



# Catch-Up Premium Plan

## The Telford Park School

### Summary information

|                      |                         |                               |         |                         |     |
|----------------------|-------------------------|-------------------------------|---------|-------------------------|-----|
| <b>School</b>        | The Telford Park School |                               |         |                         |     |
| <b>Academic Year</b> | 2020-21                 | <b>Total Catch-Up Premium</b> | £46,640 | <b>Number of pupils</b> | 580 |

### Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

### Use of Funds

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 on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

### EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

**Following the school closure period and in response to the pandemic we set out the following principles:**

- 1) Education is not optional.
- 2) We maintain our high expectations of all pupils.
- 3) We will implement an ambitious and broad curriculum from the start of the autumn term based on the educational needs of the students and builds towards a return to a normal curriculum in all subjects by the summer term 2021 at the latest.
- 4) We will not make assumptions about learning gaps.
- 5) Our child centred values continue to drive our decision making.
- 6) Remote education, where needed, is high quality and aligns as closely as possible with in-school provision.

**Identified impact of lockdown**

**Teaching and Learning**

**During the first lockdown period, pupils were provided with remote learning that focused upon continuing, as closely as possible, the in-school curriculum provision. The level of engagement varied depending upon their year group and personal circumstances. All departments on returning to school in September 2020 ran a recovery curriculum for 2 weeks that would be used to identify misconceptions and gaps in knowledge. Following analysis of their findings, curriculum models have been adapted to ensure these gaps in invaluable knowledge and skills are being addressed. The pandemic has presented further challenges upon the ending of lockdown and returning to full opening in September 2020. Significant changes have been made to meet government guidance and ensure that staff can address the impact of lockdown on pupils learning.**

**New Teaching Model – 1. The Mobile Teacher.** To meet government guidance and ensure that pupils are kept within their year group bubbles, Telford Park has adopted a mobile teacher model. This model requires the pupils to stay within their allocated zones and teachers to be mobile. This is a significant change from pre-Covid when we followed a traditional model of fixed department areas and mobile pupils moving to different lessons around the school. In addition to this, subject areas have also been required to pool essential resources and reallocate store cupboards to year group zones. Additionally, we have adapted our 4 to start and 4 to finish model which supports a smooth start and end of lessons. READ 45 is used for KS 3 to develop positive learning habits and routines. These changes have meant that teachers are under increased pressure and are having to be extremely adaptable as new routines are established. To support staff during this time, we have taken active steps to reduce workload by adopting a whole class feedback model and reducing the number of meetings.

**New Teaching model – 2. Teaching from the Front.** To meet government guidance and support staff in maintaining a 2m distance from pupils during lessons, Telford Park have adopted a Teach from the Front Model. This model builds upon our focus of Direct Instruction and the explicit teaching of knowledge. It has meant that teachers must adopt a new approach to offering feedback in lessons to check for understanding and address misconceptions in pupils learning.

**Direct Instruction - scaffolding and modelling** – Having been identified as the model we have adopted; effective direct instruction requires teachers as the experts to use scaffolding and modelling strategies to ensure learning is broken down and expectations made clear. This is particularly essential having returned from lockdown with pupils having missed nearly 6 months of face to face teaching.

**Effective Feedback** – To support teachers with their current workloads and as they adapt to a new normal way of working, a new model for feedback and marking has been adopted. A Whole Class Feedback model has been adopted which allows teachers to identify misconceptions, make a diagnosis of any lost learning and offer appropriate next steps for pupils to progress their learning.

**Recall and Retrieval practice of invaluable knowledge** - To support teachers to revisit prior learning, we are looking to further embed our focus upon recall and retrieval practice. At key stage 3 gaps in English and Maths have been given particular attention. Teaching of key knowledge and skills from key stage 2 curriculum has been a priority. Assessment strategies have also helped to identify those pupils who will require catch up intervention. At key stage 4, pupils have not had the opportunity to experience mock examinations that would better prepare them for their final

examinations in the summer 2021. A focus upon revision skills and exam preparation will need to be addressed to equip pupils for their formal exam season. Revisiting our focus upon Rosenshines Principles of Instruction will build in opportunities to embed daily review, small steps learning and scaffolding of tasks/activities.

**Remote learning – CPD with a toolkit / Live lessons on Microsoft Teams /working group of experts** - Telford Park has moved towards a remote learning model that seeks to offers all pupils an online learning platform. We are using Microsoft Teams to offer live lessons, pre-recorded activities and clinics. Teaching lessons that mirror our in-school provision on Microsoft Teams has required a significant investment in time and CPD to ensure all staff are skilled in online teaching. The model also considers the range of possibilities that may arise, teachers self-isolating, individual pupils or whole class/year group bubbles. We are also delivering an off-line provision for those pupils who do not have access to online resources.

**Professional Development and self-improvement** – Telford Park are working closely with their trust the Community Academies Trust on a professional development model that supports individual growth and drives whole school improvement.

**Pupil progress**

During lockdown pupils of key workers and vulnerable pupils attended school and received a broad education including a focus on mental health and well-being.

Star reading test data from early September shows:

Year 7: 35% require intervention  
 Year 8: Sept 2019 – Yr7 – 52% required intervention / Sept 2020 – Yr8 – 46% require intervention  
 Year 9: Sept 2019 – Yr8 – 34% required intervention / Sept 2020 – Yr9 – 35% require intervention  
 Year 10: Sept 2019 – Yr9 – 29% required intervention / Sept 2020 – Yr10 – 34% require intervention  
 Year 11: Sept 2019 – Yr10 – 29% required intervention / Sept 2020 – Yr11 – 17% require intervention

Data shows that students requiring intervention has stayed broadly the same. Year 10 has shown less stability than other year groups which may explain the increase in students requiring intervention.

| Year Group | Number of children identified who do not have access to a laptop/tablet of their own at home |
|------------|--|
| 7          | 17 (3 no wifi)   |
| 8          | 31 (2 no wifi)   |
| 9          | 19 (no wifi 3)   |
| 10         | 23 (1 no wifi)   |
| 11         | 4 (0 no wifi)  |
| Total      | 94   |

**Attitudes, behaviour and mental health**

The impact of lockdown on the mental health of young people has been significant, our pupils are reporting more concerns around worry, anxiety and distress and as a consequence there has also been an increase in associated comorbidities such as self-harm. As a school we have a high pupil number that report concerns around mental health. There is an above average percentage of our cohort that have experienced a significant number of Adverse Childhood Experiences. This pandemic has put a substantial strain on many of these young people who are already struggling with their mental health, because of traumatic experiences, social isolation, a loss of routine and a breakdown in formal and informal support. The learning time lost during lock down is impacting upon the mental health of our year 11 students who have raised concerns around their examinations and the effect that their lost learning time will have upon their outcomes.

The impact of lockdown is most apparent in year 7 where our pupils that were identified as requiring additional transition have not been able to benefit from this needed higher level of support. For these pupils, the end of phase transition was going to pose challenges however with so much time away from education beforehand, no natural closure from primary school and their additional needs have impacted. Some pupils are struggling to self-regulate due to the difficult circumstances that we find ourselves in, with the change in timetabling, following safety procedures and so much time spent away from education, the effects of this set of circumstances can manifest in some challenging behaviours. The second lockdown has increased this level of anxiety.

**SEND**

The impact of lockdown has been significant for a number of pupils within the school and there are individual examples of SEND pupils who have found returning to school very difficult. Pupils with diagnosis or traits of ASC have found returning particularly difficult. Some of these pupils have still not returned on a full-time basis. It has been challenging for pupils with SEMH difficulties to keep to year group bubbles. Particularly pupils with a diagnosis or traits of ADHD, who are seeking a historical 'safe space'. Some pupils who have identified cognition and learning needs have found the lockdown period very difficult, particularly groups of pupils who have a social care need and did not necessarily have the support they need from a physical class teachers. Pupils with barriers to learning in reading, spelling, and processing found home learning very difficult.

Since September 2020 two-year groups have been sent home for a mandatory period of isolation. Remote learning was relaunched, and pupil engagement was very positive. Results of pupil group engagement are as follows:

| Year 8                       |          | Year 10                      |          |
|------------------------------|----------|------------------------------|----------|
| Number of pupils             | 119      | Number of pupils             | 103      |
| Number of pupils engaged     | 75 (63%) | Number of pupils engaged     | 77 (75%) |
| Of which are SEN             | 21 (64%) | Of which are SEN             | 23 (59%) |
| Of Which are PP              | 39 (53%) | Of Which are PP              | 34 (74%) |
| Number of pupils not engaged | 46 (37%) | Number of pupils not engaged | 26 (25%) |
| Of which are SEN             | 12 (36%) | Of which are SEN             | 16 (41%) |
| Of which are PP              | 34 (47%) | Of which are PP              | 12 (26%) |

The data across two groups does suggest that on average SEND pupils are less likely to engage in remote learning when compared to their non-SEND peers.

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**i. Teaching and whole-school strategies – High quality teaching for all**

| Desired outcome  | Chosen approach and anticipated cost  | Impact (once reviewed)  | Staff lead | Review date? |
|--|---|---|------------|--------------|
| <p><b><u>High profile CPD</u></b></p> <p>Upskill staff in how to teach and support pupils from the 'front of the room'.</p> <p>Introduce a whole class feedback model. This is integral to identifying misconceptions and diagnosis of lost learning.</p> <p>Revisit Rosenshines principles of instruction (explicit teaching) including daily review &amp; monthly review, introduce new material in small steps and scaffolding.</p> <p>Revisit recall and retrieval practice to ensure this is embedded.</p> <p>Remote learning live lessons should mirror where possible in school practice. Introduce a 'toolkit' for staff for remote learning.</p> <p>Develop opportunities for Professional Development and self-improvement as part of the CPD programme.</p> | <p><i>Whole staff CPD during Monday meeting cycle and allocated time on PD Days.</i></p> <p><i>Best practice to be identified through Walkthrus.</i></p> <p><i>Sharing of best practice in whole school and departmental meetings.</i></p> <p style="text-align: center;"><b>No additional costs</b></p>                      | <p>Staff are now highly skilled in direct instruction techniques and are confident in delivering high quality learning experiences for all pupils.</p> <p>Staff are skilled in how to offer highly effective feedback to pupils during lessons. This feedback addresses misconceptions and identifies next steps in learning.</p> <p>Recall and retrieval opportunities are embedded in lessons. Pupils can master and become fluent in the most valuable knowledge and skills identified in subject curriculums.</p> <p>Staff are confident in delivering a blended learning model, which includes live online lessons using MTeams.</p> <p>Telford Park has a strategically planned development model that successfully supports staff in self-improvement and drives whole school improvement.</p> | RPO        | March 2021   |
| <p><b><u>Routines to engage pupils in learning</u></b></p> <p>Re-establish routines including our 4 2 start and 4 to finish at the start at the end of each lesson. READ45 for KS3 as part of this routine. This will lead to the development of positive learning habits and routines.</p>  | <p><i>CPD delivered to all staff on re-establishment of routines.</i></p> <p><i>Email reminders to be sent.</i></p> <p><i>READ 45 reset email to be shared.</i></p> <p><i>15 new devices for breaktime quizzing to be purchased for the school library,</i></p> <p style="text-align: center;"><b>No additional costs</b></p> | <p>Reading culture is restabilised in school. Pupils continued to make accelerated progress by quizzing more often and increasing their reading ages.</p>   | PGO        | March 2021   |

|   |   |   |            |                   |
|---|---|---|------------|-------------------|
| <p><u>Assessment</u></p> <p>Baseline assessment of pupils completed using low stakes formative assessment. Positive language encouraged. Summative assessment to inform 2. <i>Targeted academic support.</i></p>                                    | <p><i>Whole school CPD for all staff</i><br/><i>Middle leaders meeting</i></p> <p style="text-align: center;"><b>No additional costs</b></p>  | <p>Over a 2-week period, low stakes assessments were used to assess pupil gaps in learning. With the information from these assessments, teachers were able to plan next steps in pupils learning before moving on in the curriculum.</p>   | <p>PGO</p> | <p>March 2021</p> |
| <p><u>Refined CPD -T &amp; L guidance for remote learning/ICT CPD</u></p> <p>To support the remote learning plan staff CPD to develop Microsoft teams to ensure remote learning is of high quality and staff are prepared for each eventuality.</p> | <p><i>Remote learning plan reviewed after isolation periods of year 10 and year 8</i><br/><i>CPD planned to improve remote learning provision following feedback from staff, parents/carers and pupils.</i></p> <p style="text-align: center;"><b>No additional costs</b></p> | <p>Feedback from parents, pupils and staff showed that it would be preferable for pupils to attend their full timetabled lessons, taught by their own teachers rather than being taught in their year groups.</p> <p>Staff CPD focused on effective delivery of remote teaching where staff enhanced their technological skills, in addition to applying whole school strategies to online learning.</p> <p>All remote lessons have a clear structure for staff to follow. These are in line with the whole school strategies we have embedded prior to lockdown:</p> <ul style="list-style-type: none"> <li>✓ Direct Instruction – to enhance previously embedded strategies built on the idea that the teacher is the expert.</li> <li>✓ Recall of prior learning.</li> <li>✓ Knowledge sequencing – new material is delivered in small steps. Make explicit knowledge and skills/application goals.</li> <li>✓ Regular review and recall opportunities to build fluency and mastery of invaluable knowledge/skills.</li> <li>✓ AFL (Assessment for learning) strategies – quiz, recall questions, low stakes tests, questioning.</li> <li>✓ Practice using scaffolding/modelling to allow all pupils to access learning/work independently.</li> </ul> <p>Walkthrus were completed over a period of 2 weeks in January 2021 by SLT and Lead Practitioners. Over 30 lessons were remotely observed, including all year groups from 7-11 and all subject areas ranging from English, History, Maths, Computer Science and Health and Social Care. This enabled bespoke support to be</p> | <p>PGO</p> | <p>March 2021</p> |

promptly provided to any staff and areas for whole school development to be identified.

In response to government guidance we:

**Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects:**

*Walkthrus demonstrated that the pace and challenge in lessons continues to be appropriate for pupils. Activities and tasks being set were in line with curriculum provision/maps. Most resources were easily accessible for pupils and clear and easy to follow.*

**Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos:**

*Walkthrus demonstrated that teachers continue to have high expectations and that a positive dialogue is evident between teacher and pupils in most lessons. When done well, teacher led explanations introduced and developed new content, with opportunities to check for understanding with pupils.*

*In the best lessons, the knowledge sequencing slide made explicit the knowledge and skills pupils will be taught. New learning is broken down into small steps and regular opportunities to recall knowledge and check for understanding are built in. Pupils are also given time to practice and a review progress during the lesson.*

*In most lessons, scaffolding and modelling are used by teachers to help develop pupils understanding. Some teachers are making effective use of visualisers to model new content for pupils.*

**Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding:**

*Recall and retrieval practice was a strong feature of most lessons. Teachers use the outcome of such practice to make any necessary adjustments, or to reteach the appropriate knowledge/skills.*

*Using direct instruction, teacher explanations were clear and easy to follow. Most teachers used effective questioning to check for understanding and review*

learning at regular intervals. This helps to identify misconceptions and make any necessary adaptations.

**Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate:**

*In most lessons pupils actively participate, which provides an opportunity to check for understanding. Teachers adjusted the pace and challenge accordingly if it was appropriate to do so. Formative assessment/feedback in lessons using unmuting /hands up/team chats is being actively encouraged. Where pupils have uploaded work for their teachers, feedback is being offered to identify WWW/EBI and any necessary adjustments/revision of material for future learning.*

Access to technology

Establish number of pupils with access. ICT Leads develop a 'equipment loan' strategy. Investment in infrastructure as appropriate.

| Year Group | Number of children identified who do not have access to a laptop/tablet of their own at home |
|------------|--|
| 7          | 17 (3 no wifi)   |
| 8          | 31 (2 no wifi)   |
| 9          | 19 (no wifi 3)   |
| 10         | 23 (1 no wifi)   |
| 11         | 4 (0 no wifi)  |
| Total      | 94   |

**£25,000**

Since DFE laptops became available, all pupils who were unable to access the internet from home were provided with a device.

This meant that when the national lockdown occurred in January and February, the school was able to immediately move to remote learning. At this point further students were identified as not having access and were able to be loaned devices immediately.

A total of 183 devices were loaned out to pupils between January and February, the majority of which, pupils would be able to keep for the long term.

The school was able to supply pupils with no WIFI with sim cards either to be used in a mobile phone or with dongles to enable a wireless connection to be made.

The SEND team worked directly with families to support both the parents and pupils accessing the school's remote provision. Where applicable adaptations were made to the provision to ensure pupils individual learning needs are met. The school granted access for pupils to work in school to support their needs where appropriate to ensure full access to the remote learning provision and to provide direct support to SEND pupils.

PGO

January 2021



|   |   |  |                          |                |
|---|---|--|--------------------------|----------------|
| <u>Staff workload</u><br>Introduce WCF feedback model.<br>Training for 'mobile' teaching.<br>Reduction in the number of meetings. | <i>Whole staff CPD during Monday meeting cycle and allocated time on PD Days.</i><br><br><p style="text-align: right;"><b>No additional cost</b></p>  | Work life balance of staff is carefully considered, and staff feel fully supported in delivering learning under the C19 guidelines. The whole class feedback model is now implemented.           | RPO                      | March 2021     |
| <u>Literacy across the curriculum</u><br><br>Use of PIXL unlock and research to identify tier 2 high frequency words.             | <i>Programme being developed through English department for whole school vocabulary</i><br><br><p style="text-align: right;"><b>£192</b></p>  | Our vocabulary programme has undergone rich development over the last 6 months. It is due to be launched to all staff in September 2021 having been developed with the English team and DI lead. | PGO/ DI Programme Leader | July 2021      |
| <u>Staff research group</u><br><br>Establish a working group to focus on Remote/Blended learning and drive use within lessons.    | <i>Work closely with those staff that are confident in using MTeams to deliver live online lessons. Staff to deliver in-house CPD and share best practice.</i><br><br><p style="text-align: right;"><b>No additional cost</b></p> | Telford Park develop a team of expert staff who lead in-house training and development of the remote learning provision.   | PGO/RPO                  | July 2021      |
| <b>Total budgeted cost</b>  |   |  |                          | <b>£25,192</b> |

| <b>ii. Targeted approaches</b>   |  |   |            |              |          |   |     |    |   |     |    |   |     |    |     |           |
|--|--|---|------------|--------------|----------|---|-----|----|---|-----|----|---|-----|----|-----|-----------|
| Desired outcome  | Chosen action/approach   | Impact (once reviewed)  | Staff lead | Review date? |          |   |     |    |   |     |    |   |     |    |     |           |
| <u>Small group intervention</u><br><br>Appoint a whole school direct instruction lead.<br><br>Introduce a numeracy direct instruction programme. | <i>Direct instruction lead to develop the school's reading and numeracy direct instruction programmes.</i><br><p style="text-align: right;"><b>DI programme leader £1,975</b></p><br><i>Numeracy lead will implement and deliver a broad, balanced, relevant and differentiated numeracy programme</i><br><br><p style="text-align: right;"><b>Numeracy lead plus TA backfill £15,098</b><br/> <b>Numeracy programme resources £10,544</b></p> | What the results show generally, is that the majority of pupils who were enrolled on direct instruction programmes were able to make progress towards and achieving mastery.<br><br>Percentage of pupils making progress in each year group: <table border="1" data-bbox="1220 1406 1608 1544" style="margin-left: 20px;"> <thead> <tr> <th>Year</th> <th>Literacy</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>100</td> <td>92</td> </tr> <tr> <td>8</td> <td>100</td> <td>79</td> </tr> <tr> <td>9</td> <td>100</td> <td>92</td> </tr> </tbody> </table> | Year       | Literacy     | Numeracy | 7 | 100 | 92 | 8 | 100 | 79 | 9 | 100 | 92 | PGO | July 2021 |
| Year   | Literacy   | Numeracy  |            |              |          |   |     |    |   |     |    |   |     |    |     |           |
| 7  | 100  | 92  |            |              |          |   |     |    |   |     |    |   |     |    |     |           |
| 8  | 100  | 79  |            |              |          |   |     |    |   |     |    |   |     |    |     |           |
| 9  | 100  | 92  |            |              |          |   |     |    |   |     |    |   |     |    |     |           |

|  |   |  |     |           |
|--|---|--|-----|-----------|
|  |   | The programme revealed that the next stage of development is heavily focussed around vocabulary. Techniques that have been used by teachers in the delivery of the programmes will be incorporated into the schemes of work for the future.  |     |           |
| <p><u>TA redeployed</u></p> <p>Following a skills audit and 1-1 meetings establish a clear picture of current provision. Appropriate actions will then be recommended.</p>   | <p><i>There are staff skills and interventions that are not currently being run due to the capacity of current TA commitments. These include:</i></p> <p><i>ELSA Intervention (5 hours release across week)</i><br/> <i>EAL Intervention (5 hours release across week)</i><br/> <i>Year 7 Handwriting intervention (3 hours release per week)</i><br/> <i>Touch Typing Pathway for year 8-11 (2 Hours release per week)</i><br/> <i>Gardening Club/School Allotment (2 Hours release per week).</i></p> <p style="text-align: right;"><b>£5,148</b></p> <p><i>Realign in school provision to enable the role of SEND Support Officer (Running the LINK) during PM sessions to release Assistant SENCO to run 6 hours of intervention.</i></p> <p style="text-align: right;"><b>No additional cost</b></p> | <p>ELSA intervention successful. ELSA member of staff able to effectively make progress with 12 learners post lockdowns. Vulnerable learners successfully transitioned back into fulltime education.</p> <p>Year 7 Handwriting intervention not successful. 12 pupils enrolled on programme. Little evidence of progression. Intervention ended early and pupils moved onto Touch Typing Pathway sooner. Touch typing pathway successful. 15 pupils enrolled on programme and improved by an average of 21 words per minute.</p> <p>Gardening Club was moderately successful. Member of staff was often redeployed owing to staff absence. Club now moved to afterschool where intervention can always run.</p> <p>EAL intervention successful. TA has taken ownership of operational lead and is making wider/whole school contributions.</p> | TOW | July 2021 |
| <p><u>Academic mentoring</u></p> <p>Apply to NTP for two academic mentors (Maths/English/Science have been identified as priority areas). Redeploy current academic mentors to focus on closing the gap – each will focus on a key stage. AHT student progress to lead on tutoring as they have the whole school overview.</p> | <p><i>Carry out pilot with small group of M/H ability year 10 pupils</i></p> <p style="text-align: right;"><b>No additional cost</b></p>  | <p>This was not piloted in this academic year, but planning is in place for 2021-22.</p>   | PGO | July 2021 |
| <p><u>Targeted Intervention – Educating Kids Outdoors</u></p>  |   |  | KSH | July 2021 |

|  |   |  |  |                |
|--|---|--|--|----------------|
| <p>EKO to work with The Telford Park School to Develop an outdoor learning site, supporting staff skill and confidence development in this area, and by running weekly outdoor learning sessions in school.</p> <p>The outdoor learning will run as targeted intervention for identified key students and will be used as character development to include resilience, confidence, communication skills and problem-solving.</p> <p>EKO will work to 'up skill' our staff to ensure sustainability and long term impact providing the necessary training and resources to continue to run outdoor learning ourselves.</p> <p>A grant has been secured by the Walker Trust, this funding will cover the cost of the first term and enable matched funding for the second two terms.</p> | <p><i>(£) One full day a week - £250, match funded is £125 for two terms - £4000. Equipment needed to run the intervention - £1500.</i></p> <p style="text-align: center;"><b>£0 (£3,200 charitable donation)<br/>Whole Funding Covered by Harry Walker Trust</b></p> | <p>Impact is positive. Initially aimed at 24 pupils EKO has improved attendance of 18 of the 24 learners. Enrolled pupils received less fixed term exclusions and C5 consequences when enrolled onto the programme.</p> <p>Members of staff have been able to gain valuable CPD but have also been able to forge positive relationships with pupils in a less formal setting.</p> <p>EKO has now been targeted at 48 learners into 21/22. 3 learners from the initial programme are to re-join the programme as mentors to new groups of pupils.</p> |  |                |
| <b>Total budgeted cost</b>   |   |  |  | <b>£32,765</b> |

| <b>iii. Wider Strategies</b>  |   |   |                   |                     |
|---|---|---|-------------------|---------------------|
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>   | <b>Impact (once reviewed)</b>   | <b>Staff lead</b> | <b>Review date?</b> |
| <p><u>Breakfast club</u></p> <p>Introduce a breakfast club for years 7 and 8.</p> | <p><i>Introduce an earlier start time for years 7 and 8. All pupils in years 7 and 8 will be offered free toast.</i></p> <p style="text-align: right;"><b>£1250</b></p> | <p>Breakfast club is now introduced and this wrap around care has continued during lockdown 2.0 and 3.0. Pupils are accessing breakfast provision where necessary meaning</p> | <p>HRi</p>        | <p>Feb 21</p>       |

|   |   |   |     |                |
|---|---|---|-----|----------------|
|   |   | they do not begin the school day feeling hungry.<br><br>Portions of free breakfasts have risen from 3 to an average of 8 per day or 40 per week by the end of academic year 20-21.  |     |                |
| <u>Parental Engagement</u>  |   |   |     |                |
| Develop a consistent communication and parental engagement strategy to help improve blended learning/remote learning. Which will include: <ul style="list-style-type: none"> <li>Review and then relaunch the rewards system.</li> <li>Regular positive newsletter to parents.</li> <li>Praise postcards sent regularly.</li> </ul> | <i>Regular email updates will be sent to parents which includes updated guidance and risk assessments.</i><br><i>Rewards system launched November 20.</i><br><i>New newsletter to be issued to all parents/carers at the end of each half term.</i><br><i>Weekly issue of praise postcards.</i> | More regular updates and communications with parents and carers are now taking place. Newsletters are shared with community and key stakeholders each half term. Rewards system launched and certificates and badges now issued as achieved. Over 80% of pupils achieved at least one award. Praise postcards issued weekly. Following feedback, the school has investigated setting up a new website that is more easily accessible by phone/tablet. | HRI | March 2021     |
|   |   | <b>£1909</b>  |     |                |
| <b>Total budgeted cost</b>  |   |   |     | <b>£61,116</b> |
| <b>Cost paid through COVID Catch-Up</b>   |   |   |     | <b>£36,116</b> |
| <b>Cost paid through charitable donations</b>   |   |   |     | <b>£3,200</b>  |
| <b>Cost paid through school budget</b>  |   |   |     | <b>£25,000</b> |