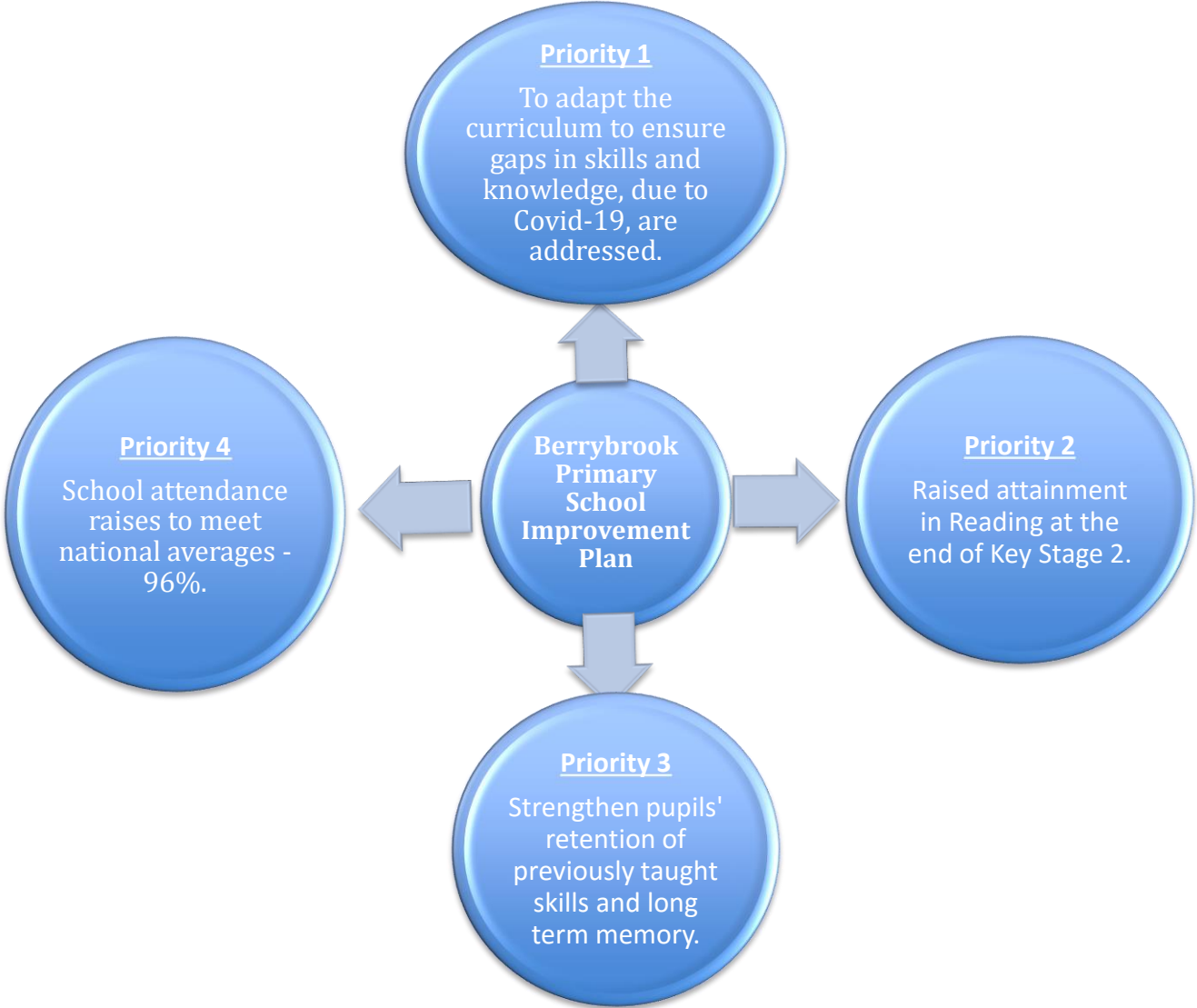


Berrybrook Primary School Improvement Plan (SIP) 2020/2021



Appendix 1 – COVID Catch Up Funding Plan

September 2018-19

Priority 1 - Leadership

- **Objective: To adapt the curriculum to ensure gaps in skills and knowledge, due to Covid-19, are addressed (See additional COVID Catch-Up fund action pan)**

Success Criteria:

1. Curriculum maps/planning are adapted to reflect the gaps in knowledge/skills as a result of school closure.
2. Quality of teaching is at least good with much outstanding.
3. Ensure pupils' social emotional and mental health needs are met, supporting all pupils to access learning and make sustained progress
4. Investment of ICT resourcing to enhance the quality of education in both computing and wider curriculum areas.

Milestones:

Milestones to be added following analysis of baseline assessments

EYFS


Good Level of Development RAP Target : 46%


End of Key Stage 1 Attainment Milestones –

Year 1 Phonics Screening Check Target	69%
Year 2 Phonics Screening Check Target	60%
Year 1 End of Year Attainment RAPs Target	Reading: 63% Writing: 57% Maths: 53% Science: 67%
End of Key Stage 2 Attainment Milestones	
Year 6 End of Year Attainment RAPs Targets	Reading: Expected + 69% GD 16% Writing: Expected + 60% GD 13% Maths: Expected + 72% GD 19% Science: Expected + 69%
<i>Millstones – Quality of Teaching</i>	

	Autumn Target	Autumn Actual	Spring Target	Spring Actual	Summer Target	Summer Actual
EYFS	100% (3) AT least Good 30% (1) Outstanding	100% (3) Good	100% (3) AT least Good 60% (2) Outstanding	100% (3) Good	100% Outstanding	
Key Stage 1	100% (2) AT least Good 50% (1) Outstanding	100% (2) Good	100% (2) AT least Good 50% (1) Outstanding	100% (2) Good	100% Outstanding	
Key Stage 2	20% (1) RI 80% (4) AT least Good	100% (6) Good	100% (5) AT least Good	100% (6) Good	100% (5) AT least Good 40% (2) Outstanding	
Total	10% (1) RI 90% (9) AT least Good 20% (2) Outstanding	100% (11) Good	100% (10) AT least Good 30% (3) Outstanding	100% (11) Good	100% (10) AT least Good 50% (5) Outstanding	

Abbreviations – CT = Class Teacher, ST= Set Teacher, SLT = Whole Senior leadership team, PL=Phase leader, IT = Inclusion Team
AHT = Assistant Head Teacher, DHT= Deputy Head Teacher, HT = Head Teacher, BT = Business Team CEO = Chief Executive Officer.

Actions	Costing	Who	Quality assured by
<p>1. Curriculum maps/planning are adapted to reflect the gaps in knowledge/skills due as a result of school closure. (COVID Catch Up Plan link)</p> <p>1.1 Subject leaders, with support from the Curriculum Lead, identify knowledge and skills that have not been taught in each subject due to school closure.</p> <p>1.2 Subject leads adapt curriculum maps to reflect the identified skills and knowledge gaps, ensuring pupils do not miss out.</p> <p>1.3 DHT as curriculum lead to continue to provide CPD/Coaching to middle leaders.</p> <p>1.4 Subject leaders new to school/subject leadership will receive subject lead induction from DHT as curriculum lead ensuring consistent expectations across all subjects.</p> <p>1.5 Subject leads to continue to work collaboratively with other leaders across the Trust within their subject network groups.</p> <p>1.6 Class teachers complete assessment grids, for each pupil, identifying gaps in knowledge and skills that need addressing in core subjects.</p> <p>1.7 Class teachers complete a succinct and informative handover with next year's class teacher to support transition.</p> <p>1.8 Pupils will complete baseline assessments within Autumn 1 in core subjects to ensure accurate teacher assessment and identification of further gaps.</p>	<p>DHT hourly rate x1 hour Per subject= £620.40</p> <p>As above termly = £1861</p> <p>SENCO & HoS/DHT 1x hour per</p>	<p>DHT(Curriculum Lead)</p> <p>Subject leads</p> <p>DHT(Curriculum Lead)</p> <p>Subject Leads</p> <p>Class Teachers</p>	<p>HoS/EHT</p> <p>HoS/DHT</p> <p>HoS/EHT</p> 

<p>1.9 Curriculum Lead supports subject leads to monitor/evaluate the adaptations made to the curriculum ensuring prompt actions are taken to ensure quality of education in all subjects is at least good.</p> <p>1.10 Leaders effectively use their skills in data analysis and knowledge of teaching and learning to drive improvements.</p> <p>2. 100% of teaching is at least good with 50% outstanding. (COVID Catch Up Plan link)</p> <p>2.1 HoS/ Leader provides CPD / coaching for teaching staff to ensure quality of teaching consistent across school.</p> <p>2.2 HoS/DHT support middle/senior leaders to further develop skills and knowledge of teaching and learning to drive improvements within their area of leadership.</p> <p>2.3 Leaders complete regular learning walks/lesson visits, alongside termly monitoring, to ensure next steps in the teaching of curriculum are identified and supported promptly.</p> <p>2.4 Leaders provide focussed teaching and Learning CPD for support staff.</p> <p>2.5 Reading Leader provides coaching and mentoring in line with RWI guidelines to ensure early reading and phonics is consistently taught.</p> <p>2.6 Identified staff to complete the Outstanding Teacher programme led by PH MAT SLEs.</p> <p>2.7 Leaders effectively use their skills in data analysis and knowledge of teaching and learning to drive improvements.</p> <p>2.8 All staff attend progress meetings and are involved in identifying pupils in need of target intervention.</p> <p>2.9 SLT/SENCo monitor to ensure that evaluations and interventions are carried out that supports reshaping misconceptions and filling gaps in knowledge of pupils to move learning forward.</p> <p>2.10 Waves documentation identifies a coach to provide support for all staff.</p> <p>2.11 All new staff to attend MAT induction and all CPD/Staff meetings. 80% staff meetings have teaching and learning focus</p> <p>2.12 Recently qualified teachers complete the Creative Teacher Programme led by PH MAT SLEs. – RQT has now left , no need for CTP.</p> <p>3. Ensure pupils' social emotional and mental health needs are met, supporting all pupils to access learning and make sustained progress (COVID Catch Up Plan link)</p> <p>3.1 Recovery curriculum implemented following school closure due to COVID-19.</p> <p>3.2 Investment in class texts/stories that promote social and emotional well-being.</p>	<p>class = £723.10</p> <p>Leader 2x hour per week ,per staff member supported for term = £1111.</p> <p>6 x 0.5 hourly leaders rate per half term. (Upto £500)</p> <p>SENCO time cost: £494</p> <p>Upto £200 cover costs</p> <p>£150 Per delegate.</p> <p>Resourcing to support facilitation</p>	<p>SLT</p> <p>HoS / SLT</p> <p>SLT</p> <p>English Lead</p> <p>Staff member</p> <p>SLT & staff</p> <p>SENCO/SLT</p> <p>HoS</p> <p>New Staff memebers</p> <p>Curriculum lead</p> <p>Subject Leads</p>	<p>HoS/EHT</p> <p>EHT</p> <p>HoS</p>  <p>HoS</p>
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<p>3.3 Pupil's SEMH needs are promptly and effectively identified by staff. Discuss with parents and pupils identified are referred into the inclusion team. (SEND Action plan)</p> <p>3.4 Inclusion team ensure all pupils referred are supported effectively and impact of intervention on pupils monitored. (See SEND Action plan)</p> <p>3.5 Inclusion team implements/utilises a range of intervention strategies (drawing therapy, sand therapy, express yourself lego) when facilitating SEMH intervention. (SEND Action plan)</p> <p>3.6 Teachers ensure facilitation of their curriculum encompasses opportunity to develop strategies that support pupils SEMH needs.</p> <p>3.7 Pupils emotional-wellbeing discussed in half termly progress meetings and interventions identified if necessary.</p> <p>3.8 SLT to monitor quality of teaching and learning for all groups of pupils ensuring appropriate challenge and support is in place.</p> <p>3.9 SENCO, alongside HoS/DHT, to monitor quality of provision for pupils with SEND. (SEND action plan)</p> <p>3.10 SENCO, alongside HoS/DHT, to monitor progress for all pupils with SEND.</p> <p>3.11 Inclusion team submit a bid for further funding to support the enhancement of schools SEMH provision and investment in SUMO approaches. School purchase further resource enhancements for wellbeing room. School has now received SUMO training (all staff) and identified SUMO champions across the key stages to drive SUMO approach to support SEMH across school.</p>	<p>recovery curriculum: upto £500 Cost of books: £500</p> <p>AEP cost: 40% Learning Mentor cost:</p> <p>2x leader hourly rate, per cohort, per half term. (Approx £2700)</p> <p>As SENCO cost above.</p> <p>Enhancement of resourcing £500</p>	<p>SENCO</p> <p>Inclusion Team</p> <p>SENCO & HoS/DHT</p> <p>Inclusion Team</p>	<p>HoS/DHT</p>
<p>4. Investment of ICT resourcing to enhance the quality of education and support addressing the gaps in pupil skills and knowledge due to school closure.</p> <p>4.1 Leaders evaluate current quality of ICT resources for pupils.</p> <p>4.2 Computing lead, with support from senior leaders, evaluate the impact of the current quality of resourcing on pupil's development of computing skills.</p> <p>4.3 Computing lead identify/prioritise what the resourcing need is.</p> <p>4.4 DHT, with support from HoS, to formulate a business plan identifying ICT resource need and desired impact.</p> <p>4.5 School to invest in purchasing laptops with aim of both developing pupil computing skills and enhancing quality of wider curriculum areas.</p> <p>4.6 Computing lead work alongside other subject leads to identify cross curricular opportunities for using computing skills.</p> <p>4.7 Staff receive appropriate and targeted CPD in computing to ensure strong subject knowledge across school.</p>	<p>Cost of Laptops: £19,020.10 + technician cost for setting up.</p>	<p>Pupil Premium Champion (DHT)</p> <p>HoS</p> <p>Computing Lead</p>	<p>HoS/EHT/ Governors</p>

<p>4.8 Leaders to establish accurate understanding of pupil’s access to online learning outside of school. 4.9 Leaders plan use of ICT equipment to enhance opportunities for pupils to access online homework, through facilitation of before and after school provision.</p>	<p>(PP funding) 1x 0.5 TA hourly rate x weekly x termly. Approx £800 (4 TAs.) (PP funding)</p>		
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End of year evaluation			
Ref no.	Actions taken	Impact	Evidence Source

Priority 2
<ul style="list-style-type: none"> • Objective: To raise attainment in Reading by end of Key Stage 2
<p>Success Criteria:</p> <ol style="list-style-type: none"> 1. Teaching of reading skills is consistent across Key Stage 2, addressing gaps in pupil’s skills and knowledge due to COVID-19 school closure. 2. Teaching of Early Reading and Phonics is progressive and reflective of addressing gaps in pupil’s phonic knowledge due to Covid-19 school closure. 3. Vocabulary development is progressively planned across the curriculum 4. Pupils understand spoken and written age related vocabulary, acquiring control of language that enables them to express themselves and demonstrate age-related skills in Reading and Writing.
<p align="center">Milestones: Milestones to be added following analysis of Reading/Writing baseline assessments</p>

September 2018-19

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>		
Abbreviations – CT = Class Teacher, ST= Set Teacher, SLT = Whole Senior leadership team, PL=Phase leader, IT = Inclusion Team AHT = Assistant Head Teacher, DHT= Deputy Head Teacher, HT = Head Teacher, BT = Business Team CEO = Chief Executive Officer.				
Actions		Costing	Who	Quality assured by
1. Teaching of reading skills is consistent across Key Stage 2. (COVID Catch Up Plan link)				
1.1 English Lead co-ordinates completion of reading baseline assessments for all Ks2 pupils upon return to school from COVID-19 school closure.		Cost of INSET day training from SLEs	SLT	HoS/ EHT
1.2 English Lead co-ordinates completion of timely reading assessments for all Ks2 pupils across the school year.		PHMAT consultancy cost		
1.3 HoS/DHT support other leaders to further develop data analysis skills and knowledge of teaching and learning to drive improvements.		Cost of INSET day training from SLEs		
1.4 English Lead works closely with MAT Reading Curriculum group to drive improvements in Reading across the Trust.		12x hour of English Lead time. (Approx £550)	English Lead Subject Leads SENCO	HoS/ Exec Head
1.5 Staff to attend Reading CPD, facilitated both internally and by Teaching school, ensuring consistent expectations across Key Stage 2.				
1.6 Leader provides CPD / coaching for teaching staff to ensure quality of teaching consistent across school.				
1.7 HoS/English Lead review actions taken as a result of last year's Reading Review and evaluate impact.				
1.8 Leaders complete regular learning walks/lesson visits, alongside termly monitoring, to ensure next steps in teaching are identified and supported promptly. English remote learning review has been completed by Trust English consultant alongside school English Lead. Ofsted fieldwork conducted at Berrybrook. Deep dive in English completed by Inspector and English Lead.		Accelerated Reader Annual cost.		
1.9 English Leader works closely with Curriculum Lead to develop a wider curriculum that is Reading rich and promotes a love of reading.				
1.10 All staff attend progress meetings and are involved in identifying pupils in need of language intervention.		Cost per OTP delegate : £150		
1.11 Embed use of Accelerated Reader into years 2 -6 to support accurate reading age assessments.				
1.12 Embed use of MYON reading resource both in school and as a means of home learning.		Cost per CTP delegate : £150		
1.13 Reading Lead develops approaches to support pupils and parents with reading at home. (New RWI portal purchased through catch up finding to support early reading at home)		.		



<p>1.14 Leaders provide focussed language/vocabulary development CPD for teaching and support staff.</p> <p>1.15 Identified staff to complete the Outstanding Teacher programme led by PH MAT SLEs.</p> <p>1.16 Recently qualified teachers complete the Creative Teacher Programme led by PH MAT SLEs. – RQT has now left , no need for CTP.</p>	<p>Training cost per delegate £300</p>	<p>HoS/SLT</p>	<p>HoS/EHT</p>
<p>2. Teaching of Early Reading and Phonics is progressive and consistent.</p>	<p>Costs as above.</p>		
<p>2.1 Reading leader co-ordinates completion of phonics assessments for all KS1 & Y3 pupils upon return to school form COVID-19 school closure.</p>			
<p>2.2 All EYFS and KS1 staff are fully RWI trained to ensure phonics subject knowledge is strong and consistent across the phases.</p>			
<p>2.3 Reading Leader provides coaching and mentoring in line with RWI guidelines to ensure early reading and phonics is consistently taught and encompasses language development.</p>		<p>English Lead</p>	<p>HoS/DHT</p>
<p>2.4 Reading Leader delivers RWI group coaching sessions fortnightly to ensure staff are aware of all RWI updates and teaching strategies.</p>			
<p>2.5 Reading Leader works with RWI consultant termly to monitor, review and evaluate to ensure highest quality RWI provision within school.</p>	<p>RWI development Day cost: £3800</p>	<p>EYFS Staff</p>	
<p>2.6 Reading Leader provides coaching/mentoring support for Nursery staff to implement RWI strategies in Nursery.</p>			
<p>2.7 Reading leader completes NPQML project focus of RWI teaching in Reception improving Reading outcomes.</p>			<p>HoS (EYFS Phase leader)</p>
<p>2.8 Reading leader completes half termly RWI assessments and amend groupings accordingly to ensure pupils RWI group reflects reading ability and provide challenge.</p>		<p>SLT and Teaching staff.</p>	
<p>3. Vocabulary development is progressively planned across the curriculum (COVID Catch Up Plan link) Also see English Action plan 2020-2021</p>			
<p>3.1 Senior leaders research and evaluate strategies that support vocabulary development.</p>			
<p>3.2 Leaders familiarise themselves with Tower Hamlets Progression in Language Structures(PILS)</p>			
<p>3.3 All staff to attend PILS training facilitated by PHMAT SLEs/English Leads.</p>			
<p>3.4 English lead to support implementation of PILS across all year groups.</p>	<p>Research books: Upto £100</p>	<p>SLT</p>	
<p>3.5 Subject leaders to work with all year group staff across school to identify key vocabulary within their curriculum subject.</p>			<p>HoS/DHT</p>
<p>3.6 Leaders to dedicate collaborative working time in meetings/INSET to enable staff to map out key vocabulary to ensure progression.</p>	<p>Cost of INSET day training from SLEs</p>		
<p>3.7 Leaders identify new vocabulary and finalise vocabulary progression grids in all curriculum areas.</p>	<p>4x staff meeting time</p>		

<p>3.8 Staff to embed use of vocabulary traffic light walls, ensuring that vocabulary is re-visited and understood.</p> <p>3.9 Subject leads identify vocabulary introduction/re-visit as non-negotiable element of teaching within their curriculum subject.</p> <p>3.10 Accurate EYFS baselines of children’s communication and language development are completed within Autumn 1. EYFS provision/planning reflects the need identified in data analysis.</p> <p>3.11</p> <p>3.12 SENCO to work with SLT to develop effective approaches to Speech & Language/ vocabulary intervention.</p> <p>3.13 Elklan training for Communication and Interaction inclusion team member. (Staff now receiving NELI training in SPRING Term in replacement.) (LR identified as staff member for ELKLAN training)</p> <p>3.14 All new staff to attend MAT induction and all CPD/Staff meetings. High proportion of staff meetings time allocated to vocabulary focus.</p> <p>4. Pupils understand spoken and written age related vocabulary, acquiring control of language that enables them to express themselves and demonstrate age-related skills in Reading and Writing.</p> <p>4.1 Staff knowledge of language development is increased through ongoing CPD, internally and via the Trust.</p> <p>4.2 Leaders provide CPD for staff on formal/informal language.</p> <p>4.3 Staff implement subject language progression documents, ensuring pupils are being taught new vocabulary and revisiting previously taught relevant vocabulary.</p> <p>4.4 All staff to attend PILS CPD/Training and implement strategies.</p> <p>4.5 Pupils are given opportunity to rehearse/use progressive language structures in lessons, particularly in Reading and Writing lessons.</p> <p>4.6 Opportunities for collaboration, discussion and purposeful talk will be increased in lessons to support language development.</p>		Teaching Staff	
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End of year evaluation			
Ref no.	Actions taken	Impact	Evidence Source

Priority 3

- **Objective: Strengthen pupils' retention of previously taught skills and long term memory.** (Pupils knowing more and remembering more.)

Success Criteria:

1. Leaders take research based actions to develop strategies/approaches to strengthening pupil's long term memory.
2. Teaching is progressional across all curriculum areas, building on prior knowledge.
3. Teaching values making links in learning, both prior learning and cross curricular.

Milestones:

Milestones to be added following analysis of baseline assessments

- | | | |
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Abbreviations – CT = Class Teacher, ST= Set Teacher, SLT = Whole Senior leadership team, PL=Phase leader, IT = Inclusion Team
AHT = Assistant Head Teacher, DHT= Deputy Head Teacher, HT = Head Teacher, BT = Business Team CEO = Chief Executive Officer.

Actions

Costing

Who

Quality assured by

1. Leaders take research based actions to develop strategies/approaches to strengthening pupil's long term memory.

- 1.1 Senior leaders research and evaluate strategies that support retention and memory skills. (Explore Metacognitive approaches) ([Pre-Teach and Overlearn](#))
- 1.2 Maths lead Implement varied fluency approaches in teaching to strengthen revisiting of Maths skills.
- 1.3 Leaders demonstrate secure knowledge of Ofsted's research and definition of learning. Showing strong understanding of how new and existing knowledge connecting in pupils' minds, gives rise to understanding and impacts on pupil achievement.
- 1.4 Leaders work collaboratively with schools across the trust to develop/adapt approaches to memory development that would meet the needs of Berrybrook pupil.
- 1.5 SENCo to work alongside AEP and local authority Psychology services to deepen own knowledge of developing memory strategies. ([Precision teaching and Layered approach to spelling training already facilitated](#))

Rsearch books: £60

SLT

EHT

Cost of AEP
Cost of 20%
Psychology service SLA

SENCO

HoS

2. Teaching is progressional across all curriculum areas, building on prior knowledge.

<p>2.1 Subject leaders, with support from the Curriculum Lead, identify knowledge and skills that have not been taught in each subject due to school closure.</p> <p>2.2 Subject leads adapt curriculum maps to reflect the identified skills and knowledge gaps, ensuring pupils do not miss out.</p> <p>2.3 Subject leads monitor quality of medium term skills planning to ensure progression across all phases and whole school.</p> <p>2.4 Teachers demonstrate high value upon making links in learning , ensuring opportunities to make links with prior learning in lessons is a non-negotiable element of their teaching.</p> <p>2.5 Leaders complete regular learning walks/lesson visits, alongside termly monitoring, to ensure next steps in the teaching of curriculum are identified and supported promptly. (HoS/DHT only during Aut term due to COVID restrictions)</p> <p>2.6 Leaders regularly monitor and review curriculum intent/implementation making adaptations as necessary.</p> <p>3. Teaching strategies value/promote making links in learning, both with prior learning and cross curricular skills. (COVID Catch Up Plan link)</p> <p>3.1 Teachers use ongoing assessment to inform planning and adaptations to the curriculum to support pupil’s retention or reshaping of knowledge and skills.</p> <p>3.2 Leaders work alongside other professionals to develop CPD for staff to enhance knowledge and understanding of both the working and long term memory.</p> <p>3.3 SENCo to work alongside AEP and local authority Psychology services to deepen staff knowledge of developing memory strategies in interventions. (Precision teaching and Layered approach to spelling training already facilitated)</p> <p>3.4 Teachers demonstrate high value upon making links in learning, ensuring planned opportunities to make links with prior learning in lessons is a non-negotiable element of their teaching.</p> <p>3.5 Teachers plan regular opportunities to revisit previously taught vocabulary and skills across curriculum areas.</p> <p>3.6 Pupils in need of further memory skill development are identified and interventions implemented.</p>	<p>Leadership costs as above.</p> <p>AEP/EP service costs as above.</p>	<p>Subject leads</p> <p>Teaching staff</p> <p>Teaching staff</p> <p>SLT</p> <p>SEnCo</p> <p>Teaching staff & Inclusion team</p>	<p>DHT</p>
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End of year evaluation

Ref no.	Actions taken	Impact	Evidence Source

Priority 4

- **Objective: School attendance raises to meet national averages - 96%. (COVID Catch up Plan Link – Tier 3) (10%)**

Success Criteria:

1. School attendance continues to rise from last academic year (Above 94.8%).
2. School attendance is robustly monitored and action taken promptly.
3. School procedures for lateness monitoring are in place.
4. Identified families are supported through Early Help to support improving attendance
- 5.

Attendance Milestones:

	Term	2019/20	Target	2019-2020 Termly attendance
	Autumn	93.5% (Exc Rec & Nursery)	95%	
	Spring	93.6% (Exc Rec & Nursery)	95.5%	
	Summer	No data due to school closure.	96%	

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AHT = Assistant Head Teacher, DHT= Deputy Head Teacher, HT = Head Teacher, BT = Business Team CEO = Chief Executive Officer.

Actions	Costing	Who	Quality assured by
1. School attendance continues to rise from last academic year (Above 94.8%).			

<p>1.1 Continue to hold weekly meetings with LA Education Welfare Officer to monitor attendance of groups and individuals. Comparisons to be made against 2018/19</p> <p>1.2 Continue to make first day phone calls/text to chase absence and ensure that these are recorded accurately.</p> <p>1.3 Send out attendance letters at 95% and 90%.</p> <p>1.4 Do not authorise any absence without medical evidence. (COVID absence procedures followed and authorised by marking as X)</p> <p>1.5 Offer families support through Early Help Assessments if pupil attendance falls below 90%.</p> <p>1.6 Advertisement for Family support worker in Spring term to support attendance priority.</p> <p>1.7 Work alongside the Education Welfare Officer to meet with parents if attendance falls below 90% .</p> <p>1.8 Follow local authority guidelines in the processing of taking legal action.</p> <p>1.9 Offer breakfast club facility to pupils.</p> <p>1.10 Implement new attendance reward system for 100% attendance termly</p> <p>1.11 Most improved attendance awards implemented.</p> <p>1.12 Report on attendance figures on monthly newsletters and develop use of website/app to promote this.</p> <p>1.13 Monitor attendance of disadvantaged pupils weekly. Completed Termly during Aut term. Spring – fortnightly.</p> <p>1.14 Collaborative targeted work for attendance of disadvantaged pupils between HoS/PP Champion and EWO. (Exploring use of PP funding to support attendance)</p> <p>1.15 School liaise with National Breakfast Club Programme to obtain funding to support breakfast provision for whole school.</p> <p>1.16 School proportion DP funding to support staffing of new breakfast club provisions</p> <p>2. School attendance is robustly monitored and action taken promptly. – Actions as above.</p> <p>3. School procedures for lateness monitoring are in place.</p> <p>3.1 Front office to record lateness times for all individuals</p> <p>3.2 HoS to provide minutes late information and impact on lesson within monthly newsletters.</p> <p>3.3 EWO to facilitate late gate support for school . Not been possible to facilitate in Autumn term due to COVID restrictions.</p> <p>3.4 Front office to identify when pupils hit lateness triggers.</p>	<p>£3300 (annual cost)</p> <p>As above</p> <p>Rewards costs: Badges: £300 Vouchers: approx. £500</p> <p>£2000 PP funding contribution to awards</p> <p>As above</p> <p>As above</p> <p>As above</p>	<p>EWO/ Front Office staff / HoS</p> <p>Front Office</p> <p>EWO</p> <p>HoS HoS HoS</p> <p>Front Office HoS</p> <p>EWO</p> <p>EWO/Front office Learning Mentor</p> <p>EWO</p> <p>EWO</p> <p>EWO</p>	
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<p>3.5 School/EWO letters to be sent out for identified pupils hitting late trigger.</p> <p>3.6 Learning mentor to make contact with identified families to identify any support that could be provided by school. This will now become the role of family support worker.</p> <p>4. Identified families are supported through Early Help to support improving attendance</p> <p>4.1 Continue to hold weekly meetings with LA Education Welfare Officer to monitor attendance of groups and individuals. Comparisons to be made against 2018/19</p> <p>4.2 EWO identify families to be offered support through data analysis.</p> <p>4.3 Parents invited in to see EWO and learning mentor to identify if additional support can be offered at school or EHA level.</p> <p>4.4 Early Help Assessments completed and action identified for families who engage with support offer.</p> <p>4.5 Offer breakfast club funding support for disadvantaged pupils where needed.</p> <p>4.6 Whole school to be offered small healthy breakfast through nation breakfast club scheme.</p> <p>4.7 Apply to access NBCF funding to provide all pupils with a breakfast each morning.</p>	<p>As above</p> <p>As above</p> <p>Staffing cost: £343.80 per half term.</p> <p>1x L2 TA hourly rate daily.</p>	<p>EWO</p> <p>HoS/ TAs</p>	
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End of year evaluation			
Ref no.	Actions taken	Impact	Evidence Source