



# ST. URSULA'S CATHOLIC PRIMARY SCHOOL

*Diocese of Brentwood*

*With God at the heart of our St Ursula's family, we welcome all as we learn and grow together*

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## Covid-19 Catch-up Premium Strategy

(Updated October 2021)

<b>Total number of pupils in the school</b>	404	<b>Total catch-up premium</b>	£32,320
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### Covid-19 Catch-up Funding

In June 2020, a £1 billion fund for education was announced by the government. Further guidance was released showing that the money was being split between a catch-up premium and a national tutoring scheme. The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census. The spending of this money will be down to schools to allocate as they see best. Please read below to see how the funding is being allocated at St Ursula's. Click the following link to see further guidance from the Department for Education : <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

## Use of Funds – Evidence based approach

The Department for Education has directed all schools to use Covid-19 Catch-up funding for specific activities to support their pupils' education recovery. While we can use this funding in a way that suits our cohort and circumstances, we are expected to use this funding for specific activities, which will help our pupils, catch up on missed learning. It is accepted that children would have learnt less while away from St Ursula's Catholic Primary School. The consequences of the pandemic are far reaching – for all of our children but particularly those from socially disadvantaged families. As a school, there will be a particular focus on our disadvantaged and vulnerable pupils, as we know they have been most affected.

EEF Covid-19 support guide for schools 2020:

*"The circumstances created by the Covid-19 pandemic are unique. However, in common with the Pupil premium, the way funding is used will determine what difference it makes. An evidence-informed approach gives us the best chance of maximising impacts"*

St Ursula's expenditure of the covid-19 Catch-up Fund will be informed by the Education Endowment Foundation (EEF) support guide for schools, DfE Catch up premium guidance, data analysis and detailed knowledge of our pupils and their families.

The EEF's research, suggest that the disruption to learning is likely to have at least reversed the progress made in closing the disadvantage gap over the past decade. There have been several national and international studies measuring the impact of partial school closures. The data that has been presented in these studies shows that the greatest impact has been seen in children eligible for Free School Meals and Schools with a higher percentage of Free School Meal pupils: Below is a summary of their findings:

- Pupils from disadvantaged backgrounds experienced higher levels of loss than their non-disadvantaged peers. The effect on disadvantaged pupils is equivalent to undoing a third of the progress made in the last decade on closing the gap in primary schools.
- Schools with a high percentage of children eligible for Free School Meals (FSM) experienced decreases in scores approximately twice as severe as schools with a low percentage of FSM eligible children.
- The disadvantage gap is large in both reading and maths (7 months) and seems to have widened from previous estimates

[\(https://educationendowmentfoundation.org.uk/eef-support-for-schools/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/\)](https://educationendowmentfoundation.org.uk/eef-support-for-schools/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/)

Below are further barriers to learning that we have identified as causes of disruption to our pupils' learning.

## Current and future barriers to learning

<b>A)</b> Self-isolation and further school closures due to Covid-19	School closures prevented our pupils from receiving face-to-face quality first teaching. With controls measures in place, pupils will continue to have to self-isolate when there has been a positive case in their bubble, causing further disruption to their learning. Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit.
<b>B)</b> Attendance	Pupils need to attend school regularly to benefit from their education. Attendance is central to raising standards in education and ensuring all pupils can fulfil their potential. Unfortunately, this pandemic has increased anxieties in parents and pupils, thus making some parents reluctant to send their children into school.
<b>C)</b> Pupil motivation, wellbeing, aspirations and Resilience	Pupils' experiences of the pandemic will be very varied. Some, despite restrictions, would have felt safe and mostly enjoyed their time at home. For others, it would have been challenging or even traumatic. Schools and teachers are used to supporting their pupils through challenges that they face in life; however, the current situation will amplify these challenges many times over.
<b>D)</b> Behaviour	As a two-form primary school, we have a wide spectrum of behavioural needs. With pupils returning to school after months away, their anxieties about coronavirus may manifest themselves as behaviour challenges. Pupils will have to follow safety processes and timetabling arrangements, which are very different from school life in normal times. Many pupils would have spent their time at home alone and isolated. This will likely result in many pupils having lost their ability to listen to their peers and negotiate solutions to social disputes. The challenge for schools after lockdown is the same as it has always been: how to help children learn the behaviour that helps them to flourish as learners and human beings, and to hold them accountable to those standards in a way that is both supportive and compelling.
<b>E)</b> Control measure limiting classroom layout and pedagogies	The learning environment is very different to what the children have been used to. Although children have returned to face-to-face learning, control measures in place mean that teaching and learning is still very different from the 'norm'. Social distancing has restricted staff movement around the classroom and between groups; in the attempt to reduce transmission of covid-19 it has meant that pupils are unable to work as collaboratively like they would usually do. Resources cannot be shared as frequently and so class teachers have to adapt lessons plans and the support provided in class.
<b>F)</b> Stamina	Children have lost stamina in their reading and writing. This was reported by Ofsted and was published in its second report on the effects of the COVID-19 (coronavirus) pandemic across the sectors it inspects and regulates. <a href="https://www.gov.uk/government/news/ofsted-children-hardest-hit-by-covid-19-pandemic-are-regressing-in-basic-skills-and-learning">https://www.gov.uk/government/news/ofsted-children-hardest-hit-by-covid-19-pandemic-are-regressing-in-basic-skills-and-learning</a>

<b>G) Access to technology</b>  (Financial barriers)	The 'Digital Divide' was clearly visible during the school closure in the academic year of 2019-20. The likelihood of having access to the internet from home increases along with income, such that only 51% of households earning between £6000-10,000 had home internet access compared with 99% of households with an income of over £40,000. The link between poverty and digital exclusion is clear: if you are a vulnerable pupil, you have less chance of accessing work online. <a href="https://www.cam.ac.uk/stories/digitaldivide">https://www.cam.ac.uk/stories/digitaldivide</a> <a href="https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/">https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/</a>																																																														
<b>H) Parent/Carer engagement – support provided at home &amp; skills of parents</b>	Covid-19 has created barriers when it comes to communication between parents and the school. Parents are the experts on their children. Whereas teachers change annually, parents accumulate a wealth of knowledge about their children. Teachers, on the other hand, are the experts on instruction. They know what their students need to make progress and possess the skills to support them in doing so. To best support our pupils, parent and the school must work collaboratively. One of the keys to parents and teachers working together is to have good communication.																																																														
<b>I) Whole School data</b>	<p>The impact Of Covid-19 is evident in our Autumn Term Data reporting compared to 2019 National results and 3 year school average:</p> <table><tr><th rowspan="2">Working at expected</th><th colspan="3">Key Stage 1 at Expected</th><th colspan="3">Key stage 2 at expected</th></tr><tr><th>Reading</th><th>Writing</th><th>Maths</th><th>Reading</th><th>Writing</th><th>Maths</th></tr><tr><td>2019 National</td><td>75%</td><td>70%</td><td>76%</td><td>73%</td><td>78%</td><td>79%</td></tr><tr><td>3 Year School Average (2017-19)</td><td>84%</td><td>76%</td><td>78%</td><td>86%</td><td>93%</td><td>86%</td></tr></table> <table><tr><th rowspan="2">Working at expected</th><th colspan="3">Autumn Term assessment data 2020</th></tr><tr><th>Reading</th><th>Writing</th><th>Maths</th></tr><tr><td>Reception</td><td>47%</td><td>47%</td><td>57%</td></tr><tr><td>Year 1</td><td>61%</td><td>49%</td><td>64%</td></tr><tr><td>Year 2</td><td>60%</td><td>64%</td><td>78%</td></tr><tr><td>Year 3</td><td>79%</td><td>71%</td><td>63%</td></tr><tr><td>Year 4</td><td>87%</td><td>75%</td><td>78%</td></tr><tr><td>Year 5</td><td>77%</td><td>86%</td><td>88%</td></tr><tr><td>Year 6</td><td>62%</td><td>74%</td><td>67%</td></tr></table>	Working at expected	Key Stage 1 at Expected			Key stage 2 at expected			Reading	Writing	Maths	Reading	Writing	Maths	2019 National	75%	70%	76%	73%	78%	79%	3 Year School Average (2017-19)	84%	76%	78%	86%	93%	86%	Working at expected	Autumn Term assessment data 2020			Reading	Writing	Maths	Reception	47%	47%	57%	Year 1	61%	49%	64%	Year 2	60%	64%	78%	Year 3	79%	71%	63%	Year 4	87%	75%	78%	Year 5	77%	86%	88%	Year 6	62%	74%	67%
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	Below 3 Year School average	
	Below 2019 National and 3 Year School average	

Planned expenditure					
As outlined in Education Endowment Foundation support guide for schools, we have grouped our strategies into Quality of Teaching, Targeted Support and wider strategies to ensure we best support the needs of our pupils.					
Quality of teaching for all –whole school approach			Total allocation: £14,250		
Action	Intended outcome and success criteria	Reasons for Actions (Barriers to learning)	Monitoring Impact (Impact will be reviewed through the following)	Staff	Reviewed
<p>To <b>continue</b> providing and continued professional development to support quality first teaching 2020.</p> <p>A new <b>workforce plan</b> to evidence 3-year training and development cycle. 2021</p>	<ul style="list-style-type: none"> <li>To maintain high quality teaching and raise attainment for all pupil groups.</li> <li>To develop new approaches to teaching and introduce new skills, knowledge and strategies.</li> <li>High-quality teaching narrows the advantage gap.</li> <li>Staff training to establish teaching priorities and strategies</li> </ul>	A, B, C, D, E, F, I	<ul style="list-style-type: none"> <li>SLT to complete Half-termly learning walks to see new skills and strategies in action.</li> <li>Pupils given the opportunity to share their views on teaching and learning through subject questionnaires.</li> <li>SLT to complete book looks to monitor impact.</li> <li>Staff appraisals will focus on professional development completed and its impact.</li> <li>Data will be analysed from Pupil progress meetings.</li> <li>Governor Curriculum committee to review teaching and learning provision during termly meetings</li> </ul>	<p>SLT</p> <p>Subject Leader</p> <p>Teachers</p> <p>Teaching assistants</p> <p>Governors</p>	Termly

(£8,000)					
<p>Senior leadership and Subject leaders to review and develop curriculum provision 2020.</p> <p>To re-introduce robust monitoring system that reviews intent, implementation and impact through learning walks, pupil voice and work/planning scrutinies.2021</p>	<ul style="list-style-type: none"> <li>High expectations across all subject areas.</li> <li>Broad curriculum planned and implemented by expert teachers.</li> <li>All subjects planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning.</li> </ul>	A, B, C, D, E, F, I	<ul style="list-style-type: none"> <li>Subject leaders to complete Half-termly learning walks and feedback to all staff.</li> <li>Pupils given the opportunity to share their views on teaching and learning through subject questionnaires.</li> <li>SLT and subject leads to complete book looks.</li> <li>Staff appraisals will focus on subject leadership and impact.</li> <li>Subject data will be analysed during Pupil progress meetings.</li> <li>Subject action plans and budget plans to be review by SLT and shared with Governors and parents</li> </ul>	<p>SLT</p> <p>Subject Leader</p> <p>Teachers</p> <p>Teaching assistants</p> <p>Governors</p>	Termly
<p>To reintroduce a Key stage 2 Library with Banded books. 2020</p> <p>To further embed the use of the library to support</p>	<ul style="list-style-type: none"> <li>Creating confident, enthusiastic readers.</li> <li>Engaging pupils in life-long learning through Increased reading and writing for pleasure.</li> <li>Accelerated progress in reading and writing.</li> </ul>	C, D, E, H, I	<ul style="list-style-type: none"> <li>Pupils to complete a questionnaire to share views on the new library.</li> <li>Teachers to complete reading registers and these are reviewed regularly.</li> <li>English subject leaders provided with leadership time to review this provision and to feed back to SLT.</li> <li>Reading and writing data will be analysed during pupil progress meetings.</li> </ul>	<p>SLT</p> <p>English Subject Leaders</p> <p>Teachers</p>	Termly

reading and writing.2021  (£4,000)					
To review homework provision and introduce new spelling, reading, maths and grammar homework across the whole school. (£1,500)	<ul style="list-style-type: none"> <li>Improvement in retention and understanding of skills taught in class.</li> <li>Develop study skills and attitudes towards schoolwork.</li> <li>Focused homework tasks to improve students' attainment.</li> </ul>	A, E, F, H, I	<ul style="list-style-type: none"> <li>Homework engagement monitored weekly by teachers.</li> <li>Homework engagement review by SLT and Subject leads.</li> <li>Pupil progress data for reading, Maths and SPAG will be reviewed by teachers and SLT.</li> <li>Pupils given the opportunity to share their view on homework provision</li> <li>Parents given the opportunity to provide feedback through parent surveys</li> </ul>	SLT  Subject Leader  Teachers  Teaching assistants  Governors	Termly
To introduce 'Bounce Back' a wellbeing scheme. (£500) 2020  To develop a wellbeing room that supports the teaching and learning of Bounceback. 2021	<ul style="list-style-type: none"> <li>Improving pupils' interaction with others.</li> <li>Developed self-management of emotions in pupils.</li> <li>Pupils to have a deeper understanding that how they think affects how they feel, which influences how they behave.</li> </ul>	A, B, C, D, I	<ul style="list-style-type: none"> <li>Pupils will complete Wellbeing surveys to share their views on wellbeing and its impact.</li> <li>A parent wellbeing survey will be completed</li> <li>Learning walks to see Bounce Back in action will be conducted by the school wellbeing team.</li> <li>Headteacher will share impact of Wellbeing curriculum with school Governors</li> <li>Behaviour and safeguarding reports will be analysed to identify patterns and trends.</li> </ul>	SLT  Wellbeing Team  Teachers  Governors	Termly

<p>Implement a strategic recovery document 2020</p> <p>Leaders to create subject action plans that address current and future barriers to learning due to COVID-19. 2021</p>	<ul style="list-style-type: none"> <li>Robust transitional support procedures in place</li> <li>Communication is opening and clear with all school community members</li> <li>An embedded recovery curriculum which will build in a systematic process of re-engagement, which leads the pupils back to becoming to a fully engaged, authentic learner, reigniting the flame of learning in every child.</li> </ul>	A, B, C, D, E, F, I	<ul style="list-style-type: none"> <li>SLT to regularly review strategic recovery document during SLT meetings, making changes based on governments and HSE guidance.</li> <li>Staff insets will provide staff time to review documents and share feedback concerning impact and suggested changes.</li> <li>Learning walks will be conducted by SLT to monitor the recovery plan in action.</li> <li>Pupils to complete questionnaires to share their views on the recovery provision that has been used.</li> </ul>	SLT  Subject Leader  Teachers  Teaching assistants  Governors	Termly
<p>Continued teacher assessment and Feedback (£250) 2020/21</p>	<ul style="list-style-type: none"> <li>All teachers to have a clear understanding of the gaps in learning and use this to inform planning and accuracy in meeting individual needs</li> <li>Accelerated progress across the curriculum.</li> <li>Pupils are able to think critically about their work and to reflect on what they need to do to improve it.</li> </ul>	A, B, C, D, E, F, G, H, I	<ul style="list-style-type: none"> <li>Pupil progress meeting data to be analysed by teachers and SLT</li> <li>SLT and subject leaders to complete learning walks to ensure subject action plans are being effectively followed.</li> <li>St Ursula's staff will take part in moderation with other local schools to ensure that their assessment judgements are accurate, fair and comparable with others</li> <li>Cohort action plans that are completed termly will be reviewed following pupils assessments.</li> </ul>	SLT  Subject Leader  Teachers  Teaching assistants  Governors	Termly
<p>Effective remote learning 2020</p>	<ul style="list-style-type: none"> <li>Work provided will be of equivalent length to the core teaching pupils would usually</li> </ul>	A, C, G, H, I	<ul style="list-style-type: none"> <li>Registers will be completed daily to monitor engagement.</li> <li>Online work will monitored and reviewed by teachers and SLT weekly during school closure.</li> </ul>	SLT  ICT lead	Termly



Google classroom to remain in place. 2021	<p>receive in school, including daily communication with teachers.</p> <ul style="list-style-type: none"> <li>Lessons planned will follow the school's curriculum maps to ensure learning is sequenced and skills are covered.</li> <li>Teachers will continue to assess progress through weekly/termly assessments, quizzes and formative assessment.</li> </ul>		<ul style="list-style-type: none"> <li>Pupil progress data will be analysed and subject areas requiring further development will become a focus on our remote learning provision</li> <li>Our online provision reviewed regularly by SLT with training attended to further develop the provision. A review of this provision will be shared with governors.</li> </ul>	<p>Subject Leaders</p> <p>Teachers</p> <p>Governors</p>	
Targeted support			Total allocation: £12,320		
Action	Intended outcome and success criteria	Reasons for Actions (Barrier)	Monitoring Impact (Impact will be reviewed through the following)	Staff	When will you review this?
Continue Intervention programmes: Employing additional staff to provide 1:1 and small group support 2020/2021	<ul style="list-style-type: none"> <li>Pupils receive tailored interventions to meet their needs</li> <li>Regular assessment and feedback ensure gaps in knowledge can be addressed more frequently</li> <li>Targeted small group teaching and 1:1 to ensure that those children with identified gaps in learning will make accelerated progress in order to close the gaps</li> <li>Interventions that are explicitly linked with the learning taking place in class will complement</li> </ul>	A, B, C, D, E, F, I	<ul style="list-style-type: none"> <li>Learning walks to be completed by SLT and subject leaders to monitor Intervention taking place across the school.</li> <li>Teachers, subject leaders and SLT to analyse pupil progress data for those pupils in interventions.</li> <li>Book looks to take place to monitor work being completed in Intervention programmes.</li> <li>Pupil given the opportunity to share their views during group discussion with subject leaders.</li> </ul>	<p>SLT</p> <p>Subject Leader</p> <p>Teachers</p> <p>Teaching assistants</p> <p>Governors</p>	Termly

	<p>and extend classed based teaching and learning.</p> <ul style="list-style-type: none"> <li>Pupils develop a better understanding of the pre-requisite skills needed prior to an English or Maths lesson. This supports improved progress and allows pupils to catch-up and learning missed and continue to make progress on this year's learning.</li> </ul>				
Continue use of Cohort Action plans 2020/21	<ul style="list-style-type: none"> <li>Individuals and groups are identified and provided with bespoke interventions</li> <li>Accelerated progress in attainment</li> <li>Closing attainment gaps between pupil groups</li> </ul>	A, B, C, D, E, F, I	<ul style="list-style-type: none"> <li>Cohort Action plans are completed each term and review by SLT and Teachers during termly pupil progress meetings. These are then shared with Subject leaders to take action.</li> <li>Pupil progress data is shared termly by teachers once assessments have taken place. This data is shared with SLT and subject leads.</li> <li>Teachers to share work/books of focus group pupils to provide evidence of progress made.</li> </ul>	SLT Subject Leader Teachers Teaching assistants Governors	Termly
Continue planning for SEND and Pupil Premium children 2020/21	<ul style="list-style-type: none"> <li>Teachers are aware of individual learning needs and have wider conversations with parents, colleagues and specialist professionals.</li> <li>Creating a positive and supportive environment that promotes high standards and positive relationships to help ensure pupils</li> </ul>	A, B, C, D, E, F, G, H, I	<ul style="list-style-type: none"> <li>Pupil passports and EHCPs are reviewed and updated by class teachers, SENCO &amp; parents. Pupil feedback is also acquired in this process</li> <li>Learning walks by SLT, SENCO and subject leads will monitor the interventions and tailored support, taking place during lessons.</li> </ul>	SLT Subject Leader Teachers Teaching assistants	Termly

	<p>are able to access the best possible teaching.</p> <ul style="list-style-type: none"> <li>Consistent routines are embedded and proactive approach to behaviour will support all pupils, including those with SEND.</li> </ul>			Governors	
<b>Wider strategies</b>			<b>Total allocation: £5,750</b>		
Action	Intended outcome and success criteria	Reasons for Actions (Barrier)	<ul style="list-style-type: none"> <li>Monitoring Impact</li> </ul> (Impact will be reviewed through the following)	Staff	When will you review this?
<b>Continue</b> Providing access to technology 2020/2021 (£2,500)	<ul style="list-style-type: none"> <li>Higher percentage of vulnerable families accessing remote learning provided by the school</li> <li>Pupils learning is sequenced and skills taught in school are covered.</li> <li>Pupil progress will be assessed through online weekly/termly assessments, quizzes and formative assessment.</li> </ul>	A, B, G, H, I	<ul style="list-style-type: none"> <li>SLT and ICT lead to review number of iPad/laptops available.</li> <li>School admin team to keep a register of parents requesting devices during lockdown.</li> <li>Annual audit of ICT equipment and licenses to be complete by ICT subject leaders.</li> </ul>	SLT ICT Lead	Termly
<b>Continue</b> Supporting parents and carers through effective communication and workshops 2020/21	<ul style="list-style-type: none"> <li>KS2 parents to move from Parentmail to Schoolcomms to ensure all parents are using the same communication systems</li> <li>Headteacher and Wellbeing newsletters will keep parents informed with covid-19 updates, curriculum news and information</li> </ul>	A, B, C, D, G, H, I	<ul style="list-style-type: none"> <li>Parent surveys to be completed.</li> <li>Feedback forms will be provided with school reports.</li> <li>Parent consultation evenings will provide parents with an opportunity to share their views.</li> <li>Website visits and views will be tracked by school administration assistant.</li> </ul>	SLT Teachers	Termly

(£1,000)  Face to face workshops where possible 2021	about mental health awareness at St Ursula's. <ul style="list-style-type: none"> <li>Parents will be provided with the opportunity to attend virtual workshops to help them best support their children during this time.</li> </ul>				
Providing enrichment activities  (£1,500)  Re-introduce after school clubs and extra-curricular activities that were postponed due to covid control measures. 2021	<ul style="list-style-type: none"> <li>Help children develop their interests and talents</li> <li>Enable children to develop their character, including resilience, confidence and independence</li> <li>Children knowhow to keep physically and mentally healthy</li> <li>Children are prepare them for future success</li> <li>Equip children to be responsible, respectful and active citizens</li> </ul>	A, B, C, D, E, F, H, I	<ul style="list-style-type: none"> <li>SLT to complete Half-termly learning walks to see new skills and strategies in action.</li> <li>Pupils given the opportunity to share their views on teaching and learning through subject questionnaires.</li> <li>SLT to complete book looks to monitor impact.</li> <li>Staff appraisals will focus on professional development completed and its impact.</li> <li>Data will be analysed from Pupil progress meetings.</li> <li>Governor Curriculum committee to review teaching and learning provision during termly meetings</li> </ul>	SLT  Subject Leader  Teachers  Teaching assistants	Termly
Continue Breakfast club 2021/2021	<ul style="list-style-type: none"> <li>Reduce hunger</li> <li>improved concentration and behaviour</li> <li>develop social skills</li> </ul>	A, B, C, D, E, H, I	<ul style="list-style-type: none"> <li>Attendance tracked by school administration assistant.</li> <li>Teachers of children attending will provide feedback to SLT</li> </ul>	Business manager  Teaching assistants	Termly

<p><b>Continue ELSA support. 2020/2021</b></p> <p><b>(£500)</b></p> <p><b>Provide funding and training for an extra 2 ELSAs. 2021</b></p>	<ul style="list-style-type: none"> <li>Teachers and Teaching assistants are able to support emotional literacy development.</li> <li>Pupils are able to understand and implement strategies to improve the way that they think, feel and process emotions, usually in relation to themselves.</li> </ul>	A, B, C, D, E, F, H, I	<ul style="list-style-type: none"> <li>SLT, wellbeing team and English lead will complete Half-termly learning walks to see ELSA sessions taking place.</li> <li>ELSA pupils will BE given the opportunity to share their views on the intervention</li> <li>Staff appraisals will focus on the impact of ELSA.</li> <li>Pupil progress data of pupils attending this intervention will be reviewed by class teachers, subjects leads and SLT.</li> </ul>	<p>SENCO</p> <p>English Lead</p> <p>Teaching assistants</p>	Termly
<p><b>Continue Drawing and talking therapy 2020-2021</b></p> <p><b>(£250)</b></p> <p><b>Provide further funding for drawing and talking therapy training. 2 spaces. 2021</b></p>	<ul style="list-style-type: none"> <li>children are more able to control their behaviour</li> <li>better able to access an academic curriculum</li> <li>have higher self-esteem; this allows them to thrive</li> </ul>	A, B, C, D, E, F, H, I	<ul style="list-style-type: none"> <li>SLT, wellbeing team and English lead will complete Half-termly learning walks to see Drawing and Talking sessions taking place.</li> <li>D&amp;TT pupils will BE given the opportunity to share their views on the intervention</li> <li>Staff appraisals will focus on the impact of Drawing and talking Therapy.</li> <li>Pupil progress data of pupils attending this intervention will be reviewed by class teachers, subjects leads and SLT.</li> </ul>	<p>SENCO</p> <p>English Lead</p> <p>Teaching assistants</p>	Termly