



# School Enhancement Plan

## 2021 – 2022



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## 1. Vision

*As a small, rural village church school, we recognise the skills and experiences which children already join us with. Whilst building on these strengths, we also aim to provide a wide and diverse range of different learning opportunities.*

We work in partnership with Lichfield Diocese to dovetail our Christian values, intent and design into the whole school curriculum to reflect the most recent SIAMS, SACRE, Ofsted and Early Years guidance.

The school's current Vision is...

***'Working together- Learning for life.'***

**We are a happy school in which we work together to ensure children enjoy their time with us.**

**St. Lucia's school strives to provide a broad and balanced curriculum to provide children with a wide variety of enriched learning experiences and life skills.**

*N.B. We are in the process of a consultation stage with staff, governors, parents, children, the church and local community to review of school vision and Christian values.*

## 2. OFSTED priorities and local/national priorities

*Our last OFSTED inspection was 14<sup>th</sup> June 2018*

*The inspection judged the school's strengths to be...*

- 'Confident, effective leadership has resulted in improvements in the quality of teaching and learning throughout the school.'
- 'Leaders, including governors, have an accurate understanding of what is working well and what needs to improve.'
- 'Pupils are very polite and well mannered.'
- 'Progress is particularly strong in reading.'

*What does the school need to do to improve further? For pupils to have opportunities to practise and refine their writing skills in a wide range of subjects.*

- **Teachers to provide more challenging tasks for the most able pupils in maths so that they reach the standards of which they are capable.**

The local and national priorities, initiatives and themes affecting the school are...

- The school has taken on board recent national changes to the Early Years curriculum from September 2021 and we are working hard to develop our curriculum design to meet the needs of all children in the school.
- In September 2021, the school received a lower intake of reception aged children as it did in 2019. These lower pupil numbers put huge pressure on the school's overall budget. This challenge was highlighted further with the additional expenses the school incurred during the Covid 19 pandemic 2019-20.
- The school has seen an increase in the number of children with significant SEND, particularly at a level where designated adult support is required. This area of need impacts greatly on overall staffing costs. It also currently reduces the overall capacity of experienced support staff across the school, particularly when we are trying to deliver intervention and catch up programmes of learning following the Covid19 pandemic. Alongside this reduced capacity, there has also been the need for further additional emotional support resulting in an increased number of referrals for some individual children to outside agencies for appropriate specialist support.

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**3. Evaluation of last year's enhancement plan 2019-20**

<b>Priority 1 – To continue to raise standards in writing across the whole school</b>	
<p>Impact of work undertaken:</p> <ul style="list-style-type: none"> <li>• All classes continue to use the principles of The Write Stuff including-extended vocabulary following the previous whole school writing training.</li> <li>• Children made steady and appropriate progress in writing by the end of the year in the light of the Covid19 pandemic, although writing stamina showed to be weakened during the lockdown periods.</li> <li>• Children have been provided with increased cross curricular writing opportunities. Clearer writing progression linked to The Write Stuff approach is becoming more evident across the school.</li> </ul>	<p>Further areas of work required:</p> <ul style="list-style-type: none"> <li>• Continue to deliver and provide further sustained, cross curricular writing opportunities on a regular basis across the school.</li> <li>• Continue to monitor the structure of writing and to provide spelling opportunities to further strengthen sustained independent writing.</li> <li>• Continue to monitor pupils' writing linked to termly progress to ensure consistency of standards as a staff and in partnership with the English link governor.</li> </ul>
<b>Priority 2– To continue to develop higher level maths skills so that more children achieve GDS in maths</b>	
<p>Impact of work undertaken:</p> <ul style="list-style-type: none"> <li>• The White Rose maths planning, teaching and learning has now been fully implemented across all classes which provides increased opportunities for fluency, reasoning and problem solving on a daily basis.</li> </ul>	<p>Further areas of work required:</p> <ul style="list-style-type: none"> <li>• Continue to deliver the White Rose maths teaching and learning whilst also providing children with a wide range of extended reasoning and problem solving opportunities.</li> </ul>

<ul style="list-style-type: none"> <li>• More able learners are benefitting from the challenging range of ‘deeper’ maths activities and high expectations are set using the mastery model.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete maths moderation as a staff team focusing on progression and consistency. Work in partnership with the maths link governor and continue to seek any moderation opportunities with other schools/with the local authority when possible.</li> </ul>
<b>Priority 3– Increase the number of children achieving the expected standard in Reading, Writing and Maths at the end of KS1</b>	
<p>Impact of work undertaken:</p> <ul style="list-style-type: none"> <li>• The school has continued to place a high priority on the importance of reading and provided a wealth of reading opportunities during lockdown. The extent of home support during the lockdowns was variable for some Year 2 children.</li> <li>• The principles of The Write Stuff, including writing structure and ambitious vocabulary are now closely linked to ARE at the end of key stage 1.</li> <li>• The White Rose Maths has become a daily part of teaching and learning and pupils now access increased opportunities to develop their fluency, reasoning and problem solving skills to ensure knowledge and progression of key maths concepts.</li> <li>• A small group of children benefitted from the catch up programme to try and reduce the wider gaps seen in reading, writing and maths following lockdowns.</li> </ul>	<p>Further areas of work required:</p> <ul style="list-style-type: none"> <li>• Continue to monitor standards and progress in reading, writing and maths through staff meetings, link governor visits and joint moderation with other schools, or the local authority when the opportunities arise (termly).</li> <li>• Continue to keep a high reading profile with emphasis on comprehension skills for regular practice and support at home.</li> </ul>
<b>Priority 4– Develop the outdoor areas of the school site including the playground (markings) and Class 2 outdoor area</b>	
<p>Impact of work undertaken:</p> <ul style="list-style-type: none"> <li>• The sheds by Class 2 have been cleared and a new one installed and in full use</li> <li>• The picnic tables are fully utilised to support recorded and practical learning in the Class 2 outdoor space</li> <li>• Forest School has benefitted from additional tree planting and structures</li> <li>• Both the key stage 1 and 2 playgrounds have been fully re-marked to provide sports lines, number lines and games to enhance playtimes and lunchtimes</li> <li>• The blackboard wall on the key stage 1 playground has been painted and is in full use</li> <li>• The gate and outdoor fencing around the school entrance have been painted</li> </ul>	<p>Further areas of work required:</p> <ul style="list-style-type: none"> <li>• Involve the children in the upkeep of the front garden area</li> <li>• Repaint the side boards by the key stage 2 playground</li> <li>• Replace the friendship sign</li> <li>• Install new wall mounted bins by both playgrounds</li> </ul>

<ul style="list-style-type: none"> <li>• The front garden has been fully re-designed and replanted with support from local businesses, parents and governors</li> <li>• Posts and other fences and space by Class 2 have been replaced and repainted, as has the large storage shed.</li> </ul>	
<p>Pupil premium evaluation</p>	
<p>Impact of work undertaken</p> <ul style="list-style-type: none"> <li>• Effective Catch Up intervention has been in place since the September 2020 (and prior to lockdown) to help identify learning gaps and address areas of focus. Some individual children have made really good progress following their responses to specific/personalised intervention.</li> <li>• Children have been well supported with their mental health and well-being (attendance for PP children and general attendance has been very good). All families returned to school in September 2020.</li> <li>• PPG children have received appropriate support in their classes to identify their learning gaps in comparison to their peers. Progress was measured at the end of the year and included within the annual reports.</li> </ul>	<p>Further areas of work required:</p> <ul style="list-style-type: none"> <li>• Continue to monitor PPG progress termly with the teachers and link governor in line with the associated PPG funding.</li> </ul>

4. Three year objectives

Year 1 2021-22	Year 2 2022-23	Year 3 2023-24
Fully implement the new Early Years curriculum (Sept 2021)	Embed Governor involvement to support the school's main areas of focus	Curriculum development will be fully in place ensuring good progression and knowledge across the school
Curriculum design for all subjects will be fully revised	Monitor the impact of curriculum development and the Early Years across all subjects	
Continue to enhance subject leadership across the school	Subject leaders will have a clear overall profile of each subject and linked progression across the school	
Develop the skills of governance in relation to monitoring, strategic planning and link governor involvement		
Ongoing support of children's emotional health and well-being		
Prepare the school for the Eco- Green Flag status (SB and JR, release time required and additional costs £200+)		

### 5. Headline priorities and objectives for 2021-22

(Objectives will link to HTPM and PM)

	Headline objectives	Resources/Considerations	Headline success criteria
<b>Priority 1:</b> <b>The quality of education</b> <b>Lead by: All staff and governors</b>	<ul style="list-style-type: none"> <li>Curriculum design</li> </ul>	<ul style="list-style-type: none"> <li>Time in staff meetings and release time to research and revise the key knowledge across all subjects</li> </ul>	<ul style="list-style-type: none"> <li>A clear well designed plan of progression for each subject across the whole school which reflects our vision and supports the most recent frameworks</li> </ul>
<b>Priority 2:</b> <b>Behaviour and attitudes</b> <b>Led by: All staff and supported by governors and parents</b>	<ul style="list-style-type: none"> <li>Positive mind set - independence and resilience</li> </ul>	<ul style="list-style-type: none"> <li>Class displays and prompts</li> <li>Links to assemblies, PSHE and vision</li> <li>ELSA materials</li> </ul>	<ul style="list-style-type: none"> <li>Children will show a more resilient attitude towards their learning and peer relationships</li> <li>Knowledge and understanding of values and vision in relation to behaviour</li> </ul>
<b>Priority 3:</b> <b>Personal development</b> <b>Led by: All staff and supported by governors and parents</b>	<ul style="list-style-type: none"> <li>Whole school PSHE programme including SRE</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use the revised PSHE programme of learning</li> <li>Links to assemblies and R.E.</li> <li>ELSA materials</li> <li>Pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>Children show a sense of achievement by reaching goals</li> <li>Knowledge of values and vision</li> </ul>
<b>Priority 4:</b> <b>Leadership and management</b>	<ul style="list-style-type: none"> <li>Monitoring of each subject</li> </ul>	<ul style="list-style-type: none"> <li>Partnership work with teachers and governors</li> </ul>	<ul style="list-style-type: none"> <li>Clear understanding of knowledge and progression within each subject</li> </ul>



<p><b>Led by: The Head teacher, all teachers and governors</b></p>		<ul style="list-style-type: none"> <li>• Consistent approach in the information collected</li> </ul>	<ul style="list-style-type: none"> <li>• How the curriculum links to our vision</li> </ul>
<p><b>Priority 5a: Early years education Led by: The Head teacher, Nursery and Reception staff</b></p>	<ul style="list-style-type: none"> <li>• Embedding the revised Early Years Curriculum from September 2021</li> </ul>	<ul style="list-style-type: none"> <li>• Partnership work across the Nursery and Reception classes</li> <li>• Consistent approach to ensure progression</li> <li>• Monitoring involving link governor</li> </ul>	<ul style="list-style-type: none"> <li>• All the expectations and requirements from the revised Early Years curriculum will be delivered</li> <li>• A clear picture of progress will be achieved as a baseline starting point</li> </ul>

## 6. Action plans for 2021-22 priorities

Priority 1-3	The quality of education,				
Headline objectives:			Headline success criteria		
Objective	Actions	Led by	Timeframes	Success Criteria	Monitored against Success Criteria by
<b>1.Design the curriculum to ensure knowledge and progression across all subjects linked to the school's vision</b>	<ul style="list-style-type: none"> <li>Planning of knowledge coverage to support pupils' long term memory retrieval across each subject</li> <li>Revise each subject to ensure appropriate progression of knowledge across the school</li> <li>Monitor the planning and implementation of each subject</li> </ul>	<p><b>All teachers</b></p> <p><b>All teachers</b></p> <p><b>Subject leads and link governors</b></p>	<p><b>Autumn term 2021</b> <b>Continue the previous work started during 2020-21</b></p> <p><b>Spring and Summer 2022</b></p> <p><b>Spring and Summer 2022</b></p>	<ul style="list-style-type: none"> <li>A set of revised long term plans will be in place for each subject</li> <li>Clear understanding of the subject knowledge to be taught by everyone involved in teaching and learning</li> <li>Teachers and governors will have a clear overview of subject knowledge and progression across the school</li> </ul>	<p><b>Governors</b></p> <p><b>Governors</b></p> <p><b>Head teacher</b></p>
<b>2.Continue to enhance subject leadership across the school</b>	<ul style="list-style-type: none"> <li>Following the agreed long term planning for each subject, the subject leads will monitor the implementation of curriculum delivery in children's books</li> </ul>	<p>Subject leads and link governors</p>	<p><b>Autumn 2021 and Spring term 2022</b></p>	<ul style="list-style-type: none"> <li>A set of revised long term plans will be in place to outline all the knowledge to be covered within each subject across the whole school</li> </ul>	<p>Head teacher and curriculum and standards governors</p>

	<ul style="list-style-type: none"> <li>Collect pupils' voice for knowledge and retrieval of the subject focus</li> <li>Provide annual summary subject update reports for governors and staff</li> </ul>	<p>Subject leads and link governors</p> <p>Subject leads</p>	<p><b>Spring and Summer 2022</b></p> <p><b>Spring/ Summer 2022</b></p>	<ul style="list-style-type: none"> <li>A meeting will have been held to collect pupils' views (voice) about their understanding of subjects and retrieval of information</li> <li>An annual report will have been written for governors and staff to provide an overview about the different subjects</li> </ul>	<p>Head teacher, link governor (if appropriate)</p> <p>Curriculum and standards governors</p>
<p><b>3. Develop the skills of governance in relation to monitoring and strategic planning</b></p>	<ul style="list-style-type: none"> <li>All new parent governors will have received appropriate induction training from the local authority</li> <li>Link governors will be assigned to a subject and teacher lead for 2021-22</li> <li>Link governors will work in partnership with the teaching staff to monitor subjects (as above)</li> <li>Governors will become more directly involved in strategic planning of the school by utilising their skills fully and effectively</li> </ul>	<p>TJ and CD</p> <p>AC, RB, EG, HB, CD, BW, TJ, (NB and JJ),</p> <p>As above</p> <p>All governors</p>	<p><b>By the end of Autumn term 2021</b></p> <p><b>By the end of Autumn term 2021</b></p> <p><b>Spring/ Summer 2022</b></p> <p><b>Spring/ Summer 2022</b></p>	<ul style="list-style-type: none"> <li>Governor induction training will have been completed</li> <li>Each link governor will know which subject they are assigned to, along with the relevant teacher lead</li> <li>Link governors will have visited school to meet with the subject lead and receive up to date curriculum information to be knowledgeable about their subject</li> <li>Governors will have provided more strategic planning input by using their skills effectively</li> </ul>	<p>Head teacher</p> <p>Link governors</p> <p>Curriculum and standards governors</p> <p>One identified governor to collate information from audit.</p> <p>Head teacher and SIA advisor</p>

<p>Completion of the Green Flag Eco award to further develop the outdoor and sustainability of the school environment.</p>	<ul style="list-style-type: none"> <li>Audit of resources and recycling provision</li> <li>Develop a working party to support the school.</li> <li>Collect the views of stakeholders</li> <li>Work as a team to meet with Eco School-Green Flag criteria</li> </ul>	<p>Governors, staff, parents and children (local community)</p>	<p><b>By the end of Autumn term 2021</b></p> <p><b>Summer 2022</b></p>	<p>following a governor skills audit</p> <ul style="list-style-type: none"> <li>The school will meet the criteria to achieve the Eco School Green Flag Status</li> </ul>	<p>S.B. and JR to oversee with support from a governor. All teachers and support staff to contribute towards the criteria.</p> <p>Head teacher (if appropriate as part of the checking process)</p>
<p><b>Evaluation of priority areas 1, 2 and 3</b></p>	<p><i>Impact?</i></p>				

**Timeline of key school activities**

	September 21	October 21	November	December	Christmas hol	January 22	February 22	March 22	April 22	Easter hols	May 22	June 22	July 22
Learning Walks	√						√					√	
PM (and observations)		√											
Parent & pupil voice			√				√						

Work Scrutiny															
Assessment/data capture/Progress meetings				v				v							v
Subject review/reports									v						
Parents evenings				vv											
SATS/Examinations	v												v		
Reports															v
School productions/events					v?										
Governor meetings	v			vvv		v	v	v						vv	v
Priority 1		v													v
Priority 2				v			v								v
Priority 3				v			v								v

### **Pupil premium / PE & sports premium / Catch up premium**

These three premiums are allocated to schools to support specific national priorities. For pupil premium and PE & sports premium every school is required to publish their planned actions and the impact of their actions from the previous year on their website. For the catch-up premium schools may be asked during inspection to explain the reasons behind their allocation of funding and the anticipated impact.

#### ***Pupil Premium template***

<https://www.gov.uk/guidance/pupil-premium-strategy-statements#template>

#### ***PE and sport premium website publishing requirements***

<https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2020-to-2021/pe-and-sport-premium-conditions-of-grant-2020-to-2021-local-authorities-and-maintained-schools>

Association for Physical Education reporting template (including 'carry-over' underspend requirements)

<https://www.afpe.org.uk/physical-education/evidencing-the-impact-guidance-template/>

#### ***Catch up premium***

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#use-of-funds>

There is no requirement to complete a catch-up premium report template. However, below is an example based on the recommendations of the EEF or leaders could use the EEF template [Tiered model editable template](#) to provide an overview of catch-up funding decisions. Alternatives are widely available on subscription leadership sites or in general circulation on education social media platforms.

### Catch Up Premium Plan 2021-22

#### Section 1 - Teaching

#### Section 2 - Targeted Academic Support

#### Section 3 - Wider Strategies

<b>School</b>	St. Lucia's C.E. Primary School and Nursery	<b>Total budget 2020-21</b>	
<b>NOR</b>	85 plus 8 in nursery (93 total)	<b>Date 28.09.2021</b>	
<b>Number of pupils in need of targeted intervention</b>	15 approx.	<b>Date of review</b>	Jan/June 2022

#### 1. Teaching

<b>Staff CPD</b>	<i>"Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable. Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school. Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support." Education Endowment Foundation</i>			
	<b>CPD / Course - Focus</b>	<b>Intended outcome</b>	<b>Number of teachers attending</b>	<b>Cost</b>
<b>PD Days</b>	Building Enhancement Curriculum planning	Improve the learning environment ready for the new school term	6	£0 materials & resources have been donated £0 allocated time for those attending

<b>CPD</b>	Safeguarding and Child Protection	To receive updated information regarding safeguarding from Caroline Ewells Shropshire Council Safeguarding Officer	15 including TAs and support staff (plus any governors)	£49 per person (£735 + approx)
	First Aid Training	Shropshire Council	6 teachers	£80 per person (£480)
	Vickie Longson Lichfield Diocese	To help staff develop a vision for the school (R.E and curriculum development)	5 teachers, 7 support staff	£235 included as part of the Christian Distinctiveness SLA
<b>Consultants</b>				
Total cost				<b>£1450</b>

<b>Pupil Assessment</b>	<p><i>“Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils’ wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.” Education Endowment Foundation</i></p>
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	Action	Intended outcome	Cost calculation	Cost
<b>Formative Assessment</b>	Scholastics assessments	To provide measurable progress between the year groups	£350 approx.	£350
<b>Summative Assessment</b>	White Rose Maths	To measure termly progress in maths for each year group	£300 approx.	£300
<b>SEN reviews</b>	EP reports x 2	To identify progress for a child with an EHCP  To identify specific needs of a child in preparation for an EHCP next year	£900	£1800
	SPECTRA	To identify significant behavioural needs	£800	£800
	Dyslexia screening x 3		£180	£540
Total cost				<b>£3,790</b>

## 2. Targeted Academic Support

<p><b>One to one and small group tuition</b></p> <p><i>(using in house support staff)</i></p>	<p><i>"There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy."</i>  <i>Education Endowment Foundation</i></p>				
	<b>Number requiring support</b>	<b>Focus of tuition/approach</b>	<b>Intended outcome</b>	<b>Delivered by</b>	<b>Cost</b>
<p>Class or year group</p> <p>2</p>	3 (including 1 PPG)	Behaviour, emotional and social needs	To support individual children in self-regulation of behaviour and to provide learning re-focus.	Teaching Assistant (some additional adult support when available)	£11 per hour x 3 across 5 AMs =£165 week
3	3 (including 1 PPG)	Focus, concentration and learning	To support individual children to stay focused on their learning in order to achieve success.	Teaching Assistant (SSA for designated hours between a shared placement arrangement)	£11 per hour x 5 AMs =£165 £11 per hour x 5 PMs = £110
4	3 (including 1 PPG)	Emotional, social and learning needs	To support specific learning needs (Dyslexia) and emotional and re-	Teaching Assistant (SSA for designated hours to	

			focusing prompts in order to achieve success.	support an EHCP)	
				Total cost	£660 month plus £265 week x 4 = £ a month

<b>Intervention programmes</b>	<i>"In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress."</i> Education Endowment Foundation				
	<b>Number of interventions</b>	<b>Number of pupils identified for catch-up support</b>	<b>Intervention salary costs</b>	<b>Intervention resources costs</b>	<b>Cost</b>
<b>Class or year group</b>					
<b>2</b>	2	3	£5,000	Numbots Additional Readers	£150 £200
<b>3</b>	2	4	£5,000	Dyslexia Gold TT Rock Stars	£395 £150

4	2	5	£5,000	Toe by Toe	£125
				TT Rock Stars	£150
Total cost					<b>£1,170</b>

### 3. Wider Strategies

<b>Supporting Parents/Carers/ Pupils/Staff</b>	<i>"Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together. Regular and supportive communication with parents with support and guidance offering advice about effective strategies for reading with children." Education Endowment Foundation</i>				
	<b>Support</b>	<b>Intended outcome</b>	<b>Cost calculation</b>	<b>Cost</b>	
<b>Parental support</b>	Reception Phonics workshops	For parents to be able to support their child with phonics and reading at home.	£50	£50	
<b>Pupil support</b>	Homework and regular reading	For children to read with their parents on a regular basis at home.	£150 x 3	£450	
<b>Staff support</b>	Curriculum Recovery	For staff to receive up to date information to effectively support children's learning and needs by delivering a broad	£125	£125	

		and balanced recovery curriculum.		
Total cost				<b>£625</b>

<b>Access to technology</b>	<i>"Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. Through, scaffolding, practice and feedback." Education Endowment Foundation</i>			
	<b>Strategies</b>	<b>Intended outcome</b>	<b>Cost calculation</b>	<b>Cost</b>
<b>Home learning offer</b>	Regular designated class emails-clear expectations of learning and teacher feedback.  Fortnightly learning packs for face to face collection to provide a balance of recorded and IT learning opportunities.	For children to learn in a sequenced way through teacher guidance.  Receive feedback on learning to improve knowledge and content.  Offer regular communication by checking in with pupils and their families to offer support for well-being and learning.	£6,500 (£1,000 for each new teachers' laptop and £500 for IT training)	£6,500
<b>Technology/Device access</b>	A parents' questionnaire and audit identified the families in need of a device.	To identify families in need of IT device support.  Enable fairness for all children in being able to	£1,500 additional IT support to set up DfE devices and to distribute	£1,500

	Use the DfE laptops to support identified families, including those with PPG.	access remote learning by providing a device.		
<b>Vulnerable pupil engagement</b>	Regular emails and phone conversations.  Face to face fortnightly learning pack collections	To ensure the vulnerable families are engaging with provided remote learning.  To check on well-being and signpost accordingly if further or more specific support is appropriate.	£2,500 (photocopying, printing, organisation, CGP workbooks)  Time liaising with outside providers and specialists	£2,500
Total Cost				<b>£10,500</b>

Overall catch-up cost (Not including National Tutoring Programme)	
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7. **Planned developments** (premises, buildings, environment etc.)

Area for improvement and expected impact	Funding source/key dates	Details of associated documents for further details
New PVC windows and outer door for the Early Years demountable	Improvement scheme via Shropshire Council October half-term 2021 (Buyback SLA)	Surveys, school visits and meetings with the PSG property surveyors
Continue to improve the outdoor areas of the school and site	Fund raising, local community contributions, summer 2021 then continued through 2021-22	Garden and site plans

8. Finance – Linking improvement with funding

Main school budget:

- Learning resources
- Bought in professional services
- Staffing
- SEND
- Early Years and Nursery
- PPG

Capital funding:

- DFC

Other funding streams:

- Fund raising –outdoor projects
- Donations
- School Fund