

ALAMEDA MIDDLE SCHOOL



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COVID-19 Catch-Up Plan

DOCUMENT OVERVIEW

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RELATED REPORTS (IF ANY)	Pupil Premium Report



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Glossary of key terms and acronyms

CBC	Central Bedfordshire Council
Directed time	Time that teachers are required to work – as set out in the School Teachers' Pay and Conditions Document – note that it therefore doesn't cost the school financially, but does allocate time away from other duties/priorities/CPD opportunities.
DfE	The Department for Education is a department of Her Majesty's Government responsible for child protection, education, apprenticeships and wider skills in England.
EEF	The Education Endowment Foundation is an independent charity established in 2011 to improve the educational attainment of the poorest pupils in English schools. The EEF aims to support teachers and senior leaders by providing evidence-based resources designed to improve practice and boost learning.
PPG	Pupil Premium Grant: Additional funding received for disadvantaged pupils. This is awarded in the following categories: Ever 6 FSM (Free School Meals) – a child who has been eligible to receive free school meals in the last 6 years. CLA or LAC/Post LAC or CLA - a child who has previously been classified as CLA/LAC Service children
RADY	Raising the Attainment of Disadvantaged Youngsters – An external consultant led project.
SAS	Standardised Age Score – Age-standardised score: An age standardised score converts a pupil's raw score to a standardised score that takes into account the pupil's age in years and months and gives an indication of how the pupil is performing relative to a national sample of pupils of the same age. The average score is 100.



COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	737	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£58,960		

Background Information

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching between March and July 2020, in line with the curriculum expectations for 2020-2021 as set out in [actions for schools during the coronavirus outbreak](#).

Further information can be found in the [DfE's catch-up premium guidance](#)

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

Our plans have been developed using the Education Endowment Foundation (EEF) [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. We have also used the following documents:

- EEF [school planning guide: 2020 to 2021](#).
- EEF teaching and learning toolkit <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>



- [DfE's catch-up premium guidance](#)
- [EEF's COVID-19 support guide for schools](#)

Three Tiered Approach Recommended by the EEF

Schools should set out how they will allocate additional funding to support curriculum recovery this academic year. The EEF suggests a 3 tiered approach

1. Teaching

- High quality teaching for all
- Effective diagnostic assessment
- Support remote learning
- Focusing on professional development

2. Targeted Academic Support

- High quality one-to-one and small group tuition
- Teaching assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3. Wider Strategies

- Supporting pupils' social, emotional and behavioural needs



- Planning carefully for adopting a Social and Emotional learning Curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

Funding Allocations

School allocations will be calculated on a per pupil basis. Mainstream schools will get £80 for each pupil. Schools will get funding in 3 tranches:

- Autumn 2020
- Early 2021
- Summer 2021

There will be no Year 7 Catch up funding. Year 7 catch up funding previously received by Alameda (which will no longer be received):

- 2018-2019 - £12 572
- 2019-2020 - £13 143

Links with Other Priorities and Funds

The [EEF's COVID-19 support guide for schools](#) states that children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and therefore advises that it would be beneficial to align chosen approaches with Pupil Premium spending and broader school improvement priorities.



STRATEGY STATEMENT

- **Our vision:**

- Alameda is dedicated to offering an inspiring learning environment where all individuals are valued and everyone has the opportunity to achieve their best in everything they do.

- **Our Aims:**

- Achieving our best in everything we do
- Engaging with the school's 22 values
- Collaboration and Community
- Preparing for the future

- **Development plan priorities for 2020-2021:**

- To review the full curriculum to ensure post COVID-19 recovery through an inspiring learning experience with a clear pathway to learning and progression demonstrated in a clearly structured way, embedding the knowledge and skills of the core subjects. (MWA, Subject Leaders)
- To rebuild community and support the wellbeing of all members of the school community, particularly those in groups who have been worst affected, post COVID-19 through restorative practices, pastoral and academic support structures within school and the wider curriculum. (JBA, LFO)
- To support, develop and challenge the quality of teaching and learning to continue to improve the Quality of Education through co-operative models of learning and to support recovery through the further development of alternative approaches to learning. (LFO, PHE)
- To improve the outcomes for pupils in English (particularly writing) maths and science so that the percentage of pupils at the expected standard and at greater depth exceeds the national average in all cohorts for all groups. (MWA, DLE, AMM, PHE)

Support for disadvantaged pupils runs through all four objectives, as a group identified as needing further support prior to COVID-19 and likely to be worst affected through the pandemic.



STRATEGY STATEMENT

• **Overall aim of the catch-up premium strategy:**

- To ensure that all children are able to achieve their best
- To ensure that children can access quality remote learning if required
- To ensure that any gaps that have widened as a result of COVID-19 in all subjects, particularly reading, writing and maths have closed
- To ensure that wider social and emotional support is available where it is needed

• **The core approaches being implemented are:**

- To ensure a safe return to school for all pupils, to rebuild community setting a consistent basis for further learning through providing one main teacher for all pupils when they first return.
- To ensure that support for disadvantaged pupils runs like a golden thread through all of our work as this group has been identified as needing the greatest level of support as a result of being affected the most by the pandemic.
- To provide additional support where it is needed, particularly for disadvantaged pupils, through the provision of a family worker.
- To ensure the curriculum is amended appropriately to support recovery.
- To provide high quality teaching, both directly in the classroom and through alternative means as this has been identified as being the most important lever in improving outcomes for pupils.
- To provide wider support for the wellbeing of all members of the school community through restorative practices, pastoral and academic support structures within school.



Barriers to learning

BARRIERS TO LEARNING			
The following data sources have been used to help identify barriers to attainment in our school: GL assessments, staff, pupil and parent consultation, attendance records, teacher assessment (quizzes), reading and spelling age assessments			
	Barrier	Explanation	Desired Outcome(s)
B1	Access to remote learning should there be a further requirement for home learning either due to a further lock down or in the event of pupils needing to isolate.	Feedback from parents showed that some families do not have access to appropriate technology. Feedback from some families was that providing Chrome books enabled them to access home learning. Some families reported that while they had one device, there was sometimes not enough devices for all children of school age in the household. We acknowledge that it took us some time to set up an improved home learning provision, through Google Classroom and that overall feedback was positive once this was in place.	Children to have access to devices in order to access remote learning through Google Classroom. Supportive relationships developed with families – particularly those who find it most difficult to engage. Devices are used effectively. A strong remote learning offer to be in place – Google Classroom and all staff are trained in its use. All families to be able to engage with supporting children with home learning



BARRIERS TO LEARNING			
The following data sources have been used to help identify barriers to attainment in our school: GL assessments, staff, pupil and parent consultation, attendance records, teacher assessment (quizzes), reading and spelling age assessments			
	Barrier	Explanation	Desired Outcome(s)
B2	Social and emotional difficulties by pupils where families are affected adversely by the lockdown and/or anxiety over COVID-19. Evidence of mental health issues in families and amongst pupils. Need for more understanding of issues by all members of the school community.	School leaders, safeguarding and pastoral staff and teachers have noted concerns over anxiety levels and safeguarding issues. Stigma around mental health prevents some families being open around this. Feedback from the Schools Mental Health conference run by East London Health and Care Partnership was that staff need to have empathy for children who have experienced trauma. In addition, staff need to look at and understand their own mental health. The training also explained that for many children, problems stem from home.	Children and families to have access to support. Supportive relationships developed with families – particularly those who find it most difficult to engage. Staff understand their own responses and can support more effectively
B3	Limited access to reading materials for some pupils resulting in lower than expected reading ages and abilities	Pupil feedback and information gathered shows that some homes, particularly where children are from more disadvantaged backgrounds, do not have access to reading material, particularly more challenging texts.	Children to have access to a range of high quality texts across the school. Reading skills are improved an accelerated progress in reading ages to be demonstrated.



BARRIERS TO LEARNING			
The following data sources have been used to help identify barriers to attainment in our school: GL assessments, staff, pupil and parent consultation, attendance records, teacher assessment (quizzes), reading and spelling age assessments			
	Barrier	Explanation	Desired Outcome(s)
B4	Literacy skills, pupils' gaps in English, specifically reading as a result of COVID-19	GL assessments show pupil averages for English above national in all year groups. Drilling down into the data, however, shows that whilst mean Standardized Age Scores (SAS) have increased for year 8 and for year 7 still remains higher than on entry, for year 6, the SAS has decreased from the previous year. The drop for pupil premium pupils is the greatest, showing the impact of lockdown to be greatest for this group.	Pupils make accelerated progress in key areas from their starting points in the Autumn term. Gaps narrow between pupil premium and all pupils.
B5	Pupils' gaps in mathematics as a result of COVID-19	GL assessments show pupil averages mathematics above national in years 7 and 8, for year 6 it is around national and for year 5 it is just below national. Drilling down further into the data, shows that whilst mean Standardized Age Scores (SAS) have increased for year 8, for other year groups, the SAS has decreased from the previous year. Year 7 remains higher than entry, but lower than the end of year 5. The drop for pupil premium pupils is the greatest, showing the impact of lockdown to be greatest for this group.	Pupils make accelerated progress in key areas from their starting points in the Autumn term. Gaps narrow between pupil premium and all pupils.



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	Barrier	Explanation	Desired Outcome(s)
B6	Pupils' gaps in learning as identified in other subject areas	Teacher assessment through the use of quizzes to continue to be used to highlight gaps in knowledge and skills from 2019-2020.	Pupils make accelerated progress in key areas from their starting points in the Autumn term.
B7	Understanding teaching and learning strategies within the "new normal" way of teaching	Class bubbles mean mixed ability teaching is necessary for all subjects (no setting in mathematics or English). This is also recommended by the RADY project and was advocated in the external curriculum review in February 2020.. Current seating (in line with DfE guidance) means pupils facing the front which is different to normal practice – Kagan groups have to be altered.. Pupils are based in one room and mix less with peers from other form groups. Teachers are based at the front – cannot move around the room. Cannot do live marking – speaking to pupils about their work as they mark it (unless modelling via a visualizer)	Strategies to promote co-operative learning and independence are used effectively. Strategies to enable marking and feedback are used effectively and with no adverse impact on teacher wellbeing.



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	Barrier	Explanation	Desired Outcome(s)
B8	Time away from school – some pupils may be less used to routines and regularity of school attendance. Loss of community, sense of belonging to a group. On return, routines will be different as a result of COVID-19 risk assessment and safety procedures.	EEF coronavirus (COVID-19) support guide for schools points to the need for transition support. Some pupils would find coming back, different expectations and routines difficult to manage and it is likely to impact on learning.	Successful transition back to school. Pupils learn new routines. Pupils contribute, through models of restorative practice. Conditions for effective learning are created.
B9	Access to home learning, relationship with school and resources within the home to enable learning.	In some homes, where Chrome Books were provided, these were still not used and some pupils were therefore still not able to access home learning	Strong relationship built with a key person from school to support and enable access to home learning.
B10	Ability in some homes to support wellbeing of pupils	Some families identified as needing additional support in order to provide wellbeing and the basis for a child to thrive and learn.	Strong relationship built with a key person from school to support and enable access services to support wellbeing.
B11	Attendance of school for some pupils	Poor attendance has been identified as a barrier for some pupils	Strong relationship built with a key person from school to support and improve attendance.



Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice? Link to Barrier(s) to learning	How will you make sure it's implemented well?	Staff lead	When will you review this?
Letters out to all PPG to confirm they have access to Chrome Books Provide for those who are PPG who don't Us analysis of homework to ascertain where remote learning via Google Classroom is a problem. Form tutors to request need for this based on their knowledge of families. Consider further survey to find out if any further information about access to devices is a problem for any other families. <i>Ongoing</i> Purchase 60 additional Chrome Books to loan to families as required for home learning COST £10,800	Children all have access to devices in order to access remote learning through Google Classroom	B1 We learned in the first lockdown that some children did not have access to online learning. We also found this to be the best way to share learning opportunities, preferable over provision of paper materials as it can also include video materials and options for recorded or potentially live lessons. This is also recommended in EEF's COVID-19 support guide for schools	Monitor questionnaire returns. Ensure loan agreements and expectations are shared. Link to family Support Worker Role to monitor use of Chrome Books.	LFO	October 2020 December 2020 February 2021



Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice? Link to Barrier(s) to learning	How will you make sure it's implemented well?	Staff lead	When will you review this?
CPD provided for staff on the effective use of Google Classroom – phase 1 – set up for subject leaders and GC small group Phase 2 – all teachers and TAs – basic skills Phase 3 – all teachers and TA next steps – including feedback Production of supporting materials such as parent, pupil and staff guides and videos Sessions with children telling them how to log on and how to access and “turn in” work Supporting documents sent to families Home learning and other communication with parents is improved further with clarification over systems used – eg Edulink, G Suite, Google Classroom COST £500 Use directed time and curriculum time	A strong remote learning offer to be in place – Google Classroom. All staff are trained in this and parents/pupils feel well supported	B1 Feedback from parents and carers was more positive once we had introduced Google Classroom to provide home learning. Providing support and quality teaching linked to technology is highlighted in the EEF's COVID-19 support guide for schools.	Staff survey on confidence with Google Classroom after training. Monitoring of materials on Google Classroom. Pupil and Parent surveys Performance management target for identified leaders and teachers.	LFO with DLE, JBA and PHE	October 2021 February 2021



Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice? Link to Barrier(s) to learning	How will you make sure it's implemented well?	Staff lead	When will you review this?
Training for teachers on the use of Google Classroom and virtual lesson delivery within school to allow for specialist teaching where the subject specialist cannot be in the room COST Use directed time	Lessons can be taught effectively without teachers needing to rotate round all classes. Any teachers unable to move between classes can teach effectively.	B1, B2, B8 Allowing children to have consistency in the adults in the room with them at the start of the school year and following any further disruptions or if necessary for other reasons will build community. Alternative methods can be used effectively to bring specialist teaching into the room and also for home learning in the event of a further closure.	Monitoring of materials on Google Classroom and virtual lessons. Staff survey Performance management target for identified leaders and teachers.	LFO with DLE, JBA and PHE	December 2021 February 2021



Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice? Link to Barrier(s) to learning	How will you make sure it's implemented well?	Staff lead	When will you review this?
Training for teachers in Kagan co-operative learning – to increase levels of collaboration and peer support within the classroom. Purchase of materials COST Training – funded by CBC Materials - £500 Use directed time (allocation of training days)	Model of co-operative learning is effective in engaging pupils and enabling them to gain in skills and knowledge.	B4, B5, B7 EEF's COVID-19 support guide for schools – Teaching tool kit shows co-operative learning to have at least moderate impact for a low cost. Noting also that setting or streaming is found in the same document to have a negative impact.	Monitoring of pupil outcomes to assess learning Deep Dive with LA Distanced lesson visits Pupil voice Performance management for teachers	MWA and LFO	February 2021



Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice? Link to Barrier(s) to learning	How will you make sure it's implemented well?	Staff lead	When will you review this?
Continue training and investment in accelerated reader Monitoring of reading across the school by a deep dive into reading in the Spring term Purchase of more reading books across the school, particularly higher end readers COST Accelerated Reader funded through PPG Purchase of books £1,000	Reading skills are much improved and accelerated progress in reading ages is demonstrated by the end of 2021	B3, B4 EEF's COVID-19 support guide for schools and EEF literacy evidence on language and literacy https://educationendowmentfoundation.org.uk/school-themes/literacy/ shows reading comprehension strategies, as included in accelerated reader to have a moderate impact on learning.	Monitoring of pupil outcomes to assess learning Deep Dive with LA Distanced lesson visits Pupil voice	MWA and LFO	February 2021
Support for transition back to school. Training for school leaders from Paul Carlile – Restorative Practices consultant – rebuilding community. COST Funded by CBC	Staff and pupils transition successfully. Attendance remains at target (with the exception of COVID isolation related absence)	B7, B8 Transition support highlighted in EEF's COVID-19 support guide for schools	Monitor attendance Feedback via staff "bubbles"	MWA with JBA	October 2020 December 2020 Then half termly



Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice? Link to Barrier(s) to learning	How will you make sure it's implemented well?	Staff lead	When will you review this?
Support for transition back to school. Provide parent and pupil guides in an accessible format – send these out prior to the summer break. Films of school – by HT and Year leaders. Staggered start – with 5 in school before other years. Timetable to allow consistency with one main teacher. Community time sessions built in to the timetable to support and rebuild community. COST £0	Pupils transition successfully. Attendance remains at target (with the exception of COVID isolation related absence)	B2, B7, B8 Feedback form parents suggested support needed. Transition support highlighted in EEF's COVID-19 support guide for schools Training funded by CBC on rebuilding community – via Paul Carlile advised pupil/school actions	Monitor attendance Feedback via community time	MWA with JBA	October 2020 December 2020 Then half termly



Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice? Link to Barrier(s) to learning	How will you make sure it's implemented well?	Staff lead	When will you review this?
GL assessment in late October for all years for English, mathematics and science to assess gaps in learning and to identify pupils who need additional targeted support. COST Included in assessment budget	Gap analysis used to identify areas to focus on in "gap" lessons and subject curriculum amendments for the forthcoming year. Pupils in need of additional targeted support are identified and resources are put in place.	B1, B4, B5 coronavirus (COVID-19) support guide for schools advocates standardised assessments in literacy and numeracy may be used to identify pupil who would benefit from additional catch-up support.	Allow time for thorough gap analysis Line manager meetings to review gap analysis. Senior leaders to monitor gap lessons and starters.	MWA and DLE	November December Then termly
Mock SATs papers and writing moderation to focus specifically on year 6 to assess gaps in learning and to identify pupils who need additional targeted support. COST Printing costs and time	Gap analysis used to identify areas to focus on in "gap" lessons and subject curriculum amendments for the forthcoming year. Pupils in need of additional targeted support are identified and resources are put in place.	B1, B4, B5 coronavirus (COVID-19) support guide for schools advocates standardised assessments in literacy and numeracy may be used to identify pupil who would benefit from additional catch-up support. SATs announced as happening for 2021.	Allow time for thorough gap analysis Monitor outcomes Report to Curriculum and Standards committee	MWA and PHE	December February April



Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice? Link to Barrier(s) to learning	How will you make sure it's implemented well?	Staff lead	When will you review this?
Purchase of mathematics "Quests" to allow ongoing assessment through the first half term to inform teaching English reading and writing assessments to assess gaps through the first term (and beyond) Development and purchase of quizzes in science, humanities and French to assess gaps and inform planning COST Included in subject budget allocations	Pupils do not feel under pressure from "tests" Gap analysis used to identify areas to focus on in "gap" lessons and subject curriculum amendments for the forthcoming year. Pupils in need of additional targeted support are identified and resources are put in place.	B1, B4, B5 <u>coronavirus (COVID-19) support guide for schools</u> advocates subject specific assessments to identify particular areas where pupils may have misunderstood or forgotten key concepts. It suggests that standardised assessments in literacy and numeracy may be used to identify pupil who would benefit from additional catch-up support.	Review several options to make sure we purchase the most suitable package. Allow time for tailoring and development as needed. Monitor outcomes and planning	DLE, PHE (subject leaders)	October, December Then termly
Total budgeted cost:					£12 800



Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
1:1 and small group interventions for identified pupils in reading, writing and maths <i>Reading & writing intervention in place – some mathematics – additional capacity for intervention, particularly in mathematics added through timetable and additional teacher (1 day) in January</i> COST £13 000 ADDITIONAL COST OF £12,500 INCLUDED IN PPG	Effective targeted provision of reading, writing and maths intervention Evidence of gaps narrowing and those identified making progress	B1, B4, B5 EEF's COVID-19 support guide for schools highlights one to one and small group tuition as an effective catch-up strategy.	Monitor outcomes Senior leader line manager meetings to review selection of children. Distanced monitoring of provision by subject leaders and senior leaders.	MWA and DLE	October December Then termly
Total budgeted cost:					£ 13 000



Wider Strategies					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Engagement with RADY programme Target uplift for disadvantaged pupils Ensure representation of disadvantaged pupils in all aspects of school life. Raise staff awareness by following the programme. COST Funded by CBC	Evidence of gaps narrowing between disadvantaged and all pupils – via internal external assessment.	B1, B4, B5.GL assessments show that PPG as a group made least progress or declined the most.	External programme monitored by School Improvement Advisor.	LFO	February 2021 April 2021 then termly
Restorative Practice Training for the Headteacher and Senior Leaders on restorative practice – rebuilding community Further coaching for senior leaders to support leading through challenging times Coaching for middle leaders to support with leadership Continued in house training to support with	Behaviour around school is good. Positive feedback from pupils via conversations with leaders. Staff surveys should benefits of this approach	B2, B7, B8 Feedback from staff and pupils.	Monitor feedback via staff bubble meetings. Monitor exclusions and input onto Edulink	JBA	October 2020 Dec 2020 then termly



Wider Strategies					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Restorative Practices – pupils and staff involved in decision making and can feedback through bubble meetings/community time. COST Funded by CBC					
Appointment of a skilled family worker to work with identified families. COST £31,000	Effective targeted social, emotional and family based support Targeted families engage with home learning and school. Targeted pupils show improved attendance and outcomes in assessments.	B1, B2, B4, B5, B8, B9, B10, B11 <u>EEF's COVID-19 support guide for schools</u> recommends supporting parents and carers. In a number of cases, where Chrome Books were provided and home learning available, it was not accessed. Building relationships with families is important in order to increase this engagement with learning and also attendance at school. It will also allow senior leaders in school to focus more on teaching and learning.	Attendance figures among target families. Review access to home learning. Review through line management. Review pupil outcomes from target – disadvantaged pupil.	LFO	February 2021 April 2021 Then termly
Training for all staff and wider school community about trauma, anxiety and	Training is in place, including workshops for	B2	Monitor quality of	LFO	February



Wider Strategies					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
mental health. Specialist input into presentation for families Values lessons support and address mental health COST £2000	families about mental health. Understanding amongst staff, parents/carers and pupils that it is OK not to be OK. Stigma around mental health problems is removed. Children and families as well as staff are more resilient and access support.	Mental health concerns amongst the school community.	training. Wellbeing surveys show impact. Staff absence. Pupils surveys.		Then termly
Total budgeted cost:					£33,000

