



**Tettenhall
Wood
School**

**COVID-19 Recovery School
Improvement Plan
Autumn Term 2020**

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At Tettenhall Wood School, we consistently strive to be an outstanding school that is a place of opportunity for all our pupils to achieve the best of their abilities, and make a valued contribution to society. We do this through aspirational teaching, ensuring outstanding outcomes for each individual.

We are committed to sustaining outstanding teaching and learning and the provision we offer our pupils allows for ever improving outcomes for all. This is done with continuous reflection of our practice, high quality training for our staff team and governing body, and close working relationships with parents, carers and multi-agency teams.

As a school, we have shared values that underpin the practice of us all. As individuals, we challenge ourselves daily to ensure our shared values underpin the whole ethos of what we do at Tettenhall Wood School. We have a collective responsibility to ensure outstanding outcomes for our pupils. We have the highest expectations for all of our pupils, staff and governing body. We want all of our pupils to be as independent as possible, making a positive contribution to society, and to be fulfilled and happy. We are continually reflecting on our practice to ensure continuous improved outcomes for our pupils. Most of all, underpinning our work, is the dignity and respect we have for everyone we educate, support and work with.

The school vision, mission and values were developed in consultation with staff, governors and parents, and are as follows:

School Vision

WHY do we do what we do:

We want to be an outstanding school that is a place of opportunities for all our pupils to achieve the best of their abilities and making a valued contribution to society.

HOW do we do this?:

Through aspirational teaching, ensuring outstanding outcomes for each individual.

School Mission

Do our best and celebrate

School Values

- ▶ C collective responsibility
- ▶ H High expectations
- ▶ I independence
- ▶ L learn and reflect
- ▶ D dignity and respect

The COVID 19 Recovery School Improvement Plan

This school improvement plan (SIP) sets out Tettenhall Wood School's strategy for self-assessment and continued school improvement throughout the school year 2020/21. We ensure that everyone is given the chance to contribute their ideas on how our school can improve. Parents, staff, pupils and the wider community are given the opportunity to share their views.

Signed:

_____ Head teacher

Date: _____

_____ Chair of Governors

Date: _____

School Context

Tettenhall Wood School provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical Needs. We currently provide education for 131 pupils with a diagnosis of Autistic Spectrum Disorder (ASD). Pupils attend school from throughout the City and across the border and are aged 4 - 19 years. As part of the Local Authority's vision for SEN provision in Wolverhampton, Tettenhall Wood School is the designated school for pupils with ASD. Within this category their primary needs are communication and interaction, cognition, and learning, but there will be pupils with additional needs relating to medical, physical or behavioural issues.

Whole school data:

School Roll	120	131	142
Year Group	Academic year 2018-19	Academic year 2019-20	Academic year 2019-20
Reception	0	2	1
Year 1	1	6	9
Year 2	11	2	8
Year 3	8	18	8
Year 4	12	8	19
Year 5	21	13	9
Year 6	9	22	12
Year 7	9	9	23
Year 8	4	9	8
Year 9	8	5	7
Year 10	10	8	5
Year 11	9	10	8
Year 12	6	9	10
Year 13	4	6	9
Year 14	7	4	6

Pupil Premium:

	2018-2019	2019-2020	2020-2021
Number of children receiving pupil premium	47	41	59

CYPIC:

	2018-2019	2019-2020	2020-2021
Number of children that are designated CYPIC	2	3	2

Attendance

Academic year 19-20 attendance	Target for 19-20 attendance	Autumn Term 2019 attendance as of October 2020	Spring Term 2020 attendance March 2020 – pre COVIDI -19 lockdown	Summer Term 2020 Attendance	Target for end of academic year 2021
%	95%	95.5%	94.9%	No data – COVID	95%

Ofsted Next Steps for School July 2017

Leaders and those responsible for governance should ensure that:

- the curriculum is extended further to support the most able pupils in gaining academic and vocational qualifications, including mathematics and literacy
- all staff make good use of assessment procedures to improve outcomes for all pupils
- homework activities consistently challenge and extend learning.

Pupil Premium Grant Expenditure 2020-21

Separate report

Sports Premium Plan for 2020-21

Separate report

Key COVID – 19 Recovery priorities for Autumn 2020

Local Authority Principles

- **Safety is first** - we will make decisions taking account of the health, safety and wellbeing of adults and children in schools and settings
- At all times we will provide **advice and guidance based on evidence** from international, national and local research and information
- **Good communication** with families, schools and settings is essential to the success of the arrangements
- The approach we take will be **flexible, incremental and evolving**, we do not need to do everything at once
- We will support leaders to promote **a curriculum which balances the academic and wellbeing needs** of our children and young people
- Key actions for schools in preparing their **organisational management for re-opening** will be simple and supported by LA services wherever possible
- **Vulnerable children remain our priority**

LEADERSHIP AND MANAGEMENT

Safety First

PRIORITY 1	Action	Progress towards implantation	Whom, When, Cost	Monitored/evidence	Success Criteria/Impact/evidence
Safe wider opening of school to all year groups	Timetables complete	Completed	SLT	SLT Governors Health and Safety Advisor Public Health COVID 19 Risk Assessment scrutiny Drop ins	COVID 19 RA is followed limiting spread of virus and any infections are maintained within their bubbles
	Class bubbles agreed	Completed			
	PPA/management cover	Completed			
	Pastoral support	Completed			
	Classroom layouts	Completed			
	Playtimes	Completed			
	Lunchtimes	Completed			
	Arrival and departure times and entry/exit into building	Completed			
Use of specialist rooms	Completed				
PRIORITY 2	Action	Progress towards implantation	Whom, When, Cost	Monitored/evidence	Success Criteria/Impact/evidence
Health and Safety	Cleaning	Additional cleaning in place for two hours a day.	SLT LA cleaning service Additional cost TBC	SLT Governors Health and Safety Advisor Public Health COVID 19 Risk Assessment scrutiny Drop ins	COVID 19 RA is followed limiting spread of virus and any infections are maintained within their bubbles Health and Safety Audit toolkit complete
	Catering - meals in classrooms	Completed – additional kitchen staff employed	SLT LA school meals service Additional cost TBC		
	Procedures for suspected COVID 19 cases	Completed	SLT		
	Layout of classrooms	Completed	SLT /class teachers Cost of container to store soft furnishings - £1200		

	Movement and flow around school	Completed	SLT		
	Additional equipment e.g. sanitisers	Completed	SBM/Site Costs TBC		
	Visitors to school	Completed	SLT		
	Transport	Completed	SLT/LA transport service		
	Ventilation	Completed	SLT		
	Pupil PPE RAs	Completed	SLT/class teacher		
	staff Risk assessments	Completed	Head Teacher		
	Individual equipment use and cleaning	Completed	SLT		
Communication					
PRIORITY 3	Action	Progress towards implantation	Whom, When, Cost	Monitored/evidence	Success Criteria/Impact/evidence
Communication with parents	<ul style="list-style-type: none"> • opening of school • System/procedures • Expectations • Safeguarding • Pupils self-isolating • Parents not sending pupils into school • Pupil RAs 	Completed	SLT	SLT Governors Health and Safety Advisor Public Health COVID 19 Risk Assessment scrutiny Drop ins	COVID 19 RA is followed limiting spread of virus and any infections are maintained within their bubbles Health and Safety Audit toolkit complete Safeguarding termly meeting and audit tool completed
Communication around school	<ul style="list-style-type: none"> • Signage • Briefings • Procedures for suspected cases • Staff and pupil absence • Alerting staff and families of confirmed cases 	Completed	SLT	SLT Governors Health and Safety Advisor Public Health COVID 19 Risk Assessment scrutiny Drop ins	COVID 19 RA is followed limiting spread of virus and any infections are maintained within their bubbles Health and Safety Audit toolkit complete

Adjustments of Policies and procedures and sharing	Behaviour Infection Control Safeguarding and Child Protection Curriculum and assessment Inc. recovery curriculum Visitors and parents to school Annual Reviews Contractors	Completed	SLT	SLT Governors Health and Safety Advisor Public Health COVID 19 Risk Assessment scrutiny Drop ins	COVID 19 RA is followed limiting spread of virus and any infections are maintained within their bubbles Health and Safety Audit toolkit complete Governor minutes
Provision					
PRIORITY 4	Action	Progress towards implantation	Whom, When, Cost	Monitored/evidence	Success Criteria/Impact/evidence
Baselining of pupils	REBASELINE FOR: English Maths EHCP outcomes EYFS goals	Completed	Teachers SMT	SLT Provision maps in place for Autumn 2	Provision maps in place for SPRING ONE Catch up funding plan written
What pupils are taught	<ul style="list-style-type: none"> • recovery curriculum – Supporting children’s experiences during lockdown • Additional Sensory and therapeutic work • PHSE mental health and well-being (- linked to PHSE Framework that has been adjusted • Additional PSHE lessons Inc. <ul style="list-style-type: none"> ○ <i>Recovery Curriculum 2 – People who are Special to us</i> ○ <i>Recovery Curriculum 3 – Rules</i> ○ <i>Recovery Curriculum 1 – Things we are good at</i> ○ <i>Recovery Curriculum 5 – Emotional Health</i> ○ <i>Recovery Curriculum 1 – Things we are good at</i> 	Completed	SLT Teachers PHSE coordinator	SLT PHSE coordinator	Provision maps in place for Autumn two Catch up funding plan written Progress toward outcomes on track Progress toward Eng. and Ma on track

	<ul style="list-style-type: none"> ○ <i>Recovery Curriculum 4 –</i> ○ <i>Identifying, communicating and regulating my feelings</i> <ul style="list-style-type: none"> ● Basic skills/ addressing gaps ● offering a broad curriculum ● restricted subjects singing, contact sport) ● Use of specialist rooms ● Swimming ● Work packs for home learning aligned to curriculum 				
Additional staffing support	<ul style="list-style-type: none"> ● Employment of grade 5 roles – one per class to ensure quality teaching and learning continues in staff advance ● Modifications of planning documents to aid delivery ● Expansion of Pastoral team to support intervention work e.g. <ul style="list-style-type: none"> ○ Music therapy ○ Motional programmes ○ Talking and drawing 	Completed	SLT Teachers PHSE coordinator	SLT PHSE coordinator	Provision maps in place for Autumn two Catch up funding plan written Progress toward outcomes on track Progress toward Eng. and Ma on track Decrease in incidents of behaviours that challenge
Organisation	<ul style="list-style-type: none"> ● Attendance and systems for monitoring attendance ● Supporting and promoting attendance ● Transition arrangements 	Completed	SLT Admin DSL	SLT	Pupil absence on track for non COVID related absence Weekly face check ins are in place
CONTINUING PROFESSIONAL DEVELOPMENT					
PRIORITY 5	Action	Progress towards implantation	Whom, When, Cost	Monitored/evidence	Success Criteria/Impact/evidence
PD Days	PD days organised for Sept and October TEAMS training for:	Completed	SLT £10000-£12000	SLT Governors Denise Mooney	Staff attendance Evaluations

	<ul style="list-style-type: none"> • PBS • Trauma Informed Practice • TEACCH • PECs <p>TEAM TEACH following the risk assessment First Aid following risk assessment</p> <p>Amended to November 2021</p>				
Monday meetings	Planned and reflect a balance of core training and staff class meeting time	Completed	SLT		
Staff briefings	Weekly to include all COVID updates	Completed	SLT		
Safeguarding	Safeguarding logs completed KCSiE training completed New additional DDSL trained to address potential increase in concerns	Completed	SLT/DSL		

STAFF WELLBEING

PRIORITY 6	Action	Progress towards implantation	Whom, When, Cost	Monitored/evidence	Success Criteria/Impact/evidence
Mental health	<ul style="list-style-type: none"> • Provide mental health first aider time • Staff self-isolating weekly contact • Access to HT and DHT by phone at evenings and Weekends • Access to school council service • Governor check ins for SLT 	Completed	SLT chair of governors Mental health first aiders	SLT Governors	Staff absence does not increase due to non COVID reasons
Physical health	<ul style="list-style-type: none"> • Priority access for testing • Telephone contact with school • Management of absence meetings Inc. return to works 	Completed			

BEHAVIOURS AND ATTITUDES

PRIORITY 7	Action	Key Staff	Timescale	Resources/cost	Impact criteria
To complete the BILD accredited "Positive Behaviour Support" status	<ul style="list-style-type: none"> • Identify 10 members of staff Inc. school leaders to become certified coaches 	Sarah Whittington Helen Masters Jonathon Edwards	17 months	£8500	Pupils that are disadvantaged and previously disadvantaged

via CAPBS so that there is a recognisable improvement in the quality of a pupil's life and the quality of life for those around them. Link Governor Sub Committee: Curriculum and Standards		Lauren Turner Reiss Robinson Lucy Onions Beth Catton Jenni Anslow Jo Hcikson Tom Walton	December 2020		will make equitable progress to those that are not. At least 75% of pupils are secure or generalised in their outcomes at the end of Key Stage Individualised plans demonstrate improved quality of life
	<ul style="list-style-type: none"> Complete training (12 months): Basic Functional Behaviour Assessment due to COVID -19 day four now to be completed SPRING TERM 2021 	Jed Edwards			
	<ul style="list-style-type: none"> The CAPBS Positive Behaviour Support Coaches Programme due to COVID -19 day four now to be completed March 2021 	Sarah Whittington Helen Masters Jonathon Edwards Lauren Turner Reiss Robinson Lucy Onions Beth Catton Jenni Anslow Jo Hcikson Tom Walton			
	<ul style="list-style-type: none"> Implement PBS across school due to COVID 19 whole school training will now be delivered in Novmeber 2020 	Sarah Whittington Helen Masters Jonathon Edwards Lauren Turner Reiss Robinson Lucy Onions Beth Catton Jenni Anslow Jo Hcikson Tom Walton			
	<ul style="list-style-type: none"> Link to the Sensory action plan 	Katherine Jones			

Ofsted grade descriptor for outstanding

- The school meets all the criteria for good in behaviour and attitudes securely and consistently.
- Behaviour and attitudes are exceptional.

In addition, the following apply:

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

PERSONAL DEVELOPMENT					
PRIORITY 8	Action	Key Staff	Timescale	Resources/cost	Impact criteria
<p>To securely and consistently embed the use of the motional programme for identified pupils so there is a recognisable improvement in the quality of a pupil's life and the quality of life for those around them.</p> <p>Link Governor Sub Committee: Curriculum and Standards</p>	<ul style="list-style-type: none"> Whole school training on Trauma Informed practice due to COVID 19 whole school training will now be delivered in Novmeber 2020 	<p>Laura Bennett Helen Masters/Lauren Turner</p>	<p>Autumn 2020</p>	<p>PD day time</p> <p>£1600</p>	<p>Pupils that are disadvantaged and previously disadvantaged will make equitable progress to those that are not.</p> <p>At least 75% of pupils are secure or generalised in their outcomes at the end of Key Stage</p>
	<ul style="list-style-type: none"> Implementation of the relationships policy due to COVID 19 whole school training will now be delivered in Novmeber 2020 				
	<ul style="list-style-type: none"> Programmes delivered with baselining and tracking on half termly basis - Impact report to be completed termly 	<p>Lauren Turner Helen Masters</p>			
	<ul style="list-style-type: none"> Working towards Trauma Informed School Status Supervision to be organised to gain this 	<p>Lauren Turner Helen Masters</p>			
LEADERSHIP AND MANAGEMENT					
PRIORITY 9	Action	Key Staff	Timescale	Resources/cost	Impact criteria
<p>To achieve the Online Safety Award so that there is an increased understanding of e- safety for all stakeholders</p> <p>Link Governor: Julie Calendar</p>	<ul style="list-style-type: none"> Benchmark against the 360-degree safe self-review. 	<p>Helen Masters, Abi Parsons, Trevor Perrins</p>	<p>Summer 2021</p>	<p>½ day input from e-services £445</p> <p>Time</p> <p>Time</p>	<p>Pupils demonstrate engagement in their learning of relevant E safety Teaching. This will be reported through Evidence for Learning.</p> <p>TWS will gain the Online Safety Award.</p>

	Develop and deliver an action plan following the outcomes of the 360 degree safe bench marking				
	Ensure that the delivery of Online Safety across school is fully included in the Safeguarding Curriculum Map ontrack but now delayed re Covid -19				
	Provide identified ongoing CPD and parental training as part of the action plan ontrack but now delayed re Covid -19				
	Complete the 360 degree safe self-review tool to ensure include gathering evidence from stake holders ontrack but now delayed re Covid -19 Assessors visit to the school to assess the school's e-safety provision. ontrack but now delayed re Covid -19				
	The school is awarded the Online Safety Award ontrack but now delayed re Covid -				
				Time ½ day input from e-services included in the package 1 day input from e-services £890 Cost £650	

Statement of use of catch-up funding SEN schools 2020-2021

Summary information					
School	Tettenhall Wood School			Type of SEN	ASD
Academic Year	2020-2021	Total PP budget	£23040 - £240 per pupil KS1-4	Date of governor reviews	February 2021 May 2021
Total number of pupils	141	Number of pupils eligible	96	Date for next internal review of this strategy	March 2021

Contextual Information

Covid-19 disrupted learning significantly this year. Pre-lockdown, there was uncertainty as to whether schools would remain open or closed, and if the country would go into national lockdown, along with speculation of what this would look like and the many ways in which it would impact us and our pupils.

This undoubtedly affected mental health, which in turn affected learning. School also finished two weeks early, meaning that pupils received 10 weeks of teaching instead of the usual 12 weeks.

With this acknowledged, it was decided that a Recovery Curriculum would be in place for the return of school at the beginning of September 2020. This involved significantly more learning time attributed to PSHE and SEMH, with English and maths subject leads agreeing that one session a week for each subject could be used to facilitate these extra PSHE sessions.

We agreed that it was important to acknowledge, monitor and then address the impact of Covid-19 on pupils' learning and achievement and devised a method, agreed with SLT and shared with teachers, in which to highlight where regression of skills had happened. It was also agreed that more 'settling in time' would be necessary before a true assessment could take place. With this in mind, teachers were asked to complete the baseline using these new steps a month later than usual – mid November 2020.

Teachers were directed to record where the pupils were at that point, along with highlighting in purple skills that the pupil previously had, but that have been temporarily lost due to various Covid-19 impacts (time off school, mental health, disruption to routines at home and school). In December, teachers

were also asked to separately indicate pupils in whom they could see a decline in readiness to learn i.e. focus, listening and attention skills. This data was collected and analysed alongside the skill-based data.

Gaps identified

- 25% of pupils (30 pupils) have shown regression in skills in English. (See Appendix 1)
- 21% of pupils (25 pupils) have shown regression in skills in maths. (See Appendix 1)
- 14% of pupils (17 pupils) have shown regression in both English and maths. (Indicated in yellow – Appendix 1)
- The majority of pupils who have regressed have shown up to 10% regression in English and/or math

Pupils have been identified by teachers as regressed in being, '**ready to learn**', but who have not shown a regression in English or maths skills. Pupils have identified and will be monitored until the next data collection in February half term. Gaps/regressions include:

- Not focussing for as long on a learning task as they previously could;
- Not interested in learning activities they used to;
- Not listening and responding to adults during learning like they used to;
- Not listening and responding to pupils during learning like they used to;
- Not being able to work in a small group, now need 1:1 or a lower ratio to gain the same level of work (See Appendix 2)

- Communication and Interaction: The percentage of pupils regressing in this area increases in formal classes and increases again by age. This correlates with the need for whole school intervention of Social Use of Language programme to structurally develop pupils' social communication skills

- Reading: Second affected component after Communication and Interaction. The percentage numbers of pupils regressing in reading decreases as pupils get older. This correlates with the need to establish an effective and adaptive phonics programme again in KS1 and 2 predominantly.

- The number of pupils regressing in Number and Geometry remain the prominent components and this is consistent through school.
- Pupils who regress, do so in a wider range of maths areas relative to those areas that have been taught.
- Both progress and therefore regression in Time and Money are low/non-existent even though the new TW Steps begin from TW5 in these areas alongside Number and Geometry. This suggests that there is little time given to teaching these areas in comparison to Number and Geometry and requires further investigation and training.

Significant impact on progress towards outcomes for

- Communication and interaction
- SEMH

For pupils with above 41 sessions absent

Significant impact on progress in all four areas of need for 14-19 pupils

In-school barriers

i.	ALL Increased mental health needs affecting anxieties relating to: COVID 19 friendships changes in routines sensory overload Listening and attention
ii.	ALL Increased time to implement the Recovery Curriculum
iii.	ALL Attendance of pupils limited due to: <ul style="list-style-type: none">• agreed leave of Absence• Self-isolation• Positive COVID tests• Staffing crisis
iv.	14-19 Missed opportunities in work experience and community cohesion

v.	<p>ALL</p> <ul style="list-style-type: none"> • Missed opportunities for specialist teaching and interventions including: • Swimming • Forest School • Horticulture • Music Therapy • Motional programs • PE • Rebound Therapy
External barriers	
vi.	Increased parental stresses, leading to increased anxieties.
vii.	Increased COVID cases locally

1. Outcomes expected, with success criteria.

a)	Pupils make good progress, as defined by teachers, in their EHCP outcomes. Teachers monitor the progress; pupil and parent response to progress; leadership team to monitor and target support as needed; gather parent/pupil views on EHCP progress and reviews.	EHCP outcomes achieved 80% on average for each pupil. Positive responses from parent/pupil questionnaires.
b)	To attend school full time as soon as possible. Monitor and analyse attendance data; phase leads to discuss support with attendance lead weekly.	At least 80% attendance for week beginning 8.3.2021 if it is SAFE to do so
c)	To participate and cooperate in lessons throughout the day, making good learning progress. Monitored and analysed through high leadership team presence; teacher discussions; Evidence for Learning data; behaviour data	Reduced incidents analysed year on year. EfL data shows good progress in all areas of need (80%+). TW steps shows good progress in Eng and Ma (80% +)

d)	To attain expected external accreditations, as predicted from their term 4 attainments. Evidenced externally through exam results. Data lead to ensure that phase leads and subject coordinators are alerted early to lagged attainment, and support in place swiftly.	Data will show pupils' expected exam results are achieved.
e)	To attain expected reading progress, throughout the school as predicted by teachers, English lead. Evidenced through teacher assessments; leadership monitoring; English lead data; baseline data and predicted attainment in reading; questionnaires for parents/pupils.	Improved parental engagement in reading at home. Over 80% of pupils make good progress in reading.
F)	To ensure all pupils are ready to learn and there are improved engagement from pupils. Monitored and analysed through high leadership team presence; teacher discussions; Evidence for Learning data; behaviour data	Improved engagement in learning with EfL data shows good progress in all areas of need (80%+).
f)	Sixth Form students will attend a variety of work placements linked to their aspirations. Head of Sixth Form to monitor and analyse, putting in support swiftly as needed. Careers lead to evaluate effectiveness of placements and report to HT.	All post-16 students will have had least one placement linked to aspirations/vocational course by end of year; and all will attend relevant work placements regularly.

2. Planned expenditure

Academic year	2020- 2021				
Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Focused Personal Learning Planners Continued implementation of Recovery Curriculum Online and recorded lessons</p>	<ul style="list-style-type: none"> EHCP outcomes achieved 80% on average for each pupil. TW step progress and 80% good Positive responses from parent/pupil questionnaires. 	<p>Using data nd summaries from:</p> <ul style="list-style-type: none"> EHCP/EfL data analysis TW step analysis Teacher observations and teacher meetings PSHE recovery curriculum feed back <p>Will allow for:</p> <ul style="list-style-type: none"> increased opportunities for learning; improved friendships; build self- esteem; develop sense of identity in their community Increased engagement and attention development 	<p>Monitoring led by:</p> <ul style="list-style-type: none"> Assistant Head Teachers –Phase Leads Eng, Ma and assessment coordinators <p>Termly reports</p>	<p>LR, LW, HT, JA, LK</p>	<p>March 2021 May 2021</p>
<p>To attend school full time as soon as possible.</p>	<p>Attendance at 80% from 8.3.2021 if safe to do so</p>	<p>Increased attendance will lead to:</p> <ul style="list-style-type: none"> increased opportunities for learning; improved friendships; build self- esteem; develop sense of identity in their community. Increased engagement and attention development 	<p>Monitor attendance from day 1, and react quickly to implementing support, taking into account individual needs and anxieties. Assign SLT to lead in their areas.</p>	<p>HM</p>	<p>Weekly</p>
<p>Total budgeted cost:</p>					

Targeted support

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Implement targeted support for individual and cohorts inc: <ul style="list-style-type: none"> • SULP • Attention autism 	<ul style="list-style-type: none"> • EHCP outcomes achieved 80% on average for each pupil. • TW step progress and 80% good Positive responses from parent/pupil questionnaires	<ul style="list-style-type: none"> • EHCP/EfL data analysis • TW step analysis • Teacher observations and teacher meetings • PSHE recovery curriculum feed back 	Monitoring led by: <ul style="list-style-type: none"> • Assistant Head Teachers –Phase Leads • Eng, Ma and assessment coordinators Termly reports	JA, LK, HT, AH	March 2021 May 2021

<p>Re-implement delivery of read Write Inc to identified groups within a bubble</p> <p>Improved access to whole class ICT, with appropriate literacy and numeracy apps</p> <p>Use of programmes such as the Nessy programme</p> <p>Staff development for:</p> <ul style="list-style-type: none"> • Talking Mats • Chatter boxes <p>Use of extra cover staff to take individual and small group sessions to focus on gaps in literacy</p>	<ul style="list-style-type: none"> • TW step progress and 80% good in reading • EHCP outcomes achieved 80% on average for each pupil. • TW step progress and 80% good • Positive responses from parent/pupil questionnaires 	<ul style="list-style-type: none"> • EHCP/EfL data analysis • TW step analysis • Teacher observations and teacher meetings • PSHE recovery curriculum feed back 	<p>Monitoring led by:</p> <ul style="list-style-type: none"> • Assistant Head Teachers –Phase Leads • Eng, Ma and assessment coordinators <p>Termly reports</p>	<p>LW LR JA, LK, HT, AH</p>	<p>March 2021 May 2021</p>
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	Total budgeted cost:	Use of additional teacher to deliver individual interventions £15360 Staff development £3000 Additional cover to run groups £3680 Resources inc ICT budget £1000
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1. Review of expenditure				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils	Lessons learned (and whether you will continue with this approach)	Cost