



Orchard Academy Catch-Up Strategy 2020 - 2021



Summary Information

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| Headteacher | Callum Brown | Chair of Local Advisory Board | Claudia Wade |
| Total number of pupils | 352 | Estimated total Catch-up funding | £28,080 |

Introduction

The Government is providing schools with funding to support children and young people to catch up lost time after school closures due to the coronavirus pandemic. This strategy document sets out our intended plan to support our students to “catch-up,” following missed learning due to partial school closures forced by the pandemic. It estimates the costs that will be incurred by the implementation of each strategy, paid for from the Covid catch-up funding, and will be updated regularly to evaluate the impact of the strategies.

To make best use of the available funding, our decisions have been informed by the research and advice put forward by the [Education Endowment Foundation](#) (EEF) and the outcome of school assessments - focusing on pupils’ academic and personal development needs. The following information has contributed to our decision-making process:

- Awareness of the pupils’ position in the curriculum in March 2020 (when schools closed to most pupils) and when they returned to school in September 2020
- Identification of areas of lost learning - academic, social, and emotional
- Assessment baseline data and outcomes from autumn 1

This document references the EEF’s [“Teaching and Learning Toolkit” \(2018\)](#), an accessible summary of the international evidence on teaching 5-16 year-olds. The Toolkit is designed to support teachers and school leaders who are making decisions about how to improve learning outcomes, particularly for disadvantaged children and young people.

The Toolkit presents over 40 approaches to improving teaching and learning, each summarised in terms of:

- its average impact on attainment;
- its cost;
- the strength of the evidence supporting it.

The Toolkit does not make definitive claims as to what will work to improve outcomes in a given school. Rather they provide high quality information about what is likely to be beneficial based on existing evidence. The Toolkit is live resources that are updated on a regular basis as new findings from high-quality research, including EEF-funded projects, become available.

Identified impact of partial school closures

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| Mathematics | Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes. However, they are quite simply not at the point in the curriculum where they would be under normal circumstances, had schools have not been closed to most pupils at certain points throughout the past year. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in assessments which took place early in the Autumn Term 2020. |
| Writing | Children haven't necessarily missed 'units' of learning in the same way as mathematics, however they have lost essential practising of writing skills. Spelling, punctuation and grammar (SPaG) specific knowledge has suffered, leading to lack of fluency in writing. Those who have practised writing throughout lockdown are less affected, however those who evidently did not write much have had to work additionally hard on writing stamina and improving their motivation. This is due to the lack of fluency in their ability to write. |
| Reading | Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who do not is now increasingly wide. There has been a negative impact on the pupils' comprehension of reading texts. |
| 'Non-core' Subjects | There are now significant gaps in knowledge – whole units of work have not been taught, meaning that children are less able to access pre-requisite knowledge when learning something new. They are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on wider curriculum experiences e.g., trips, guest speakers and memorable curriculum moments. |

Use of funds (Department for Education Guidance)

Schools should use this funding for specific activities to support their pupils to catch up on missed education, using evidence-based approaches to catch up for all pupils, using a tiered model that focuses upon in line with the government recommendations and the [Education Endowment Foundation's Covid-19 guides for schools](#):

1. Teaching and whole school strategies, including high-quality teaching for all, effective diagnostic assessment, supporting remote learning and professional development to implement and embed this.
2. Targeted academic support, including high-quality one to one and small group tutoring, targeted support, and academic tutoring.
3. Wider strategies, including supporting pupils' social, emotional and behavioural needs and communicating with and supporting parents.

Accountability

The Headteacher and the Senior Leadership Team will regularly and rigorously monitor, evaluate, and review the impact and progress of the provisions we have put in place for the catch-up strategy and report to the East Midlands Academy Trust.

At Orchard Academy, we are committed to ensuring all our children make the best possible progress and achieve. We have a fundamental duty to ensure that no group of children are disadvantaged due to their gender, ethnic origin, family income or background.

Together, we will achieve

1. Promoting high quality teaching and assessment for all

| Strategies (click for link) | Cost | Evidence Strength | Impact (months) |
|---|-----------|-------------------|-----------------|
| Individualised instruction Moderate impact for very low cost, based on moderate evidence. | £ £ £ £ £ | 🔒 🔒 🔒 🔒 🔒 | +3 |
| Homework (Primary) Low impact for very low cost, based on limited evidence. | £ £ £ £ £ | 🔒 🔒 🔒 🔒 🔒 | +2 |
| Collaborative learning Moderate impact for very low cost, based on extensive evidence. | £ £ £ £ £ | 🔒 🔒 🔒 🔒 🔒 | +5 |

| Desired outcome | Chosen action / approach / rationale | Resources and estimated catch up funding contribution | Staff lead | Expected impact / outcomes | Evaluation of Impact |
|--|--|---|------------|--|----------------------|
| Good quality of teaching and learning for all pupils in school, including those belonging to identified vulnerable groups. | <ul style="list-style-type: none"> Continued Professional Development (CPD) to focus on high quality teaching and learning, particularly related to vulnerable groups. Academy Improvement Partners (AIP) to undertake monitoring visits in order to identify areas for teacher development in core subjects. Review of Pupil Premium spending to take place to identify how vulnerable pupils can be better supported after lost school time due to partial school closures. | <ul style="list-style-type: none"> 'SEND Quality First Teaching' Staff Training Effective deployment of TAs training (Summer 2) <ul style="list-style-type: none"> £50 Learning village staff training and trial with 10 children AIP visits costs. <ul style="list-style-type: none"> £500 Triangulation of monitoring to identify areas of strength and development. Pupil Premium Review with Daniel Sobel. Part one has already taken place – part two to take place in April. Approx. £500 | SLT | <ul style="list-style-type: none"> Pupils' knowledge gaps will be identified, and lesson planning adapted to address these. This will ensure that attainment across the curriculum is improved as much as possible following resumption of 'normal' school operation (post-pandemic) AIP will support in identifying areas for teacher development, informing staff training requirements and CPD needs for teachers. Pupil Premium spending review will inform governors and school leaders of best practice and strategies to support vulnerable pupils in 'catching-up' following lost learning time due to partial school closures. | |

| Desired outcome | Chosen action / approach / rationale | Resources and estimated catch up funding contribution | Staff lead | Expected impact / outcomes | Evaluation of Impact |
|--|---|--|-------------------|---|----------------------|
| <p>All pupils access the full curriculum despite self-isolation / partial school closures</p> | <ul style="list-style-type: none"> • Full curriculum offered to all through well planned remote learning opportunities using the EMAT primary curriculum documents. • Year leaders to work with their teams to develop their remote learning offer for all pupils across the whole curriculum. • Headteacher to facilitate training for use of technology to ensure remote learning can take place safely and smoothly with engaging activities. • Curriculum Lead to ensure remote learning plans are in place, linked to high-quality online resources, for children who are self-isolating at times when school is open to all pupils. | <ul style="list-style-type: none"> • Training for staff on the use of Microsoft Sway as a remote learning tool. • Training for staff on the use of Microsoft Teams to conduct live sessions. • EMAT Online Microsoft Training Portal for staff. • Remote learning plans for children who are self-isolating. | <p>CB, LA</p> | <ul style="list-style-type: none"> • Pupils can access our full curriculum offer to enable them to continue learning the full range of subjects whether they are at school or at home. • Orchard can quickly transition from classroom teaching to remote learning should authorities signal the need for partial school closures. • Staff are able and confident to produce remote learning whilst educating children of critical workers and vulnerable children in school. • Pupils are able to access high-quality remote education resources when self-isolating, even if school is open to all pupils. This will be a close match to the content studied in school. Where this is not possible, it will be add value and compliment current learning. | |
| <p>SEND pupils are well supported during partial school closures. SEND pupils are well supported during partial school closures.</p> | <ul style="list-style-type: none"> • Where we have identified that a child with SEND might find it difficult to access remote learning without additional support from a teacher or Teaching Assistant, we have made the offer of a place in school. • ‘Daily Sways’ are differentiated and contain appropriate scaffolding to support the needs of all learners within the year group. | <ul style="list-style-type: none"> • Laptop loans prioritised for SEND pupils where needed. • Accessibility features added to daily Sways as much as possible – videos, audio explanations etc. | <p>CB, DC</p> | <ul style="list-style-type: none"> • Prioritising SEND pupils for laptops will ensure we can carry out one-to-one sessions where appropriate and also try to ensure they don’t fall behind in their studies. • SEND pupils will be better able to access remote education. | |

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| | <ul style="list-style-type: none"> •Where a parent has decided to keep their child with an EHCP at home, a risk assessment has been produced to highlight the provisions on the child's EHCP and how we can best meet these remotely. If appropriate, some interventions or provisions may be delivered by a teacher or TA in a 1:1 video call. •Where possible and appropriate, we may arrange for regular video calls to take place between a member of staff at school and the child at home (following our safeguarding protocols). •In some cases, where a pupil with an EHCP is not attending school, we will try to arrange regular video calls with the child's 'key staff,' in order to seek to maintain as much of the provision they would receive at school as possible. | <ul style="list-style-type: none"> •Some staff have been running one-to-one sessions on Teams – SENCO, class teacher and Teaching Assistants. | | | |
| <p>Any gaps in learning are identified quickly and support is put in place to close these gaps and raise attainment.</p> | <ul style="list-style-type: none"> • All children will complete NTS Spring Term Assessments during W/C 22nd March 2021. • Teachers will mark and submit results which will be used to establish where children are currently sitting in terms of attainment. • Teachers will use this information to identify gaps and plan next steps and interventions for their children to support them in moving forward. • There will be 10 teaching weeks between these tests | <ul style="list-style-type: none"> • NTS Tests for Year 3, 4 and 5 (Spring Term) – these have already been ordered. • NTS Tests for Year 3, 4 and 5 (Summer Term) – these have already been ordered. • Photocopying costs related to copying Mock Sats tests, | <p>CB / LA / EM</p> | <ul style="list-style-type: none"> • Pupils' knowledge gaps will be identified, and lesson planning adapted to address these. This will ensure that attainment across the curriculum is improved as much as possible following resumption of 'normal' school operation (post-pandemic) • From full reopening of school (expected March 2021) Pupils in each Year Group (3-5) make clear progress in mathematics and reading, as evidenced by achieving a standardized progress score of above 0 to March 2022. • Children will show progress from their September Baseline / Spring Test by the | |

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| | <p>and the Summer Term testing. All children will sit NTS tests of Previous SATs test (year 6) at the end June 2021. This will be used to measure progress and plan support needed for the following year.</p> | | | <p>end of the school year.</p> <ul style="list-style-type: none"> • Pupil Progress Meetings at the star of the year will support teachers in identifying trends and children who need priority support. Intervention groups and support will be identified at the earliest opportunity and support in place at the start of the new term. | |
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| Desired outcome | Chosen action / approach / rationale | Resources and estimated catch up funding contribution | Staff lead | Expected impact / outcomes | Evaluation of Impact |
|---|---|---|-------------------|---|----------------------|
| <p>Pupils to make accelerated progress in reading, writing and SPAG</p> | <ul style="list-style-type: none"> • Identify any technical gaps that have occurred in children’s writing. • The Writing Revolution intervention to target gaps in basic punctuation and sentence structure. • Colourful semantics to be used alongside The Writing Revolution to help children with more significant gaps. • Re-establish a love of reading through the use of high quality, engaging texts and allocation of time for reading for pleasure. • Ensuring that children are exposed to a variety of literature through daily reading of a class novel and exposure to non-print texts such as online news reports. • Ensure remote access to reading books through the purchase of a subscription to Oxford University Press. • Quality teaching of synthetic phonics using Read Write Inc and Fresh Start supported by online access to reading materials. | <ul style="list-style-type: none"> • Staff training from Ruth Baker-Leask on the new English curriculum - £1,000 • Online subscription to OUP online books - £300 – 550 PA • Book box for each year group of new, high quality texts to be read for pleasure and as class readers. £400 | <p>CB, TN</p> | <ul style="list-style-type: none"> • Evidence collected from monitoring of teaching and learning shows good quality first teaching being delivered in English across the school. <ul style="list-style-type: none"> ◦ Planning scrutinies ◦ Pupil exercise book monitoring ◦ ‘Learning walks’ around school during English teaching time ◦ Pupil interviews • From full reopening of school (expected March 2021) Pupils in each Year Group (3-5) make clear progress in reading, writing and SPAG, as evidenced by achieving a standardized progress score of above 0 to March 2022. • Children taking part in the National Tutoring Programme will make progress throughout the intervention period, as evidenced by baseline and exit assessments. | |

| Desired outcome | Chosen action / approach / rationale | Resources and estimated catch up funding contribution | Staff leads | Expected impact / outcomes | Evaluation of Impact |
|---|---|---|-------------------|--|----------------------|
| <p>Pupils to make accelerated progress in mathematics</p> | <ul style="list-style-type: none"> ● Adapt the focus of the calculation methods to support conceptual understanding ● Identifying gaps in children’s fluency of calculation, place value and number and implementing strategies to support the development of these key areas. This will be achieved through: <ul style="list-style-type: none"> ○ Focused planning ○ Introducing ‘Maths Talk.’ ○ Purchasing manipulatives across the school. ○ Developing the use of ‘Power Maths’ resources to support in the delivery of our mathematics curriculum. ○ Maths lead attending Enigma Maths Hub CPD Work Group on closing the gap. Training to be disseminated to teachers. ○ Use of NCETM and Dfe ‘closing the gap’ resources. ● Update school maths homework sheets to match with new curriculum and calculation policy. These are designed to regularly re-visit previous learning to consolidate understanding of key concepts. | <ul style="list-style-type: none"> ● Staff training: <ul style="list-style-type: none"> • F. Watson – “Using manipulatives” • Nrich (Cambridge University) – “Problem Solving in Maths” ● Concrete resources and manipulatives for classroom use - £2,064 ● “Power Maths” – Using “Power Maths” resources (Pearson) to support quality first teaching £2,386.80 ● Enigma Maths Hub – Working party – “Mastery Sustaining Work Group” | <p>CB, EM</p> | <ul style="list-style-type: none"> ● Evidence collected from monitoring of teaching and learning shows good quality first teaching being delivered in maths across the school. Children should be confident using conceptual calculation methods with increasing confidence. Evidence to include: <ul style="list-style-type: none"> ○ Planning scrutinies ○ Pupil exercise book monitoring ○ ‘Learning walks’ around school during mathematics teaching time ○ Pupil interviews ● From full reopening of school (expected March 2021) Pupils in each Year Group (3-5) make clear progress in mathematics, as evidenced by achieving a standardized progress score of above 0 to March 2022. ● Children taking part in the National Tutoring Programme will make progress throughout the intervention period, as evidenced by baseline and exit assessments. | |

Sub-total of costs - £6,350.80

2. Targeted academic support, including high-quality one to one and small group tutoring, targeted support, and academic tutoring.

| Strategies (click for link) | Cost | Evidence Strength | Impact (months) |
|--|-----------|-------------------|-----------------|
| Reading comprehension strategies High impact for very low cost, based on extensive evidence. | £ £ £ £ £ | 🔒 🔒 🔒 🔒 🔒 | +6 |
| One to one tuition Moderate impact for high cost, based on extensive evidence. | £ £ £ £ £ | 🔒 🔒 🔒 🔒 🔒 | +5 |
| Collaborative learning Moderate impact for very low cost, based on extensive evidence. | £ £ £ £ £ | 🔒 🔒 🔒 🔒 🔒 | +5 |

| Desired outcome | Chosen action / approach / rationale | Resources and estimated catch up funding contribution | Staff lead | Expected impact / outcomes | Evaluation of Impact |
|--|--|---|------------|--|----------------------|
| Pupils identified as having not engaged consistently with Remote Education during partial school closures, or having made the least progress since previous assessments, will 'catch-up' through 1:1 tuition or small-group interventions. | <ul style="list-style-type: none"> Children to be identified following partial school closures. Priority given to disadvantaged children Children identified as needing 'catch-up intervention' will also receive 1: 1 tuition or working in smaller groups to narrow the attainment gap between disadvantaged and non-disadvantaged pupils. | <ul style="list-style-type: none"> Online, small-group tuition through the National Tutoring Programme (NTP) and Third Space Learning – Approx £17,550 for 45 pupils in English and maths Seek to appoint Highly-qualified Teaching Assistant to lead on organisation and delivery of one-to-one / small group interventions. £9,000 | SLT | <ul style="list-style-type: none"> Pupil Premium review will inform governors and school leaders of best practice and strategies to support vulnerable pupils in 'catching-up' following lost learning time due to partial school closures. | |

| Desired outcome | Chosen action / approach / rationale | Resources and estimated catch up funding contribution | Staff lead | Expected impact / outcomes | Evaluation of Impact |
|--|---|---|----------------------|---|----------------------|
| <p>EAL pupils supported to quickly adapt to life back at school and continue learning English.</p> | <ul style="list-style-type: none"> • Use of technology to support pupils' pre-learning progressive English language and more technical vocabulary / language structures that align with our lessons and support teachers with differentiation. | <ul style="list-style-type: none"> • 'Learning Village' and 'Flash Academy' subscriptions. Learning village is being trialled on 10 EAL pupils and may be rolled-out to more if it proves effective. £1,080 | <p>EAL Lead (KH)</p> | <p>EAL pupils are better equipped with necessary English language skills to be able to engage and thrive in the mainstream classroom.</p> | |
| <p>Sub-total of costs - £18,630</p> | | | | | |

3. Wider strategies, including supporting pupils' social, emotional and behavioural needs and communicating with and supporting parents.

| Strategies (click for link) | Cost | Evidence Strength | Impact (months) |
|---|-------|-------------------|-----------------|
| Parental engagement Moderate impact for moderate cost, based on moderate evidence. | £££££ | 🔒🔒🔒🔒🔒 | +3 |
| Sports participation Low impact for moderate cost, based on limited evidence. | £££££ | 🔒🔒🔒🔒🔒 | +2 |
| Arts participation Low impact for low cost, based on moderate evidence. | £££££ | 🔒🔒🔒🔒🔒 | +2 |
| Behaviour interventions Moderate impact for moderate cost, based on extensive evidence. | £££££ | 🔒🔒🔒🔒🔒 | +3 |

| Desired outcome | Chosen action / approach / rationale | Resources and estimated catch up funding contribution | Staff lead | Expected impact / outcomes | Evaluation of Impact |
|--|---|---|------------|--|----------------------|
| Parents and carers feel supported, informed, and updated about changes to school provision locally and nationally. | <ul style="list-style-type: none"> Year group email addresses (monitored by teachers) created for parents to share their child's work or ask questions about remote learning / current school provision. Remote, online Family Consultation Evenings held with parents in the Autumn Term 2020, updating them on their child's progress following partial school closures in spring / summer 2020. Online 'Live Event' meetings to be held with parents and carers to update them on changes to school provision e.g. in the event of partial school closures. | <ul style="list-style-type: none"> Email addresses to be set up by EMAT I.T. support team. Online booking system to be set-up by the Headteacher in collaboration with the EMAT I.T. Support team Online booking system to be set-up by the Headteacher in collaboration with the EMAT I.T. Support team | CB | <ul style="list-style-type: none"> Getting our parents engaged with school (and their child's learning) has often been challenging at Orchard for numerous reasons. Communicating clearly and in ways parents feel able to access (such as videos, through Facebook, SMS etc.) will hopefully mean parents are better informed about key information and therefore more able to support their children in their education as possible – especially in the event of partial school closures. | |

| Desired outcome | Chosen action / approach / rationale | Resources and estimated catch up funding contribution | Staff lead | Expected impact / outcomes | Evaluation of Impact |
|--|---|---|----------------------------|--|----------------------|
| | <ul style="list-style-type: none"> Regular communication to parents with accessibility features to allow our many parents / carers for whom English is not their first language to better process the (sometimes copious) information. | <ul style="list-style-type: none"> Headteacher to include videos with important letters. | CB | | |
| <p>In the event of partial school closures, pupils at home continue to feel 'connected' to school in some way.</p> | <ul style="list-style-type: none"> Weekly online 'Live Event' assemblies to take place in the event of partial school closures, allowing pupils both at home and in school to join, view and participate safely. Regular 'live sessions' to take place for each class on Microsoft Teams, run by class teachers, to allow for social interaction and 'face-to-face' time with their teachers and peers. Pupils receive a broad range of activities alongside English and mathematics. Pupils encouraged to stay active with daily PE based activities set out on 'Daily Sways' online. | <ul style="list-style-type: none"> 'Microsoft Office 365' A5 license for Headteacher Relevant Microsoft Office 365 license for Teachers. Staff safeguarding training. | CB | <ul style="list-style-type: none"> These will help maintain a feeling of connection between the children at home and the school community, including the children in class. | |
| <p>In the event of partial closure pupils in school receive a 'close to normal' experience.</p> | <ul style="list-style-type: none"> Children of critical workers / vulnerable children will continue to be taught in year group bubbles School uniform expected Face to face teaching, 2 x 40 mins of PE a week. | | SLT Year Lead ers | <ul style="list-style-type: none"> Sense of normality and regularity will support our most vulnerable pupils through a time of much change. | |

| Desired outcome | Chosen action / approach / rationale | Resources and estimated catch up funding contribution | Staff lead | Expected impact / outcomes | Evaluation of Impact |
|---|--|---|------------|---|----------------------|
| <p>SEND pupils are well supported during partial school closures.</p> | <ul style="list-style-type: none"> • We will seek to make contact with families of children with SEND as soon as possible, either by telephone or email. • Where a parent has decided to keep their child with an EHCP at home, a risk assessment has been produced to highlight the provisions on the child's EHCP and how we can best meet these remotely. If appropriate, some interventions or provisions may be delivered in order to seek to maintain as much of the provision they would receive at school as possible. by a teacher or TA in a 1:1 video call. • Where possible and appropriate, we may arrange for regular video calls to take place between a member of staff at school and the child at home (following our safeguarding protocols). • Parents / carers signposted to be able to contact the school SENCO to discuss further. | <ul style="list-style-type: none"> • SENCO / Class teacher time to make phone calls home to SEND pupils. • Cost of staff time for one-to-one sessions. • TA time for 1:1 sessions £13.25 per hour • Preparation time for 1:1 sessions £13.25 per hour | <p>DC</p> | <ul style="list-style-type: none"> • Children with SEND will continue to make good progress against their identified targets. • Links maintained with parents throughout the pandemic. • Support for parents and children during the pandemic. | |

| Desired outcome | Chosen action / approach / rationale | Resources and estimated catch up funding contribution | Staff lead | Expected impact / outcomes | Evaluation of Impact |
|---|--|---|----------------------------|--|----------------------|
| <p>To support the emotional welfare of vulnerable families and children, particularly during partial school closures.</p> | <ul style="list-style-type: none"> • Weekly phone calls during partial school closures. These are used to discuss well-being and learning needs of individual families and children. • Christmas gifts organised and distributed for those most needy families who otherwise wouldn't have been able to afford Christmas presents. | <ul style="list-style-type: none"> • Increased Mobile Telephone Costs for DSL (Approx. £60) | <p>SJ & SLT</p> | <ul style="list-style-type: none"> • Links maintained with parents throughout the pandemic. • Support for parents and children during the pandemic. | |
| <p>To support the emotional welfare of all children, particularly during partial school closures.</p> | <ul style="list-style-type: none"> • Regular phone calls home during partial school closures. These were used to discuss ability to access remote education and well-being needs of individual families and children. • Weekly contact with safeguarding lead for vulnerable children in school. • Behavioural support as necessary after return to school following partial school closures. | <ul style="list-style-type: none"> • Increased Mobile Telephone Costs for DSL (As above, Approx. £60) • DSL time | <p>SJ & SLT</p> | <ul style="list-style-type: none"> • Links maintained with parents throughout the pandemic. • Support for parents and children during the pandemic. • Increased engagement with remote education. | |
| <p>To support children in developing skills to support their learning e.g resilience.</p> | <ul style="list-style-type: none"> • Group teamwork activities to be organised in Summer Term 2 when social distancing is no longer required. • Opportunities for Arts activities e.g music, singing, art, drama to promote emotion well-being regularly embedded throughout the summer term curriculum. | <ul style="list-style-type: none"> • Planning time and any required resources for each session. Cost as yet unknown. | | <ul style="list-style-type: none"> • Pupils better able to engage with classroom learning following 50% lost school time since September 2019 • Better social interactions, development of social skills after periods of isolation / loss of community. | |

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| | <ul style="list-style-type: none"> • Bereavement group • Social groups • Forest School • Gardening | | | | |
| To rebuild sense of enjoyment in undertaking out of school activities (such as before/after school clubs) | <ul style="list-style-type: none"> • Look to recommence, in a safe and viable way, after school activities, starting with outdoor sporting activities for children in all year groups. • This will promote physical wellbeing, mental wellbeing and help to re-establish a sense of enjoyment, engagement and a sense of being part of a community/team. | <ul style="list-style-type: none"> • Staff time for supervising before / after school activities. • Planning time and any required resources for each session. Cost as yet unknown. | LA / All staff | <ul style="list-style-type: none"> • Sense of normality and regularity will support our most vulnerable pupils through a time of much change. • Rebuilding of peer and staff-children relationships. • Physical wellbeing increased with children being more active again. • Mental well being improved with children being outside and with their peers again. • Parental Support | |
| Sub-total of costs – Approx. £3,000 | | | | | |