



## **COVID Catch-Up Premium Plan and Report**

### **Academic Year 2020-2021**

#### **FUNDING**

##### **Funding allocation (Mainstream Schools)**

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. Payments This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. 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.

##### **Accountability and monitoring**

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

# **COVID Catch-up Premium Funding Summary**

## COVID Catch-up Premium Funding Summary

FUNDING INFORMATION			
Total number of pupils:	<p>REC - 61</p> <p>KS1 - 121</p> <p>KS2 - 120</p> <p>(NUR - 52 FTE)</p>	Amount of catch-up premium received per pupil:	£80 per pupil
Total catch-up premium budget:	£24,880		

PROPOSED SPEND				
Date	Autumn 2 budgeted cost:	Spring budgeted cost:	Summer budgeted cost:	Total
Quality First Teaching	£4400	<p><del>£6128</del></p> <p>£8100</p>	-	<p><del>£10528</del></p> <p>£12500</p>
Targeted Support	£4120	<p><del>£100</del></p> <p>£750</p>	£2100	£6970
Other Approaches	£442	£6145	£120	£6707
			Proposed Spend to Date	<b>£26177</b>

# COVID Catch-up Premium Strategy

- *Context*
- *Priorities*
- *Barriers to Learning*
- *Planned Investment*

## CONTEXT

### Spring and Summer 2020

- In the initial lockdown period in spring/summer 2020, the vast majority of children from Reception to Year 4 engaged with the detailed online learning that the school provided.
- During the second part of the summer term, 130 children returned to school to be educated.
- Adhering to government guidelines, as well as no parental demand, our school was fully closed over the summer holiday period which meant that no school based, or remote learning, took place over the summer break. This was crucial in terms of teacher workload and their mental health and emotional wellbeing. All families were able to access year group blogs and home learning ideas via [www.archibaldfirstschol.org.uk](http://www.archibaldfirstschol.org.uk)

### Autumn 2020 September 2020

- Upon returning in September 2020, Archibald First School families are actively engaged from the onset of the academic year.
- Only 1 family failed to return in September 2020 due to their personal COVID anxiety; they have since taken on the role of Home Educating their child and have removed the child from the school roll. 1 family did not return due to being classed as extremely Vulnerable and were therefore shielding; as of the local lockdown, a second family identified as extremely vulnerable have also been advised to shield. The three children involved are in irregular communication with their class teachers and receiving daily work.
- All our new starters in Reception and Nursery joined us and have made a successful start to life at Archibald.
- To date, attendance has been stable across all year groups upon return.
- Our proportion of disadvantaged pupils across the school is relatively low compared to both a local and national picture.

### Autumn Term December 2020

- Staff have worked to deliver high quality teaching and learning throughout the Autumn term.
- An end of term analysis considering the individual, group, class and year group attainment, progress and achievements both academically and holistically actions has been completed by each year group team.
- Children's mental health and emotional wellbeing have been carefully considered; all children took part in a wellbeing survey in December 2020.
- The academic strengths and areas to address document for each year group has been updated in both Autumn 1 and Autumn 2; Subject Leaders have analysed the information for trends.
- Key stage leaders have identified overall strengths and areas to address for their phase (EYFS, KS1 and KS2)
- From the above information; plans for Spring term have been devised and shared with the school staff.

## CONTEXT

### **Spring Term February 2021**

- School opened for one day only – 4<sup>th</sup> January 2021.
- UK entered Lockdown 3 – 5<sup>th</sup> January 2021.
- School opened to critical key worker and vulnerable children – 6<sup>th</sup> January 2021.
- 35% of children in school, 65% of children receiving home learning.
- All children engaging with home learning.
- Staff have delivered high quality home learning. Home Learning Offer shared with all families and available on the school website.
- Children have received marking and feedback on all work.
- Parent Questionnaire sent and reviewed February 2021 – feedback overwhelmingly positive.
- School response with refinements to home learning offer sent 3.2.21.
- School working to further expand provision through supply teaching.
- Staff contacting children via TEAMS live communication and phone calls.

## PRIORITIES

### Our Catch-Up Priorities

Our catch-up priorities are aligned to our Recovery Curriculum Strategy where we endeavor to help children come back into school life, whilst acknowledging and being mindful of the experiences that they may have had.

- 1. Mental Health and Wellbeing** - set aside time to enable teachers to assess pupils' wellbeing and learning needs. Identification and awareness of our community's needs (now and as they evolve) will ensure that teachers and other school staff can provide effective support.
- 2. Curriculum Deficit** – quality first teaching is the most important lever schools have to improve outcomes for their pupils. In addition, this will be supplemented by high-quality one to one or group tuition as a catch-up strategy alongside other targeted interventions.
- 3. Families** - provide extensive pastoral support to pupils and families throughout the pandemic. Regular and supportive communications with parents/carers, especially to increase attendance and engagement with learning.

### Overall Aims:

- To raise the achievement of all pupils to counteract lost learning created by COVID-19 school closures.
- The mental health and wellbeing needs of pupils, and staff, are met and supported by the school.

## BARRIERS TO LEARNING

### ACADEMIC BARRIERS:

<b>A</b>	<b>Lost learning creating a curriculum deficit from the academic year 2019-20:</b> Some children have missed 14/38 weeks of schooling. School will need to use Autumn 1 and Autumn 2 baseline and end of term assessments to ascertain exactly where all children are in relation to their age-related learning in Reading, Writing, Maths and Phonics.
<b>B</b>	<b>Every child a reader:</b> A small proportion of our pupils may have had limited access to reading materials and/or parental support with their reading since March 2020 and therefore, their reading ages may be lower than expected when baseline assessments are completed. Lost of direct phonics teaching and the daily application of reading skills may have impacted on our children's reading confidence, enjoyment and ability. A lower reading ability will impact negatively on a child's learning across the curriculum.

### EXTERNAL BARRIERS:

<b>C</b>	<b>School routines and expectations:</b> Children and young people may need support to settle back into school and class routines. Limited concentration may be evident due to lack of structured learning experiences since school closures in March 2020.
<b>D</b>	<b>Mental Health and well-being of our children and young people:</b> Staff need to provide opportunities to gain a greater understanding of children's mental health and wellbeing in order to be able to help and support children who may have been adversely affected by closures and COVID-19. School needs to reestablish open communication lines between home and school to build, and revive the vital home school partnership which will positively impact on the children. Together we must work to ensure our children are resilient, independent learners which will impact on their progress & attainment; their achievement.



<b>E</b>	<p><b>Family Dynamics and Work Commitments:</b></p> <p>The vast majority of our families have both parents working: Home working in conjunction with home learning places added strains on families. Family and home life dynamics have very likely changed for many of our families. Some children do not come from supportive family homes.</p>
<b>G</b>	<p><b>Access to Home Learning and Family Support:</b></p> <p>A small proportion of our pupils do not have access to technology beyond a Smartphone; access to technology to support home learning in the event of closures is needed.</p> <p>Responding to parental feedback and government requirements; learning can be developed further during this academic year to improve access to learning at home for all pupils.</p>
<b>H</b>	<p><b>Communication:</b></p> <p>Due to lockdown and diminished social interactions, our children will have had limited access to high quality communication beyond their immediate home environment, opportunities to develop their skills of speaking and listening and a reduced amount of high-quality modelling of communication from anyone other than their immediate family.</p> <p>Many of our children joining Nursery/ Reception will have lost 6 months of their time at an Early Years setting (playgroup/toddlers/childminders/EYFS groups).</p> <p>Children have communicated with adults wearing a mask, they have had limited interaction with peers (if any) and due to being in the home environment children have developed even stronger attachment ties to parents/carers (links to resilience and emotional)</p>

*Only once we have addressed the children's emotional health, their resilience, confidence, relationships and so forth; are we in the position to successfully address lost learning and effectively make up any curriculum deficit.*

Planned expenditure for current academic year

Quality of teaching for all						
Intended outcome and success criteria	What's the evidence and rationale for this choice?	Actions	How will you make sure it's implemented well?	Staff lead	Cost	When will you review this?
<p><b>A Broad and Balanced Curriculum for ALL:</b> Every class continues to have a structured timetable that facilitates a broad and balanced curriculum being planned for and effectively delivered.</p> <p>Staff have ownership to tweak timings in order to deliver interventions and add in additional PSHE / Assemblies to meet the children's needs academically and holistically.</p>	<p>Autumn 1 PPM</p> <p>Covid-19 Return to school Parent/Carer forms</p> <p>CPOMS</p>	<p>Ensures coverage of all curriculum areas.</p> <p>Focus on children being taught in the classrooms with limited sessions outside of the classroom</p> <p>Ensure assemblies/ PSHE are being delivered daily.</p>	<p>Data and Narratives at the end of Autumn 2 will establish concrete data with SLT.</p> <p>SLT Monitoring</p>	<p>SLT</p> <p>CB (KS1 lead) SG (KS2 lead)</p>	-	<p>Dec 2020</p> <p>March 2021</p> <p>July 2021</p>
<p><b>Additional TA support across KS1.</b> All children make rapid and sustained progress from their starting points.</p>	<p>For KS 1 and KS2</p>	<p>Teachers to devise a detailed plan of focus and impact of the additional staff member</p>	<p>CB &amp; KP to lead Y2 TA and discuss Autumn 2 impact with SLT.</p> <p>BW &amp; LT to lead Y1 TA and discuss Autumn 2 impact with SLT.</p>	<p>CB (Maths) SG (Literacy) KN (Phonics)</p> <p>CB (KS lead)</p>	<p>See below</p>	<p>Dec 2020</p> <p>March 2021</p> <p>July 2021</p>

<p>Additional adult support within the classroom facilitates meeting with children's needs and raising the attainment of all pupils to close the gap created by COVID-19 school closures.</p>			<p>% of children who pass the Phonic Screen (Y2 – Autumn term &amp; Y1 – Summer term)</p> <p>% of children who pass the KS1 SATs.</p>			
<p><b>Additional TA support throughout KS2</b></p> <p>All children make rapid and sustained progress from their starting points.</p> <p>Additional adult support within the classroom facilitates meeting with children's needs and raising the attainment of all pupils to close the gap created by COVID-19 school closures.</p>		<p>Teachers to devise a detailed plan of focus and impact of the additional staff member</p>	<p>SG &amp; RN to lead Y4 TA and discuss Autumn 2 impact with SLT</p> <p>HN &amp; SM to lead Y3 TA and discuss Autumn 2 impact with SLT</p> <p>% of children working at ARE for RWM</p> <p>% of children who pass the Y4 Multiplication test</p>	<p>CB (Maths)</p> <p>SG (Literacy)</p> <p>SG (KS lead)</p>	<p><b>See below</b></p>	<p>Dec 2020</p> <p>March 2021</p> <p>July 2021</p>
<p>EYFS: Additional Support will be facilitated for specific children via the SEND money received from the LA.</p>						

<p><b>Autumn 2 budgeted cost: £4400</b>          £1350 for Y1 Teaching Assistant (2 days a week for 6 weeks)          £1450 for Y2 Teaching Assistant (4 mornings per week for 6 weeks)</p> <p>£600 for additional support in KS2 6 days          £500 for additional support in KS2 6 days          £500 for additional support in KS2 6 days</p>	<p><b>Originally Planned &amp; Amended</b>  <b>Spring budgeted cost: <del>£6128</del></b>  <b>£8100</b>  <del>£4128 for Y2 Teaching Assistant (4 mornings per week for 6 weeks)</del>          Spring 1: £1120 for Y2 Teaching Assistant 2 full days for 5 weeks.          Spring 2: £3600 for Y2 Teaching Assistant 4 1/2 full days for 7 weeks.  <del>£1000 for additional support in KS2 (PP) 10 days</del>  <del>£1000 for additional support in KS2 (SJ) 12 days</del>          Spring 1: £900 for Y1 Teaching Assistant 2 days over 4 weeks.          Spring 2: £1680 for Y1 Teaching Assistant 4 mornings over 7 weeks.          Spring 2: £400 for additional support in KS2 4 days from 8.3.21 TBC          Spring 2: £400 for additional support in KS2 4 days from 8.3.21 TBC</p>	<p><b>Summer budgeted cost: -</b></p>	<p><b>Total budgeted cost:</b>  <del>£10528</del>  <b>£12500</b></p>
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## Review

### February 2021

- Sustained progress made by children across the school community with HA children making rapid progress. See PPM Strengths and Weaknesses Autumn review for further details.
- Vibrant curriculum has encouraged children to engage and reintegrate with school life whilst allowing for extended PSHE sessions to aid the return to school.
- SLT reviewing home learning curriculum and planning ways forward for spring 2.

## Targeted support

Intended outcome and success criteria	What's the evidence and rationale for this choice?	Actions	How will you make sure it's implemented well?	Staff lead	Cost	When will you review this?
<p><b>Online Engagement</b></p> <p>Engage pupils to complete additional activities outside the school day to address the curriculum deficit.</p> <p>Online subscriptions: Lexia, IDL, Doodle Maths and TTRS (A, E, G)</p>	<p>Engagement of pupils through interactive games for an educational purpose.</p> <p>Impact of use of programmes on children already accessing these prior to COVID; roll out access to wider school community.</p>	<p>Track the % of children working at ARE for RWM and the progress each child makes from their starting point.</p> <p>Track the % of children who pass the Phonic Screen (<del>Y2 – Autumn term &amp; Y1/2 – Summer term</del>) <i>The phonics screen has been cancelled. Staff will use previous materials to formally assess children for school records.</i></p>	<p>CB &amp; HN to monitor TTRS and Doodle Maths encouraging Class Teachers to share and celebrate achievements with their class.</p> <p>LW to monitor Lexia and share Lexia Superstar certificates each week.</p>	<p>CB &amp; HN (Maths subscriptions)</p> <p>LW (Lexia) SJ (IDL)</p>	<p>TTRS £100 per year IDL (PP Funded) Lexia £1790 (in addition to 50 user license pack already purchased) Doodlemaths £990 (in addition to the 80 user license pack already purchased)</p>	<p>Dec 2020 March 2021 July 2021</p>
<p><b>Every Child A Reader: Reading Incentives</b></p> <p>Establish good reading habits for children across the school community.</p> <p>To raise the attainment of all pupils to close the gap created by COVID-</p>	<p>A small proportion of our pupils have had limited access to reading materials during the summer term and therefore, their reading ages may be lower than expected when baseline assessments are completed.</p>	<p>Track the % of children working at ARE in Reading and the progress they make from their starting point.</p> <p><del>Carry out the Salford Reading Test Autumn 2 and possibly Summer 1</del></p>	<p>SG to gather children's voice over reading initiatives – worms, cheeky fives, reading slots.</p> <p>Parents voice gathered as to reading engagement from home: Forms Survey</p> <p>Reading Assessment</p>	<p>SG (Literacy) RT (HT)</p> <p>SLT</p>	<p>Release time for TAs to carry out Salford reading Test: Potential Supply Costs</p> <p>Book Selection £200</p> <p>Book Tokens £250 (£50 per half term)</p>	<p>Dec 2020 March 2021 July 2021</p>

<p>19 school closures. (A, B)</p>		<p>Consider investment in Kindles with preloaded books for key children to use of loan.</p>	<p>files supplemented with Chris Quigley Progression of Skills Milestones, Guided Reading, 1 to 1 Reading, Reading Diaries and Reading Worm incentives with book vouchers and prizes.</p> <p>Narrative at the end of Autumn 2 will establish further baseline data with SLT.</p>		<p>Stampers £50 Kindles £45 per device plus £10 book investment £1000</p>	
<p><b>Communication Development:</b> Nuffield Early Language Intervention (NELI)</p> <p>Support the language and early literacy skills of Reception pupils through additional targeted support provided by trained early years staff.</p> <p>To raise the attainment of all pupils to reduce the deficit created by COVID-19 early years closures. (H)</p>	<p>Autumn 1 baseline and PPM with Reception Class Teachers.</p>	<p>Training for staff</p> <p>Active engagement of staff involved with the programme</p>	<p>Reception Class Learning Journey</p> <p>Tapestry</p> <p>PPM</p> <p>End of term narratives</p> <p>Programme feedback and evaluation</p>	<p>KN (EYFS lead &amp; Phonics)</p> <p>CJ (Reception Class Teacher)</p>	<p>Release time for training and implementation of programme</p> <p>£60 per half day/ £90 per day for TA cover</p> <p>Budget for 10 days - £1000 initially</p>	<p>Dec 2020 March 2021 July 2021</p>

<p><b>1-1 Tuition / Group Tuition</b></p> <p>Targeted support for individual children provided in addition to the school day.</p> <p><b><u>(Staff are to plan, prepare and evaluate – NOT teachers)</u></b></p> <p>(A. B. E, G)</p>	<p>Children identified as having limited family support at home in terms of specific needs due to capacity of families (work, siblings, commitments, engagement of children in the home environment)</p>	<p>Identify children in Autumn 2 for second wave of support beginning in Spring 1. (1 child has received 1-1 support during autumn 2 as a trial)</p>	<p>A week plan and evaluation with a clear post piece of work</p>	<p>CB to oversee and collate documentation and evidence of planning, resources and outcomes with impact.</p> <p>Class teachers to liaise with staff member carrying put tuition.</p>	<p>Cost per teacher for 6 hours £153 6 staff interested x = £918</p> <p>£600 1-1 tuition (KP) Hull</p>	
<p><b>Autumn budgeted cost: £4120</b></p> <p>£94.90 for TTRS Paid using PP</p> <p>£1725 for Lexia (Paid into D551)</p> <p>£990 for DoodleMaths</p> <p>£1000 for NELI programme TA cover (covers ST additional)</p> <p>£100 reading vouchers</p> <p>-</p> <p>£300 for reading incentives</p>	<p><b>Spring budgeted cost: £750</b></p> <p>£650 Investment in Oxford Reading owls</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>£100 reading vouchers</p>	<p><b>Summer budgeted cost: £2100</b></p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>£100 reading vouchers</p> <p>£1000 for Kindle investment</p> <p>£1000 tuition costs</p>	<p><b>Total budgeted cost:</b></p> <p><del>£6970</del> <b>with Kindles</b></p> <p><b>£5970</b></p>			

## Review

### February 2021

- 1-1 tuition sessions did not take place as we had to isolate Y2, Y3 and Reception so decided to reduce the risk of transmission across the school.
- NELI – The assessment was not completed for ALL children before Christmas due to time constraints. This was okayed by the programme as a lot of other schools were in the same position. Staff training in preparation for delivering the programme is also time consuming and the focus had to be on the children in the learning environment. 60% of the NELI assessment by the end of Autumn 2. 3 additional children have been assessed during the national lockdown.
- From the recent print off of results nearly all the children are in the green zone. No child currently has been identified as a cause for concern.
- Our current plan is that we would maybe pick the lowest set of children to take part. However, administering this programme means those children have to take part in a daily 20-minute session which will be difficult whilst considering staffing and other catch ups that might need to happen.
- Reading incentives well received across the school community using the Reading Worms. This has improved attainment, progress and reading habits across the school.
- Online subscriptions have been well received by our children and families. Celebrations of Doodle Maths, TTRS and Lexia have been inconsistent perhaps due to the nature of working in schools during a pandemic (no celebration assemblies).
- Lexia has helped Y2 achieve sustained and rapid progress for some pupils, which resulted in many passing their Y2 phonics screen (84.5%).



## Other approaches

Intended outcome and success criteria	What's the evidence and rationale for this choice?	Actions	How will you make sure it's implemented well?	Staff lead	Cost	When will you review this?
<p><b>Wellbeing</b> The mental health and well-being needs of pupils are met and supported by the school. (C, D, H)</p>	<p>Covid-19 Return to school Parent/Carer forms</p> <p>Autumn 1 PPM</p> <p>CPOMS</p>	<p>Daily assembly slots in class.</p> <p>Assemblies can also take on role of PSHE lessons</p> <p>5-minute mindfulness sessions: Time limited</p> <p>Investment in further high quality texts – No Outsiders; Hope...</p>	<p>PPM Autumn 2</p> <p>Feedback from parents/carers</p> <p>Pupil Voice</p>	<p>Mrs. Nisbet Mrs Marshall PSHE Leader</p>	<p>Classes have daily timetabled slots for assembly – no cost</p> <p>Weekly PSHE sessions timetabled – no cost</p> <p>Texts - £350</p>	<p>Dec 2020 March 2021 July 2021</p>
<p><b>Outdoor Learning</b> All children from years 1-4 will have the opportunity to complete outdoor learning, planting, horticulture and building projects over the term.  (AH delivers FS on Friday in EYFS)</p>	<p>Forest School Wellbeing research from Newcastle University</p> <p>Impact of our current Vulnerable Learners Forest School Group</p> <p><a href="https://www.treesforcities.org/our-work/schools-programme/edible-playgrounds/info">https://www.treesforcities.org/our-work/schools-programme/edible-playgrounds/info</a></p>	<p>Release a member of staff to deliver the outdoor learning and wellbeing project</p>	<p>Feedback from parents/carers</p> <p>Pupil Voice</p>	<p>Mr Holman Mrs Ward</p>	<p>£5000 Edible Playgrounds or such like</p> <p>£500 gardening resources</p>	<p>March 2021 July 2021</p>

<p><b>Home Learning</b> Develop our Home Learning and Remote Education offer during this academic year to improve access to learning at home for all pupils.</p> <ul style="list-style-type: none"> <li>- SeeSaw</li> <li>- Microsoft Teams (DfE)</li> <li>- Laptops (DfE)</li> <li>- (See investment in Doodlemaths, Lexia, IDL, TTRS)</li> </ul> <p>(A, E, G)</p>	<p>Feedback from parents/carers</p> <p>Pupil Voice</p> <p>Staff monitoring engagement from children</p>	<p>Invest in quality home learning resources.</p> <p>Dedicate time for training for the staff to build confidence and familiarity as well as understanding.</p> <p>Establish home access and needs including IT provision and competence; children's working levels;</p> <p>Parent/carer access to software and hardware prior to a closure to be established.</p>	<p>SeeSaw CPD delivered by CB (Autumn 1)</p> <p>Microsoft Teams CPD delivered by CB (Spring 1)</p> <p>Feedback from parents/carers</p> <p>Pupil Voice</p>	<p>Mr Bourke (DHT)</p> <p>Mrs Jones (IT Leader for curriculum and sustainability)</p> <p>CB and CJ for e-safety</p>	<p>Seesaw – free App</p> <p>Microsoft Teams – DfE Grant received of £1500</p> <p>Laptops – x5 provided to school by DfE</p> <p><b>December 2020</b> - order of 11 more devices made for Spring 2021 after reallocation. 5 x laptops and 5 x notebooks</p>	<p>Dec 2020 March 2021 July 2021</p>
<p><b>Handwriting</b></p> <p>To re-establish the high expectations of all pupils in terms of presentation and handwriting in all areas of learning.</p> <p>(C)</p>	<p>Standards of handwriting monitored by Class Teachers and shared during PPM in Aut 1.</p>	<p>Teachers to ensure that 'We are writers' is embedded for all lessons where recording is a feature.</p> <p>Handwriting and presentation to be included on success criteria as a red key skill.</p>	<p>PPM throughout academic year</p> <p>Book looks throughout the academic year</p> <p>Literacy Action Plan</p> <p>Cross-moderation December 2020</p>	<p>Mrs Graham (Literacy Lead)</p> <p>SLT</p>	<p>Handwriting Book Investment - £360 Autumn 2 (Potential spend of £360 Spring 2, £120 Summer)</p>	<p>Dec 2020 Feb 2021 July 2021</p>
<p><b>Autumn budgeted cost: £442</b></p> <p>-</p>		<p><b>Spring budgeted cost: £6145</b></p> <p>£263 for No Outsiders books?</p>		<p><b>Summer budgeted cost: £120</b></p> <p>-</p>		<p><b>Total budgeted cost:</b></p>

<p>£56 for LEGO</p> <p>£26 for Mindfulness pens</p> <p>£360 for Nelson Handwriting books</p>	<p>£19.99 for No Outsiders: Everyone Different, Everyone Welcome Preparing Children for Life in Modern Britain <i>By Andrew Moffat (2020) 1<sup>st</sup> edition</i></p> <p>-</p> <p>£360 for Nelson Handwriting books</p> <p>£5000 Outdoors Learning</p> <p>£500 Outdoor Learning resources</p>	<p>-</p> <p>-</p> <p>£120 for Nelson Handwriting books</p>	<p>£6707</p>
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## Review

### February 2021

- Wellbeing needs were being met throughout Autumn term. Lockdown 3 has resulted in wellbeing issues from home arising. Due to circumstances, it is more challenging to provide support when the child is not accessing a school place. However, remote learning and MS Team Live Communication sessions to boost morale and wellbeing are steps in the right direction.
- Diana West continues to work 1-1 with children in school, contact families (children and parents) and contact Toddler families.
- Outdoor Learning - more opportunities in EYFS with AH
- Home Learning – established and well received by children and families. Survey completed wb 25.1.21, which will provide us with more concise feedback.
- Handwriting – books ordered for EYFS, KS1 & individual KS2 children. Used in Autumn 2. Books in use by children. On return to school book 2 will be given to children.