1. Teaching

Identified Pupil Group	Pupil need/s	How were pupils need/s identified?	Chosen action / approach	Evidence and rationale for the choice	Expenditure	Desired outcome / impact	When measured / staff lead
All pupils	Quality first teaching	Rebuilding curriculum assessments	Support groups in place. Whole class teaching to address gaps in learning from the previous year. Pastoral support in place – Lego therapy, drawing and talking,	Prolonged time away from school. Flexibility in approaches needed in order to meet the needs of all pupils.	Support groups in y2,3,4 and 6 £2503	Strong QFT to ensure pupils have the best chance of succeeding.	Pupil progress HoS/SLT/Class teachers Dec 20 April 21 July 21
Year 1-6	Teachers identify curriculum gaps from previous year group	PiXL rebuilding curriculum Diagnostic assessment and therapies	Pixl rebuilding package	Consistent quality of education in every classroom		All teachers have a clear understanding of the curriculum gaps / coverage they need to teach. Teachers will have increased confidence in meeting the needs of their children.	Pupil progress HoS/SLT/Class teachers Dec 20 April 21 July 21

| All pupils | Pupils make expected or accelerated progress | Initial assessments. Rebuilding curriculum. Professional dialogue. | All teachers will have additional time to monitor their specific subjects. | Accountability across quality of education across all subject areas.

Continued focus on progression of skills, knowledge and understanding through threshold concepts. | Cover costs to release subject leads.

½ day Autumn term £

½ day summer term £ | Subject leads will have strong evidence for subject effectiveness.

Subject leaders will use the findings subject monitoring to refine the curriculum and provide cpd. | Impact assessments |

2. Targeted Academic Support

Identified Pupil Group	Pupil need/s	How were pupils need/s identified?	Chosen action / approach	Evidence and rationale for the choice	Expenditure	Desired outcome / impact	When measured / staff lead
Reception	Social and emotional PSHE	Baseline assessments Speech and language screening Boxall assessment	Small group speech and language intervention groups. Boxall intervention groups. Whole class Boxall activities. Daily readers identified and	Pupils need support to share, take turns, follow school rules.	Boxall groups Speech and language groups	Pupils will demonstrate good personal, social and emotional skills. Termly assessments	GG to lead. Report to HoS termly. Pupil progress Dec Apr Jul

			support in place.				
Year 1	Phonics Early reading and writing.	Rebuilding curriculum assessments	Additional TA support	September asessments	Additional TA support £2163	Pupils will catch up on lost learning. Termly assessments	KR/LM/TV Pupil progress Dec Apr Jul
Year 2	Key skills – As identified in assessments.	Rebuilding curriculum assessments	Teacher led after school tuition groups.	September assessments		Pupils will catch up on lost learning Termly assessments	TV Pupil progress Dec Apr Jul
Year 3	Key skills – As identified in assessments.	Rebuilding curriculum assessments	Teacher led after school tuition groups. TA after school groups.	September assessments		Pupils will catch up on lost learning Termly assessments	AC/JMc Pupil progress Dec Apr Jul
Year 4	Key skills – As identified in assessments.	Rebuilding curriculum assessments	Teacher led after school tuition groups. TA before school groups.	September assessments		Pupils will catch up on lost learning Termly assessments	JMc Pupil progress Dec Apr Jul
Year 5	Key skills – As identified in assessments.	Rebuilding curriculum assessments	Additional teacher support x 2 afternoons TA before school groups.	September assessments	Before school TA group £200 LM 2pm x11 weeks	Pupils will catch up on lost learning Termly assessments	LH/JMc Pupil progress Dec Apr Jul
Year 6	Key skills – As identified in assessments.	Rebuilding curriculum assessments	After school tuition groups.	September assessments		Pupils will catch up on lost learning Termly assessments	CDN/JMc Pupil progress Dec Apr Jul

3. Wider Strategies

Identified Pupil Group	Pupil need/s	How were pupils need/s identified?	Chosen action / approach	Evidence and rationale for the choice	Expenditure	Desired outcome / impact	When measured / staff lead
Poor attendance	Attendance	Attendance monitoring	Education welfare Office	Support families back to school and secure good attendance.	£1212	High attendance for all pupils.	HoS Termly
Disadvantaged pupils access to electronic devices for remote learning.	Deprivation / financial difficulty	Survey of families access to devices for remote learning.	15 Chrome books procured	Survey identified families who would be unable to access remote learning.	£4216	All pupils are able to access remote learning via google classroom and continued learning can take place.	Engagement register, weekly by HoS
Pupils and parents suffering with mental health problems or lack of engagement with remote learning.	Mental health and engagement in learning.	Engagement register used to identify families who require a welfare call. In addition to vulnerable pupils as identified by the school.	Welfare calls – weekly during lockdown	Some individual cases of parents and carers reaching out to school for support.	1 pm per week during 8-week lockdown.	Additional support to break down anxiety and ensure pupil engagement.	SLT weekly feedback to HoS Engagement registers to HoS weekly.
Staff wellbeing and mental health	Wellbeing / Mental health support	SLT through conversations with staff.	Teacher wellbeing package e.g.	Individual staff seeking support from SLT.		Staff have good mental health.	JMc/KR/GG

| | | | insurance / support line

Teacher trained as Adult mental health first aider.

Staff Mental health team with representation from each key stage.

CPD on spirituality and reconnecting with the Catholic Life of the school. | Staff survey

£100 | | Staff have time and guidance to help them reconnect with themselves, each other and the Catholic Life of the school. | |
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| Pupil mental health | Mental health support | Initial assessments

SLT conversations

Pupil and teacher discussions | ELSA Emotional literacy support assistant trained

Mental health Apps on ipads in every class. | Teachers reporting pupil behaviours. | £600 + £300 supervision

2 new ipads Apps

£60 | Support in place to support pupil mental health and ensure good attendance. | JMc/KR/GG

HoS

Reviewed at Pupil progress Dec Apr Jul |

			60 sensory minutes resource to support pupils to develop anxiety and stress management skills. Lego therapy Sensory room Drawing and talking. Sensory circuits Boxall profile		£1000 equipment + adult?	