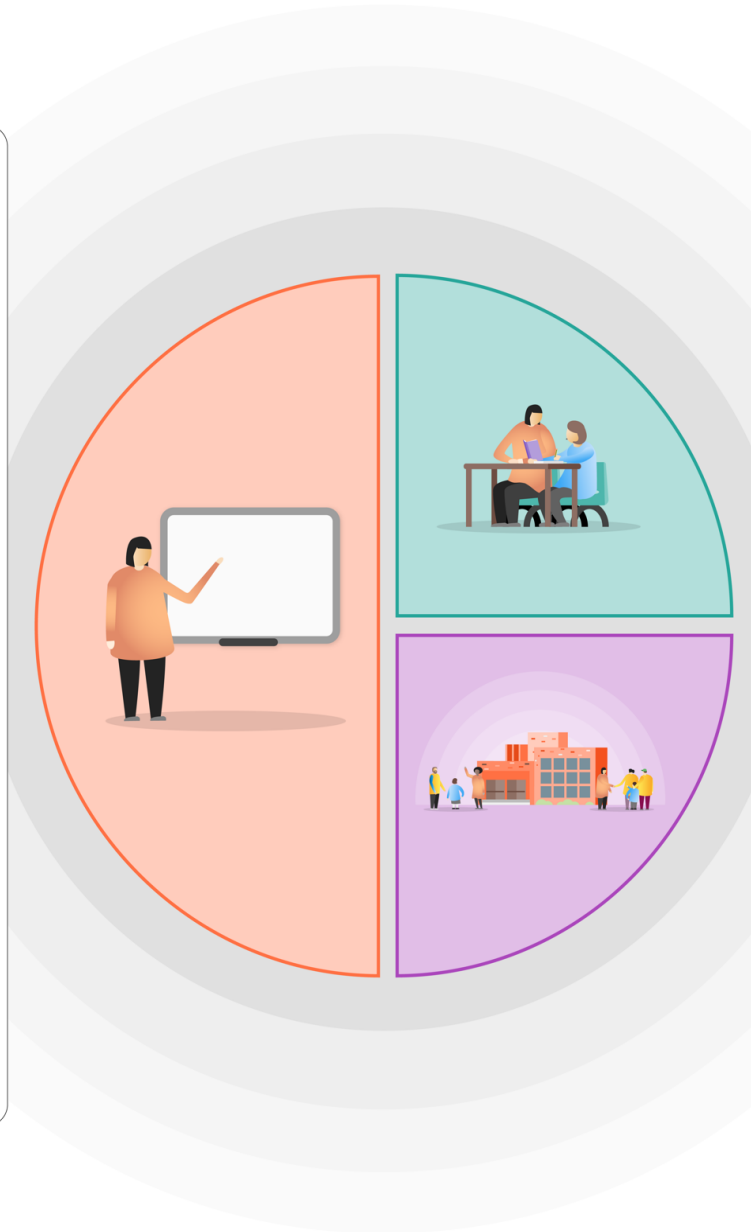


1 Teaching

- Broad and adventurous curriculum maintained whilst balancing ‘catch up’.
- Quality First Teaching supported by cross year planning and monitoring.
- Increase staff awareness of ‘childhood anxiety’, how to identify it and how to support those who may be suffering from it.
- Deliberate reduction of workload (reduced meetings, whole school management of key priorities) including subject leadership to focus on recovery curriculum. This supports teachers well-being, workload balance and focusses school on responsive and targeted teaching.
- Whole class reading and reading for pleasure culture continued to be developed – key priority for SDP.



2 Targeted academic support

- Speech & Language intervention in EYFS.
- Phonics intervention in KS1
- 1-to-3 Tutoring in Years 3, 4, and 5
- Target group in English and Maths in Y6
- Vulnerable children targeted for ‘15 minutes a day’ reading recovery programme

3 Wider strategies

- PSHE curriculum reviewed and from September 2020. Autumn focus on SEMH
- Full engagement with food programmes for FSM during holidays.
- Clear communication built on strong relationships between school and home.

1. Quality of Teaching and Learning

Intent	What's the evidence and rationale for this choice?	Actions	Who Lead	Cost	When will you review this?
Broad and adventurous curriculum maintained whilst balancing 'catch up'.	Maslow's hierarchy of needs shows us that PSHE, Art, Music etc. are a priority at a time like the pandemic.	<ul style="list-style-type: none"> • AHT to work with all year groups to ensure that the short-term plans for first few weeks of Autumn Term are sufficiently resourced • AHT to monitor outcomes for pupils to ensure that Holbeach curriculum continues to be followed • AHT to purchase a range of reading books to support children's wellbeing as well as promoting diversity. 	Karen Robertson	£1,000	Termly
Increase staff awareness of 'childhood anxiety', how to identify it and how to support those who may be suffering from it.	Guidance from DfE directs schools to prioritise children's wellbeing when they return to education.	<ul style="list-style-type: none"> • SENDCo to arrange for INSET Day training from the MHST for all staff. • AHT to share a list of fixed strategies to be used by all staff. • HT to develop a referral process for the MHST • PSHE subject lead to run several staff meetings to show staff what needs to be taught in PSHE and how best to teach it. 	Eartha Chalenor / Debby Strode And Catherine Townsend	£1,000	End of the Autumn Term

Increase staff knowledge and understanding of Speech and Language development	<ul style="list-style-type: none"> Speech and Language delay is the most prominent need on the school's SEND register Feedback from support staff identified SaL as an area to develop 	<ul style="list-style-type: none"> SENDCo to arrange for SaLT to train all staff in EYFS and KS1 during Autumn Term INSET days Additional SaL training for all staff up to Y3 in twilight sessions. SaLT to be available to staff Targetted staff to complete online SaL training throughout the Autumn Term 	Eartha Chalenor / Debby Strode (SENDCo)	£3,000	Termly	
Where appropriate – Catch UP support and Pupil Premium strategy are aligned and financially jointly accounted for						
					Budgeted cost:	£5,000

2. Targeted Academic Support

Intent	What's the evidence and rationale for this choice?	Detailed Actions	Who Lead	Cost	When will you review this?
Reduce the % of pupils in EYFS and KS1 who are assessed as moderate/severe difficulty in SaL.	Outcomes in SaL screener in Rec., Y1 and Y2	<ul style="list-style-type: none"> Early Years staff to build the interventions into their day Additional TAs in KS1 to use 25% of their time for SaL intervention 	Eartha Chalenor / Debby Strode (SENDCo)	£5,500	Summer Term

Improve the phonics outcomes in Y1 and Y2 from the predicted 60% and 70% to 65% and 75%	Predictions for Phonics check and Teacher Reading assessments	<ul style="list-style-type: none"> Additional TAs in KS1 to use 25% of their time to implement phonic interventions SENDCo to purchase additional Phonics software for iPads Class Teachers in KS1 to ensure that targeted children regularly use the phonics software 	Eartha Chalenor / Debby Strode (SENDCo)	£5,500	Summer Term
Accelerated progress in reading (e.g. B to W or W to E) for a targeted 5% of children in Year 3 and Year 4	Teacher Reading assessments	<ul style="list-style-type: none"> HT to sign up to the National Tutoring Programme Tutor to provide 1-3 sessions in Reading, Writing and Maths to targeted pupils 	HT	£6,000	Spring Term
Accelerated progress in writing (e.g. B to W or W to E) for a targeted 5% of children in Year 5	Teacher Writing assessments	<ul style="list-style-type: none"> School Tutor to provide 1-3 sessions in Reading, Writing and Maths to targeted pupils 	Debby Strode (SENDCo)	£8,000	Termly
Increase the % of children who reach the expected level in English at Maths at the end of KS2 this year	Teacher Writing and Maths assessments	<ul style="list-style-type: none"> One AHT to run a Maths class every day in Y6 for targeted children One AHT to run an English class every day in Y6 for targeted children 	HT	£5,000	Summer Term
Where appropriate – Catch UP support and Pupil Premium strategy are aligned and financially jointly accounted for					
				Budgeted cost:	£30,000

3. Wider Strategies

Intent	What's the evidence and rationale for this choice?	Detailed Actions	Who Lead	Cost	When will you review this?
Enable children to develop resilience and awareness of own Mental Health	<ul style="list-style-type: none"> Increased levels of anxiety in children Increased expectation that action is taken when anxiety levels are high Change in National Curriculum for PSHE 	<ul style="list-style-type: none"> HT to arrange for class cover to enable the PSHE subject Lead to evaluate, review and publish the school's PSHE curriculum See above staff meetings 	Catherine Townsend	£1,000	Summer Term
Staff to feel well supported and have good well being	<ul style="list-style-type: none"> Feedback from Teaching Staff Survey 	<ul style="list-style-type: none"> HT to source well being counsellor for staff HT to ensure that specific roles and responsibilities are in place (e.g. photocopier monitor) to support work/life balance 		£2,000	Summer Term
Children continue to feel a part of a community despite being in 'bubbles'	<ul style="list-style-type: none"> Governor and parent / carer feedback 	<ul style="list-style-type: none"> HT to purchase materials for weekly assemblies that will support whole school focus on various catch up themes. AHT to develop the school's communication vehicles (website, newsletters) so that approach to catch up is well known. 	HT and AHT	£560	Summer Term

Where appropriate – Catch UP support and Pupil Premium strategy are aligned and financially jointly accounted for

Budgeted cost:	£3,560
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Total budgeted cost:	£38,560
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