

Completed in conjunction with EEF guidance https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

Summary Information	
School	Loatlands Primary School
Total amount of funding	£28,720
Use of Funding	
Summary of assessment undertaken to identify gaps	<ul style="list-style-type: none"> - Questionnaire sent to all parents to identify the levels of access that pupils have to technology to support home learning. - 'Mock' Phonics Screening checks administered to Yr 1 and Yr 2 pupils. - Hearing children read 1:1 and completing fluency rubrics - Salford and Vernon Assessments to assess reading and spelling ages - Low stakes testing to identify children's ability to read common exception words / recognize numerals etc - Assessment for Learning through high quality teaching. - Use of Insight Assessment tool in Reading, Writing and Maths to identify specific gap areas - Analysis of behaviour records during the Autumn Term when compared with Autumn 2019
Gaps identified across the 3 areas identified in the EEF tiered model	<p>A – There are a number of families in school that have limited or no access to technological devices to provide children with adequate access to the home learning and catch up support provided by the school.</p>
	<p>B – Attainment of children in Reading has regressed in all year groups from Y1 – Y6 with a reduced percentage of children on track to achieve ARE at the end of their current key stage. The same is true in both Writing and Maths for Y1 – Y5 (although it has remained stable at Y6). The percentage of pupils on track to achieve GDS at the end of their current key stage has also reduced in Reading in Y1, Y3 and Y4. In Writing, this is the case in Y1, Y2, Y3 and Y6 and in Maths in Y3 – Y6.</p>
	<p>C – A new member of teaching staff was an ITT student at the time of school closure and had her training significantly curtailed due to this.</p>
	<p>D – When comparing behavior reports on the school's reporting system (SchoolPod) it can be seen that 77 behaviour incidents were recorded in September 2020 in comparison with 38 in September 2019. This is repeated in October with 49 incidents recorded in October 2019 compared to 169 in October 2020. Key children whose behaviours for learning were of a concern prior to the national lockdown have exhibited exacerbated behaviours since returning to school. There have also been increased reports from parents regarding negative behaviours at home.</p>
	<p>E – There is a lack of teacher knowledge regarding how to meet the demands of the change in curriculum delivery (online and at school) and how to provide effective feedback in a timely manner to achieve the greatest impact for pupils</p>

Desired outcomes		Success Criteria
Gap A	To ensure that sufficient technology resources are available to families so that they are able to access home learning and catch up support provided by the school.	<ul style="list-style-type: none"> - 30 devices purchased (15 x laptops / 15 x iPads) for 'loan' to families who have limited or no access to technology. - Loan agreement is in place so that pupils and families are aware of the expectations for the use of school devices, including the expectation that home learning is completed and that devices are used safely in line with the Acceptable Use Policy - Data collected during home learning evidences that all pupils have access to technology to support home learning.
	<p>Review 1 – February 2021:</p> <ul style="list-style-type: none"> • Devices ordered and currently in transit to the school from supplier. When they arrive they will be set up by the IT team and sent to school for use. • DfE devices already distributed to families in need due to new national lockdown. • Loan agreement is in place for pupils who have devices on loan and signed by parents. • Those pupils who have loan devices are having their engagement monitored to ensure that engagement has improved since receiving the device. • 13 DfE devices are currently on loan to 13 families supporting 23 pupils in their home learning during lockdown. <ul style="list-style-type: none"> ○ Of these 23 pupils, we have seen significant improvements in engagement levels in 12 pupils (52%). ○ Of the remaining 11 pupils from 5 families, while we have seen some improvement in engagement levels from most of the families, we are continuing to work with parents to ensure that the value of online learning is understood and that engagement exceeds 3 times per week. 	
	<p>Review 2 – May 2021:</p> <ul style="list-style-type: none"> • iPads have all now arrived and been set up and distributed to year groups. Unfortunately there continues to be some technical problems when accessing the internet. IT are continuing to try to address these problems as quickly as they can. • Next steps will be to work with the Edtech Demonstrator programme to identify and plan staff training to ensure that devices are being fully utilised to their greatest potential in lessons and during intervention sessions. 	

Desired outcomes	Success Criteria
<ul style="list-style-type: none"> - To ensure that all pupils in Yr 1 & Yr 2 receive sufficient support to achieve the expected standard in the Phonics Screening Check. - All pupils in Yrs 1 to 6 receive appropriate support to ensure that they are able to close the gaps and get back on track to achieve ARE at the end of the academic year - Pupils in EYFS are able to access all areas of the curriculum in a way that supports their learning and enables them to achieve GLD at the end of the academic year. 	<ul style="list-style-type: none"> - 70% of children in EYFS achieve a Good Level of Development (in line with National and standards achieved in 2017 and 2018) - 86% of children achieve the expected standard in the Y1 phonics screening (in line with June 2019) - End of KS1 results continue to be at least in line with national averages as they were in 2018 and 2019 in Reading, Writing and Maths for both the expected standard (EXS) and working at greater depth within the expected standard (GDS) N.B. this will be challenging as only 56% of these children achieved GLD at the end of EYFS. - End of KS2 results will demonstrate at least 66% of children achieving EXS+ in Reading, 64% in Writing and 58% in Maths (in line with results achieved when the cohort were in KS1) - However, the school will aim to achieve 73%, 78% and 79% at EXS+ in Reading, Writing and Maths respectively in order to ensure parity with national figures in July 2019 (the last recorded official national figures) Achieving this will also ensure that at least 65% of children achieve the expected standard in Reading, Writing and Maths combined. - Pupils in Y1, Y3, Y4 and Y5 will continue to demonstrate at least expected progress from the starting point at the end of the previous key stage. - Both remote learning and face to face teaching addresses gaps in pupil knowledge identified by teachers following national lockdowns and closures.
<p>Gap B</p>	<p>Review 1 – February 2021:</p> <ul style="list-style-type: none"> • Since the construction of this plan there has been a further national lockdown which has resulted in the restricted attendance at school of all pupils that are not the children of critical workers or vulnerable. • The school has therefore switched to it's contingency plan for blended learning ensuring that pupils at home receive the same teaching and learning as those attending school. • In February 2021 this equates to approximately 30% of the school's pupils receiving face to face learning in classrooms while the remaining 70% learn at home. • The national lockdown has also resulted in the cancellation of all statutory assessments including EYFS, phonics screening and KS1 and KS2 SATs. The school will continue to use teacher assessment to gauge pupil attainment. • The school has purchased the CGP books and OxfordOwl subscription as set out in the plan and these are in use by all pupils across the school. • Early bird phonics sessions took place for Y2 pupils but we have so far been unable to implement further Early Bird or Evening Owl sessions due to the secondary partial closure. • 4 members of staff have completed their Drawing & Talking Training as set out in the plan. Pupils have begun to be identified as suitable for this programme upon the phased re-opening of schools which is anticipated to be no earlier than mid-March 2021. • Prior to the lockdown, the Y2 pupils undertook the phonics screening during the Autumn term as directed by the DfE. 77% of pupils achieved the expected standard. A further 3 pupils were absent at the time that the screening took place that the school is confident would have achieved the expected standard had they been present. This would have resulted in 83% achieving the expected standard. This is largely in line with pre-COVID-19 figures of 86% in June 2019. It is also largely in line with the 78% of pupils that were on track to achieve the expected standard in January 2020 prior to the first lockdown at the beginning of the pandemic. The school feels that this is a significant achievement as it demonstrates that any losses in learning due to the first partial closure of schools was largely recovered during the Autumn Term for these pupils. • KS1 data demonstrates that, at the end of the Autumn Term, 68% of Y2 pupils were on track to achieve EXS+ in Reading, 45% in Writing and 54% in Maths. It is believed that the particularly low percentage in Writing is due to a loss of writing stamina in pupils and this will be a key area of focus when pupils return. • KS2 data demonstrates that, at the end of the Autumn Term, 59% of Y6 pupils were on track to achieve EXS+ in Reading, 64% in Writing and 64% in Maths. • The attainment data produced by teachers at the end of the Autumn Term suggest that there have been significant learning losses across Reading, Writing and Maths due to the first lockdown. This is likely to be exacerbated by the further partial closure of schools. The school remains committed to addressing these gaps in learning and achieving the ambitious success criteria set out above.
	<p>Review 2 – May 2021:</p> <ul style="list-style-type: none"> • Attendance at schools nationally was restricted to vulnerable pupils and the children of critical workers between 04.01.2021 and 08.03.2021. This has had an impact on the rates of progress of children across the school. • Initial monitoring in the Summer Term is demonstrating that almost all pupils are making progress from their September starting points to the current time. • Additional summative data drops in July 2021 will provide final data for the year enabling the school to identify key children or groups of children who will continue to need additional support to catch up moving forward. • So far, additional small group before and after school sessions have not been appropriate. The school will reassess the need for this in the Autumn Term. • Instead, the school has initiated work with a local sports provider called Maths on the Move that will provide additional small group Maths learning through sport. This will begin with Y6 following the May half term break and continue with other year groups during the next academic year.

Desired outcomes		Success Criteria
Gap C	To ensure that Early Career teachers receive sufficient support to develop skills and expertise that were missed due to the closure of schools.	<ul style="list-style-type: none"> - Mentor allocated and sufficient training / support in place for the mentor - Relevant CPD accessed by NQT - Appropriate Body engaged for NQT - NQT passes teacher standards at end of academic year
	<p>Review 1 – February 2021:</p> <ul style="list-style-type: none"> • NQT is successfully accessing the Early Careers Development Framework as set out in the plan. The Deputy Headteacher is acting as her mentor on this programme and both are accessing the training sessions and support offered. The NQT is completing the required modules in good time and to a good standard. • The school has engaged NTCTSA as the appropriate body for the NQT and the NQT is participating in regular training sessions provided by the body. • The NQT's Autumn Term assessment demonstrates that they are on track to pass the teacher standards at the end of the academic year. 	
	<p>Review 2 – May 2021:</p> <ul style="list-style-type: none"> • NQT continues to engage really well with all aspects of the ECF and remains on track to pass all of the teacher standards at the end of the academic year. • NQT continues to access a range of other CPD both provided by the school through the appropriate body and also self-directed study e.g. the charter college materials. 	
Gap D	To provide support for children to modify their behaviours for learning to ensure that they are able to make academic progress. To support children to continue to develop relationships with their peers.	<ul style="list-style-type: none"> - The number of Behaviour Incidents recorded on SchoolPod will reduce to levels consistent with 2019 (i.e. no more than 50 reports / incidents) each month. - Pupil surveys and pupil voice will demonstrate the pupils are happy and secure within the school environment. - Support provided ensures pupils who are struggling socially and emotionally continue their learning.
	<p>Review 1 – February 2021:</p> <ul style="list-style-type: none"> • A Behaviour and Resilience Mentor provided by Think for the Future is now in place and began his weekly visits to the school on Wednesday 27th January, during which time he successfully completed induction sessions (e.g. on school safeguarding protocols) with the Assistant Headteacher. • He began working with individuals and groups of children on Wednesday 3rd February 2021 and is already beginning to build good relationships with some pupils. • The school now recognises the importance of ensuring that these sessions can be delivered successfully online where pupils are not attending the critical worker and vulnerable pupils provision. • The mentor provides feedback information to the Assistant Headteacher at the end of each weekly visit which she will then disseminate to relevant teaching and support staff. • 4 members of staff have completed their Drawing & Talking Training as set out in the plan. As the programme is not suitable for pupils under 5, nursery staff were not included in this training. Pupils have begun to be identified as suitable for this programme upon the phased re-opening of schools which is anticipated to be no earlier than mid-March 2021. • Behaviour support packs have also been sent home to families to support behaviour at home. 	
	<p>Review 2 – May 2021:</p> <ul style="list-style-type: none"> • Staff to continue to report anecdotally on the positive impact of the Behaviour & Resilience Mentor on pupils in their class. • Weekly feedback continues to be provided by the mentor directly to the Headteacher and Deputy Headteacher. • Next steps will include further in depth analysis of SchoolPod entries during the summer term. • Detailed report due from Think for the Future at the end of the summer term. 	

Desired outcomes		Success Criteria
Gap E	To ensure that every teacher receives sufficient support to ensure that effective curriculum planning and effective use of technology leads to the best outcomes for pupils.	<ul style="list-style-type: none"> - Staff voice demonstrates that staff feel comfortable with the delivery of a blended learning model and are confident in their use of available technology. - Pupil outcomes demonstrate that they are receiving the very highest standard of curriculum. - Monitoring of curriculum planning demonstrates that staff have a clear understanding of pupil starting points, gaps in knowledge and skills and how to address these as a result of specific CPD. - Both remote learning and face to face teaching addresses gaps in pupil knowledge identified by teachers following national lockdowns and closures. - Pupil engagement levels with either remote or face to face teaching is at least 85% across the school.
	<p>Review 1 – February 2021:</p> <ul style="list-style-type: none"> • All teaching and support staff received training on the Recovery Curriculum during the INSET day in September and this was then successfully delivered over the first half of the Autumn Term, reintegrating pupils successfully in to school life. • Monitoring of this demonstrated staff understanding of the varying needs of their pupils and how to gradually reintroduce longer sessions of formal teaching as appropriate to the children in their class and their age. • Since the construction of this plan there has been a further national lockdown which has resulted in the restricted attendance at school of all pupils that are not the children of critical workers or vulnerable. • The school has therefore switched to it's contingency plan for blended learning ensuring that pupils at home receive the same teaching and learning as those attending school. • In February 2021 this equates to approximately 30% of the school's pupils receiving face to face learning in classrooms while the remaining 70% learn at home. • Teachers are continuing to ensure that they address gaps in pupil knowledge through remote teaching. • It must also be recognised that it is challenging to judge learning while teaching remotely as teachers are unable to determine how independent the work that has been produced or whether it is heavily supported by parents. However, teachers have an excellent grasp on those pupils that likely to fall behind due to poor engagement levels and are working hard to address these. • Teachers and support staff are offering small group and 1:1 sessions online with pupils to address gaps in understanding. • Engagement with online learning is at least 85% in Y1, Y2, Y4, Y5 and Y6 on a weekly basis (based on pupils logging on to live sessions or submitting work at least 3 times per week). In YR and Y3 where engagement is lower (72% and 78% respectively) staff are working hard to improve engagement levels. Pupils that are not engaging regularly receive phone calls home to offer support and identify where we can work to improve engagement. • Training for staff on effective assessment and feedback is planned for the second half of the Spring Term and the Summer Term as set out in the plan. 	
	<p>Review 2: May 2021</p> <ul style="list-style-type: none"> • 4 identified teachers across KS1 and KS2 have begun focused training with Director of Teaching & Learning for Pathfinder Schools using a programme of CPD, video observations and coaching feedback. • Training for all staff on the Principles of Assessment is planned for the second half of the summer term. • Further monitoring including the triangulation of data, learning walks and book looks will take place during the summer term. 	

Chosen Approach to address gaps					
Teaching and whole school strategies					
Chosen Approach	Evidence and Rationale for Choice	How will you ensure it is implemented well?	Gaps addressed	Staff Lead	Budget allocated
NQT to access Early Career Development Framework training sessions	NQT was a student at the time of closure of all schools and therefore her school experiences and opportunities to develop her practise were significantly curtailed.	<ul style="list-style-type: none"> - Mentor assigned to NQT (mentor to undertake ECDF training) - Programme supported by Laura McWhinnie (Director of School Improvement, Pathfinder Schools) 	C	Josie Heald	£1000 (cover for JHe / Flo)
Implementation of the Recovery Curriculum	When our children return to school there needs to be a Recovery Curriculum in place. Suddenly daily routines have evaporated and with it, any known curriculum framework. For most children their daily goal in going to school is not just to learn but to see their friends and to feel a sense of self-worth that only a peer group can offer. We cannot underestimate the impact of the loss of that social interaction. It is as key to their holistic development as any lesson. Human beings are fundamentally social creatures, and the brain grows with meaningful human to human interaction. The Recovery Curriculum focuses on developing the levers of relationships, community, a transparent curriculum, metacognition and space so that children can re-engage as learners and staff have the tools they need to enable this to happen. (Barry Carpenter, Oxford Brookes University)	<ul style="list-style-type: none"> - Regular staff meeting sessions to ensure that staff have the opportunity to discuss and review the impact and effectiveness of the curriculum. - Implementation of a whole school English unit to ensure that children and staff are able to experience a renewed sense of community. - Pupil voice to establish pupils feelings with regard to lockdown and the return to school. - Planning monitoring - Monitoring of staff meeting minutes / CPD session records 	E	Josie Heald	£150 – purchase of 'Here We Are' by Oliver Jeffers for whole school English unit.

Teaching and whole school strategies					
Chosen Approach	Evidence and Rationale for Choice	How will you ensure it is implemented well?	Gaps addressed	Staff Lead	Budget allocated
Implementation of a Blended Learning Contingency Plan to ensure that children are able to access learning opportunities both at home and at school to ensure that gaps in learning and attainment do not increase during further periods of self-isolation / lockdown.	<p><i>'While our aim is to have all pupils back at school in the autumn, every school will also need to plan for the possibility of a local lockdown and how they will ensure continuity of education.'</i> (The Department for Education)</p> <p>Blended learning, whereby students learn via online media and face-to-face teaching, will provide the means by which we can ensure that continuity. The pace of change in transitioning to online learning has been rapid and further training will be needed for both staff, pupils and parents in order to sustain this and have the greatest impact.</p>	<ul style="list-style-type: none"> - Staff meeting session for teaching staff regarding the approaches for blended learning in the case of a single pupil isolating; the whole bubble being required to close; a further local or national closure of schools. - Training sessions for staff on the use of Teams for setting work for pupils at home, utilizing live 'teaching' opportunities and assessment and providing timely feedback to pupils. - Monitoring of engagement levels of pupils. - Providing clear guidance for parents to support them with pupils learning at home. 	E	JHe / LBU	£0
Purchase CGP Catch Up Essentials Books for all pupils in Y2 – Y6.	<p>Books purchased in bundles to include handwriting, comprehension, EGPS, and Maths to support pupils learning and understanding.</p> <p>Books would be used to support homework and working at home and provide clear explanations and examples for parents to access alongside their child.</p>	<ul style="list-style-type: none"> - Class teachers to use the books to support learning both at home and at school. - Conduct Pupil and Parent surveys regarding the books and how they are used. - Information sessions and leaflets for parents on uses for the books. - Staff to set work and provide feedback to children. 	B	Class Teachers	£3702

Teaching and whole school strategies					
Chosen Approach	Evidence and Rationale for Choice	How will you ensure it is implemented well?	Gaps addressed	Staff Lead	Budget allocated
Subscribe to www.lbq.org	<p>Learning by Questions provides support for teachers to identify gaps in pupils' knowledge, skills and understanding and address these through targeted teaching. It supports teachers to address individual or group misconceptions at the point of teaching and provides carefully scaffolded question sets for pupils to tackle when they are ready and progress from basic understanding to mastery. The programme focuses on progressions rather than repeating what pupils can already do.</p>	<p>The programme will be trialled initially by teachers in Yr 6 and then rolled out for use across KS2.</p> <p>Pupils will be able to utilize electronic devices (e.g. laptops and tablets to answer questions and be provided with immediate feedback)</p> <p>Programme will also be used to support 1:1 and small group interventions.</p>	B	TDu	£625
Purchase of OxfordOwl subscription to provide access to scheme reader eBooks for all children.	<p>Many children throughout lockdown have had limited access to quality, age / stage appropriate reading materials.</p> <p>The current situation continues to limit access to reading books as these have to be quarantined / only available in small sections.</p> <p>Staff hearing children read 1:1 is challenging because of the need to remain socially distant, this will allow staff to have the same eBook open on a device as a pupil.</p>	<p>All staff will have login details and will be able to provide logins for the class and monitor it's use.</p> <p>Staff will be able to select eBooks for children to access at home and direct parents to particular books to share with their child.</p> <p>RWI phonics books are aligned to the programme and can be accessed by all children.</p>	B	JHe / NCr	£425

Teaching and whole school strategies					
Chosen Approach	Evidence and Rationale for Choice	How will you ensure it is implemented well?	Gaps addressed	Staff Lead	Budget allocated
<p>Training for staff on the use of assessment and feedback to have the greatest impact on progress for pupils.</p>	<p><i>Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19.</i></p> <p><i>Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.</i></p> <p><i>Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.</i></p> <p>(EEF, COVID-19 Support Guide for Schools)</p>	<ul style="list-style-type: none"> - Initial staff meeting session held by JHe / LBU to identify a school set of 'Principles for Assessment' which can then be used to guide training. - 3 x staff meeting sessions with LMcW to focus on effective assessment and feedback practices during both remote and face to face teaching. - Gap tasks to be completed between training sessions. 	E	LBU / JHe	£0

Teaching and whole school strategies					
Chosen Approach	Evidence and Rationale for Choice	How will you ensure it is implemented well?	Gaps addressed	Staff Lead	Budget allocated
Provision of Maths on the Move Programme for pupils in all year groups across a 2 year cycle.	<p>The programme providers could provide evidence that 80.1% of pupils that had participated in the programme reported improved confidence in Maths. Combined with evidence to support the following:</p> <p>Cognitive performance</p> <ul style="list-style-type: none"> - Academic research shows that physical activity increases brain function - Increased concentration, accuracy and efficiency <p>Environment for learning</p> <ul style="list-style-type: none"> - Pupils view maths in a different way. - Confidence gained helps attitude to learning across the curriculum. <p>Engagement and retention</p> <ul style="list-style-type: none"> - Pupils are actively involved in each MOTM lesson - Boosts engagement and knowledge retention 	<ul style="list-style-type: none"> - Carefully timetabled sessions across a two year cycle to ensure that all children take part. - Regular liason between the programme providers, teaching staff and SLT. - Data provided from the programme providers to teachers regarding pupil progress. - Maths and PE subject leads closely involved in the planning of sessions with teaching staff. - Teaching staff to select programmes of study based on their knowledge of the children and their gaps in learning following the pandemic. 	B	LBU / Classteachers	£4980
Total Expenditure					£10,882

Targeted Approaches					
Chosen Approach	Evidence and Rationale for Choice	How will you ensure it is implemented well?	Gaps addressed	Staff Lead	Budget allocated
<p>'Early Bird' or 'Evening Owl' sessions for small groups of pupils x 5 weeks for Reading, Writing and Maths.</p> <p>Each group to attend 2 sessions weekly from 8:15am – 8:45am or from 3:15pm to 3:45pm with a qualified teacher.</p>	<p>When a Mock Phonics Screening check was administered to the current Yr 2 pupils in January 2020, 88% of children were on track to achieve the expected standard. When schools reopened in September 2020, this check was repeated and only 76% were on track to achieve the expected standard. These figures are reflective of initial assessments undertaken by staff in Reading / Writing / Maths in all year groups.</p>	<ul style="list-style-type: none"> - Teachers to provide tuition to ensure high quality provision. - Sessions to last for a maximum of 30 minutes and occur twice weekly to avoid children becoming fatigued. - Group size – maximum of 3 pupils to ensure high quality learning - Entry and exit data identified to demonstrate impact. 	B	Phase Leads	<p>£1200</p> <p>£370 spent due to further lockdowns / school closures - £830 to be carried forward to academic year 2021-22</p>
<p>Training for staff on Drawing and Talking Therapy.</p>	<p>Drawing and Talking is a time limited 1:1 intervention that is designed to support the work of CAMHS and other specialist therapists in supporting pupils' mental health and enabling children who would otherwise go untreated to get the help that they need before it becomes deeply entrenched. A number of pupils have been identified as requiring mental health support across the school following their return to school in September but do not reach the appropriate thresholds for CAMHS intervention and are too young to be referred for counselling.</p>	<ul style="list-style-type: none"> - 4 x TAs will attend the training across the school (1 for Nursery and 1 per Phase in Main School) - When training has taken place SRO will be responsible for timetabling sessions appropriately for children and gathering entry and exit data in order to measure impact. 	B & D	SRO	£900

Targeted Approaches					
Chosen Approach	Evidence and Rationale for Choice	How will you ensure it is implemented well?	Gaps addressed	Staff Lead	Budget allocated
Employment of Behaviour Mentor.	<p>Monitoring of the school's behaviour incident recording system has seen a steep increase in the number of incidents reported by teaching staff.</p> <p>Think for the Future provide a Behaviour Mentor for a minimum of 1 full day per weeks for the whole academic year and can evidence improved classroom behaviour, increased attendance levels, improved pupil outcomes and resilience through tackling challenging behaviour, creating a positive mindset and raising aspirations.</p>	<ul style="list-style-type: none"> - Weekly liaison sessions between the behaviour mentor and school staff. - Monitoring of behaviour reports on the school's reporting system (SchoolPod) - Staff and pupil voice. 	D	SRo	£8094
Total Expenditure				£10,194	

Wider Strategies					
Chosen Approach	Evidence and Rationale for Choice	How will you ensure it is implemented well?	Gaps addressed	Staff Lead	Budget allocated
<p>Access to Technology – purchase 15 laptops and 15 iPads that are available to loan to families to support access to home learning and catch up activities and support.</p>	<p>Survey sent to parents identified 8 children that have no access to technological devices for home learning overall. 4 of these children are in KS2. A further 40 children have been identified by parents as having only very limited access to technology (less than 1 hour)</p>	<ul style="list-style-type: none"> - Laptops will be provided for children identified by staff as needing to complete further learning at home in order to close gaps in learning. - These pupils will be in receipt of 1:1 / small group sessions and will be set work to complete during the session or at home by the teacher. - Parents and children will need to sign a loan agreement regarding the use of the device. - Pupils will be required to bring the device to school for their sessions. - Pupils will be required to return the device to school upon the conclusion of their sessions. 	A	LBU	<p>Laptops - £3345</p> <p>iPads - £4380</p>
Total Expenditure				£7725	