <p>All staff clear on the methods used and are consistent</p> | <p>Yes and shared with staff Staff meeting to discuss remote learning 12th Jan 21</p> |
| <p>Evidence: Subject Leaders to collate evidence for their subjects and offer additional support for families</p> | <p>Subject leaders to have a clear overview of what home learning looks like for their subject, which groups/pupils</p> | <p>Feb 2021 April 2021</p> | <p>Within their subject leader monitoring time</p> | <p>Laura Valentine Amy Corey Jayne Chorley (Curr leader)</p> | <p>Subject leaders are clear on home learning for their area and can offer</p> | <p>Jan 21</p> |

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| | engage more than others, evidence of home learning. | | No cost | Subject leaders | support to teachers/families to develop further. | | | | |
| <p>Curriculum Information for families: Produce easy access media videos that support parental understanding around the curriculum;</p> <ul style="list-style-type: none"> • Overview of curriculum • Individual subject media clips • Ensure 'Steps' for subject areas available on website <p>X 2/3 HL team to attend Sensory HL parent training-and feedback to team. **SEE SEPARATE ACTION PLAN</p> | <p>Families to be able to understand the curriculum, activities, specific teaching strategies by viewing media clips on the website.</p> <p>Subject leaders to clearly explain their subject and share this on website for families to have better understanding.</p> <p>Use of external agency (Integrated therapy) & Joe Woodall (Tassels) to produce some communication/OT media clips for the website.</p> <p>Families to be able to access curriculum guidance related to specific subjects on the website.</p> | <p>Dec 2020</p> <p>Jan 2021</p> | <p>Time to film the media clips, collate the media clips, upload- 1 day</p> <p>Time to meet with external company – 0.5 day £51.50</p> <p>16th Nov- ½ day allocated for subject leaders-No cost. (Sch closed)</p> <p>£12.50 per attendee to Hirstwood training (Sensory) (x3 attending)</p> | <p>Laura Valentine Subject Leaders</p> <p>Emma Bowers</p> | <p>Families have received the levels/steps of what their children are working at to enable them to look at appropriate activities on website completed by subject leaders.</p> | <p>Nov 2020</p> <p>Dec- Most on there</p> <p>Jan 21- In constant progress</p> <p>March 21- Complete but add more on-going</p> | | | |
| <p>Sharing with stakeholders: Ensure the action plan, progress of it, developments of and evaluations to date are shared with SLT and governors on a termly basis.</p> | <p>Governors and SLT need to be aware of the action plan, on-going impact, developments and next steps.</p> | <p>Termly</p> | <p>N/A</p> | <p>Laura Valentine & Allison Shepherd</p> | | <p>Meeting with parent governor Nov 20</p> | <p>Spring – Met With Kathy, Pat & Natalie (Governors)</p> | <p>Summer- Sent to Natalie</p> | |

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| | Governors to put forward questions/ideas so that they can be considered. | | | | | Sent report to gov 20 th Nov | 19 th March- Met with Natalie F | |
| Sharing with parents: Ensure the plan for the catch up premium (Home Learning) is made available to families on the website/letter and update families on the progress of this. (Need info on website under HL section) | Families to have a clear view of the proposed plan for use of the catch up premium for Home Learning, including the rationale and steps to achieving the desired outcome. | Termly updates | N/A | Laura Valentine | Parents have a clear understanding of what is expected and available | Letter on website and text to families Dec 20 | Updated Jan 21 & March 21 | Updated and on website July 21 |
| Website: Research websites and look into development of the website in order to make it more accessible and engaging for parents to access. | School staff to have a clear area to add information, families to be able to easily access our school information; Home Learning, activities, updates from classes, curriculum documents and other important information. | June 2021 | £5000 ESTIMATE | Laura Valentine & Amy Findlay Mark Ridgeway/Ashley Elks | Clearer website in action to provide families an easier access to communication /to be involved easier and for home learning to be shared consistently. | Nov 20- Team researching Jan 21- Continued discussion re: website June 21- Mark/Amy decided on a website provider, paid and to start development in Sept 21. | | |
| Virtual Timetable stage 1: To set up and implement the virtual timetable. <ul style="list-style-type: none"> • Timetable to be shared on website (2 weekly) • Resource team to prepare and send home to support live learning sessions • Pupils have own emails to enable log on to teams • Website to display this information and 'how to' teams | Children and families to be able to log on to live streamed sessions led by school staff and multi agency in order to continue with their learning, daily, 5 days a week, during lockdown periods. To ensure safety information and protocols are shared with families, meaning safe use of internet is applied. | Jan 2021 | £200 ACTUAL SPEND Cost of resources to support individual sessions | Laura Valentine Emma Humphries Clair Jones Kizzie Mark/Ash | Families are able to access remote learning allowing children to have access to all curriculum areas, taught by school staff. Families able to watch how to deliver sessions to then incorporate into the home. | 14 th Jan- Some children have logged on and are working. 16 th Feb- Regular remote learning, 9-3 daily, staff in discussion with families during the week. All pupils have own emails. Website contains 'how to' information and support given from ICT team. | | |

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| <p>Virtual Timetable stage 2:</p> <ul style="list-style-type: none"> To ensure sessions are sequential To streamline/differentiate sessions to appropriate 'steps' Staff to direct families to specific sessions Staff to receive feedback on HL through weekly calls | <p>To ensure children are accessing activities that are most suitable to their step level depending on the activity.</p> <p>Families to feel more confident in supporting their child with the home learning.</p> <p>Staff to share good work/learning, through assemblies and certificates</p> | <p>Jan 2021</p> | <p>Overtime for Ash to support: is £201.40 ACTUAL SPEND</p> | <p>Laura Valentine Emma Humphries Clair Jones</p> | <p>Differentiated sessions took place enabling children to have access to more specific activities.</p> | <p>14th Jan- Shared info in a staff meeting to all staff regarding sharing with families, created a crib sheet for consistency with staff.</p> <p>16th Feb- Sessions are differentiated – step 10 and below or step 10 and above.</p> <p>Virtual timetable came to a close March 5th.</p> |
| <p>Resource Packs sent home:</p> <ul style="list-style-type: none"> Planning of resource packs Ordering of resources Organization of and delivery of the packs | <p>To ensure children not in school are accessing materials to support their learning.</p> <p>To keep communication and links between home and school.</p> <p>To support safe and well checks.</p> | <p>Jan, Feb and March 21</p> | <p>£1500 ACTUAL SPEND: £3066 (For resources for learning packs and virtual timetable)</p> | <p>Laura Valentine Louisa Stevens Tracy Warner</p> | <p>Families said they felt links remained.</p> <p>Very good use of resources and positive feedback on resources.</p> | <p>4 x resource packs delivered to between 75 and 87 families over Jan-March.</p> |
| <p>Assessment of remote learning</p> <ul style="list-style-type: none"> Ensure teachers are assessing children's remote learning and having regular dialogue with families | <p>Children to continue to make progress whilst working remotely</p> <p>Teachers and class staff to discuss child's learning with parents, receive feedback via observation sheets, via phone calls and through emails as well as during live sessions to plan for child's next steps</p> | <p>Jan/Feb 21</p> | <p>N/A</p> | <p>Laura Valentine Class Teachers HODs</p> | <p>Families can ask questions about how to teach the targets, children are able to continue learning as effectively as possible at home.</p> | <p>Staff are receiving weekly feedback and assessing during calls. Assessment sheet in place for all.</p> <p>LV monitored assessment recording.</p> |

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| | Crib sheets to aid consistent discussions across all pupils and assessment formats to ensure all children's learning is promoted at home | | | | | |
| Website/Calls <ul style="list-style-type: none"> ICT team to work additional hours on a short term basis to support the remote learning and set up of devices Microsoft teams for 'calls' to be set up | <p>By ensuring there is sufficient ICT team support enables staff and families to have instant support for remote learning.</p> <p>Microsoft teams calls enables staff working from home to make calls to families – to support safe and well calls and assessment of home learning.</p> | Jan 21 | £3864 ACTUAL SPEND | Allison Shepherd SLT ICT team | Teachers able to make calls to families using teams, meaning effective communication and continued communication if a teacher is SI. | <p>Waiting for credit check re: Teams.</p> <p>In place 28th Jan- Need protocols</p> |
| Remote Education Training: Laura and staff to feel confident in delivery remote education | Laura to be able to be confident in understanding the systems, technology and guidance to empower staff to be able to teach remotely. | Jan/Feb 21 | £100 webinar (Attended but was free) | Laura Valentine ICT team | <p>Staff feel more confident as the weeks have passed.</p> <p>Live timetable consistently in place.</p> <p>Live teaching in place, enabling children to continue learning.</p> | <p>Laura attended early years remote education webinar (Feb 21)</p> <p>Staff training delivered and video re: using teams (Jan 21)</p> <p>On-going ICT support from ICT team (Jan 21)</p> |
| Return to school following Spring 21 Lockdown | | | | | | |
| Return to school: To focus on the most important aspects that are needed for each child as an individual, to develop and support children with returning to the classroom and allowing them to have what they 'missed' during lockdown. | <ul style="list-style-type: none"> To have a clear view of what parents feel their child has struggled with or gained the most from during lockdown periods. | March/April 2021 | N/A | Laura Valentine Amy Findlay SLT | For children to be working on the most important aspects for their individual circumstances | <ul style="list-style-type: none"> Questionnaire completed, analysed and results on website March 2021 Questionnaire analysed parents want; routine, communication, mental health, |

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| <p>Send parent questionnaire to view feedback on remote learning and ask their thoughts re: Priorities for return.</p> | | | | | | <p>behaviour support, independence and social interactions to be a priority</p> <p>SEE BELOW FOR SPECIFICS</p> |
| <p>Return to school: For families to have access to 'parent mornings' via a virtual platform, to focus on key themes:</p> <ul style="list-style-type: none"> • Communication/subjects • Makaton • Child's class team event • Transition to secondary • Meet/chat with other parents • Support with benefits/paperwork/charities | <p>For families to continue to have access to the support that we would normally offer face to face through coffee mornings. To be delivered via teams as a 'live' session to allow for questions/discussions. For families to continue to make and build relationships with the class teams and to see what happens in the classroom. This will allow parents to feel more supported, secure, confident; particularly our newest cohorts who have started during the pandemic.</p> | <p>March/June 21 and on-going</p> <p>Autumn 2021</p> <p>Spring/Summer 2022- On-going</p> | <p>£300- for possible release time for staff to deliver</p> <p>ESTIMATE</p> | <p>Laura Valentine</p> <p>Louisa Stevens</p> <p>Jayne Chorley</p> | <p>Parents had access to information re: school and an opportunity to talk to other parents.</p> | <p>First parent morning took place- April 2021 virtually with Louisa Stevens and Amy Findlay</p> <p>New parent information morning- Summer 1 2021 with Laura Valentine and Amy Findlay.</p> <ul style="list-style-type: none"> • 1st October 21- Parent morning with Amy F- successful • X 5 between Dec-May 22 • X 3 planned for Summer 2 term 22 |
| <p>Spring/Easter' day to provide virtual links with families, to set up home learning for Easter (For catch up opps), for social interactions within school.</p> | <p>Pupils to have a day of wellbeing, sense of being 'together' and 'normality' as well as providing home learning activities and resources for over Easter, enabling parents to work on 'catch up' if they wish. To provide parents with an opportunity to continue to build relationships with class teams and see their child via teams in the session.</p> | <p>April 2021</p> | <p>£1266</p> | <p>Laura Valentine</p> <p>Janice Stirrup</p> | <p>Children took part in a wide range of activities, to support their wellbeing.</p> <p>Parents invited via teams, feedback is separate. (There was mixed success with this)></p> | <p>Spring 2 2021- complete</p> |

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| <p>For subject leaders to look into additional support to enhance mental health within their subject area e.g. Animal man, rebound therapy, yoga training, theatre productions, additional Big Top Music, therapy dog.</p> | <p>Additional wellbeing support and continuing to bring the curriculum to life to enable children to feel comfortable, relaxed, happy and ready to learn across all areas of the curriculum.</p> | <p>£3000 Summer term for Open Theatre(potentially into the next year £8,500 total)</p> <p>£2700- Big Top for additional day</p> | <p>Summer term 2021/Autumn term 2021 & 2022</p> | <p>Laura Valentine Subject Leaders</p> | <p>Open theatre and big top was successful. Feedback from teachers re: new open theatre was very positive.</p> | <p>Big Top- Additional day is booked and classes allocated. Open Theatre- Booked and classes allocated. Therapy Dog- On waiting list from PAT therapy. Registered school – May 22. Rebound- Additional is being planned for Spring 1. (Not able to take place due to staffing, focus for Autumn 21) rebound for summer 2 2022- Annie half a morning cover.</p> |
| <p>Interventions for ‘gaps’ in learning or where teachers identify a particular need upon pupil return. To look at data analysis to identify where targeted support is needed.</p> | <p>To enable children to ‘catch up’ or work towards their initial target at a faster pace than without intervention. Allowing children that have been identified through data analysis as struggling in particular areas to have additional support and 1:1/small group targeted teaching.</p> | <p>Summer term 2021</p> | <p>£1,113</p> | <p>Laura Valentine Allison Shepherd</p> | <p>Data showed that the majority of intervention support was very successful.</p> | <p>Laura & Allison met 25/3/21 Interventions set for Summer 1 28/4/21- Interventions in action. (Review planned at half term to monitor impact)</p> |
| <p>To hold parent/family mornings in classes with new and existing parents to enable families to see how we teach and for staff to show specific teaching strategies to families to be used at home.</p> | <p>Families to be able to understand at a greater depth how to teach some specific skills e.g. communication strategies, creative skills, independence skills. In turn children will have more consistent teaching at home/school and be able to make better progress.</p> | <p>May 2022 Parent morning- Laura & Jayne – cover each</p> | <p>Cost of cover within classes if required to allow staff team to deliver the morning/talk to families, whilst the class routine continues. £51.50 * 17 = £875</p> | <p>Laura Valentine Rebecca Edwards Lauren Petrie</p> | | <p>Sept 21- Planning in action for this now we have the go ahead to have parents in school.</p> <p>Over the course of Spring 22/summer 22- More families have been into school at various events, meetings and visits to class. A further development and focus for this in Summer 1 & 2 2022.</p> |

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| For staff to visit any families that they haven't previously e.g. due to lockdown when their child started (e.g. the last 2 academic years). If staff feel this would be of benefit. This could also be to demonstrate specific learning strategies or talk through learning. | Families to build relationships with class team, enabling them to be able to ask questions and feel more confident with their child's learning. | Autumn 2021 Spring 2022 Summer 2022 | Cost of cover to release staff – 2.5/3 days worth of cover. | Laura Valentine | | Initial pupils have been identified (22/9/21) and planning in place for cover/contacting parents. – Due to severe staff shortages (Covid) during Autumn term, this was postponed. Recommence May 2022. |
| Training development of attention autism | Staff to have better understanding of attention autism to enhance communication and language learning. To have a consistent approach across school to embed these skills and support children's attention skills. Resources purchased to enable exciting and unusual items to capture children's interest. | Spring 2022 Summer 2022 | (Within CPD development below £2000) | Tas Choudry | | Complete and on-going: 26/1/22 first session on-going until present (May 22). Class 7, 8, 6, 10, 14 & 2 have received training and support from Tas. Tas working on resources order. |
| Additional Big Top sessions (Cultural capital) | To enable children to engage within music sessions to promote wellbeing and engagement | Summer 2022 | 12-weeks of half day delivery @ £220 per half day (£2640) | Aimi Pinner | | |
| Class family mornings | Classes to invite parents in on an individual class basis in order to model teaching strategies and activities e.g. PECS, Makaton, use of communication systems, Dance massage, now/next, song times. | Summer 2 2022 | Cost of cover within classes if required to allow staff team to deliver the morning/talk to families, whilst the | Laura Valentine | | |

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| | | | class routine continues. £51.50 * 17 = £875 | | | |
| Leaver's prom (Cultural capital) | The prom has not taken place for 2 years due to covid restrictions. This has meant that many pupils in year 6 and their families have not had the run up to this or previous parents sharing how it was. Therefore to ensure good uptake and to support children's wellbeing and success; the prom will be free for families to attend. | Summer 2 2022 | £400 | Lauren Petrie | | |
| Animal Lady for Upper School (Cultural capital) | Pupils topic in upper school: Spring, Animals and Minibeasts. Pupils have not had many 'real life' exploration opportunities of animals over past few years. This will make learning more engaging, exciting and real. | Summer 1 2022 | £485 | Lauren Petrie | | Weds 11 th May- Excellent success. Detailed feedback provided. |
| Set of CPD delivered in-house, utilising staff expertise to create groups of staff that are the 'experts' for a range of different fields. | Staff to feel more confident in a wider range of areas of teaching and learning. To enhance staff sharing of ideas, enhance staff confidence and in turn enhance teaching and learning across school for all children. Lead staff per group to have allocated time to prepare work for the group & to attend training to further develop their knowledge. | Spring 2 2022- Planning time Summer 1 2022- Initial sessions Summer 2 2022- Continued sessions | £2000 | Allison Shepherd | | Started 17 th May- 9 groups <ul style="list-style-type: none"> • Mental Health • Technology • Intensive Interaction • Early Play • CVI • Attention autism • Forest School • Physical Development • Evidence for Learning |

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| Development of outdoor areas across classrooms and shared outdoor spaces | Outdoor development to support children's learning and wellbeing. Enabling children to be more engaged in their outdoor learning will help create a multi-sensory, kinaesthetic element whilst supporting mental health of being outside and in a variety of areas to learn and explore. | Summer 2 2022 Autumn 2022 | <i>Looking into quotes currently</i> | Laura Valentine Lauren Petrie | | |
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