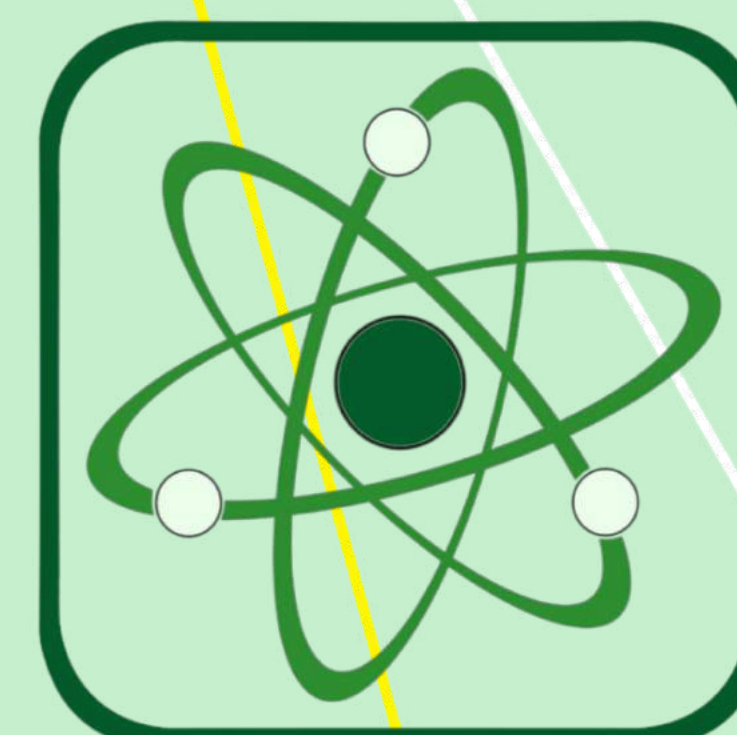




In God's light we shine, we love and we learn



Recovery Premium



Saint Ambrose Barlow Catholic Primary School Recovery Premium

In June 2020, a £1 billion fund for education was announced by the government. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme. This scheme continued into the year 2021-22 as a result of the ongoing impact of the Covid-19 pandemic.

How will spending decisions about interventions be made?

Since July 2020, leaders in school have been following best practice guidance documents and approaches published by the DfE (Department for Education) and the Education Endowment Foundation (EEF) to ensure the additional funding is directed in the most effective way. Approaches taken by the school will be driven by our detailed knowledge of children's current attainment and will draw upon approaches that are evidence-based that are proven to have a positive impact on closing gaps.

We at Saint Ambrose take a 'tiered approach' to closing gaps and raising attainment. High-quality teaching and learning interventions within the school day will ensure that they have the most impact.

Quality First Teaching

The curriculum will be adapted to focus on the key skills and knowledge that children need in order to access the wider curriculum. Teachers will focus on embedding these key facts for all core subjects in the first term alongside our well-being project, whilst still teaching a smaller percentage of non-core subjects. This will be picked up in the following terms. All teaching will take into account the children's ability on return from the summer term 2021 and planning will be tailored to their needs. The first half term will concentrate on wellbeing and in the third week children will complete a range of formal and informal tests to support the teachers planning. The teaching will be monitored by the assessment leads each half term to ensure high quality of teaching across the school.

Classroom intervention

There will be a Teaching Assistant in each class bubble to support the children at most risk of falling behind or further behind. These children will be planned for by the teacher and work with the support of the TA in class to allow for smaller ratios and more targeted intervention. Intervention records will be kept and each child below expectations will have a detailed provision map in place. These can be found in the record of 'catch-up' monitoring for each class. These interventions will be monitored half termly by the assessment lead.

Targeted Group Support

This is an area where we are investing the majority of the school's catch up grant as we strongly believe it will have the most impact. We will select children at most risk of falling behind to partake in small group targeted intervention which will begin in November 2020. These sessions will be run by a qualified Teachers and also Teaching Assistants. The accountability for the success of these sessions will lie with them and the class teacher in order to have the most impact. The sessions will be fast paced and initially work on lost learning from the prior year group in order to give children the best possible chance of progressing in their current year group.



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Health, Fitness and Wellbeing

We believe that the pace of school life needs to be focused in order to support our children in embedding key skills and knowledge to become good learners and in turn widen their curriculum knowledge. We also believe that with this approach the children will have more determination to succeed enabling them the time to process and embed learning and reach their full potential.

Who will benefit from the funding?

During Autumn 2021, all children across the school have undertaken high-quality assessments in reading, writing, phonics/spelling and maths. Through careful analysis of this assessment data, we have identified groups of children that will benefit from 'catch-up' support or other interventions to enable them to close gaps in understanding and attainment. In addition to these children, groups of pupils have been identified who require additional support regarding mental health and wellbeing stemming from the Covid-19 pandemic.

Funding allocation

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, meaning Saint Ambrose Barlow will be in receipt of £16'800 (210 x £80). The spending of this money will be down to schools to allocate as they see best.

The overall aim of our catch-up premium strategy, is to raise the attainment of all pupils to close the gap created by COVID-19 school closures.

At Saint Ambrose, this money will be used in order to provide:

- Curriculum resources and materials that support "catch up" and the mental health of pupils.
- Additional support staff to develop the outcomes of children who have been identified as needing "catch up" in their learning.

There are two broad aims for "catch up" at Saint Ambrose Barlow:

- Attainment outcomes at end of 2021-22 for all year groups will be at least in line with those at the end of 2019-20.
- The mental health needs of pupils are met and supported by the school.

'Catch-up' at Saint Ambrose for all children will involve:

- Working through well planned, sequenced and purposeful lessons following assessment for learning.
- Focus on consolidation of basic skills. The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.
- Additional lesson time on core teaching. Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as



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blocked days rather than weekly lessons in the autumn term.

- Particular focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.
- Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly. Use of Cognitive Load Theory and the Principles of Instruction strategies to enable the embedding of knowledge.
- Time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work as many children will have not been in a formal school setting for a number of months.

'Catch Up' at Saint Ambrose Barlow for some children will involve:

- Additional support and focus on basic core skills. Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.
- Additional time to practice basic skills. This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics).

'Catch-up' at Saint Ambrose Barlow is not:

- Cramming missed learning.
- Pressuring children and families into rapid learning.



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Costing for additional staffing to support 'catch-up':

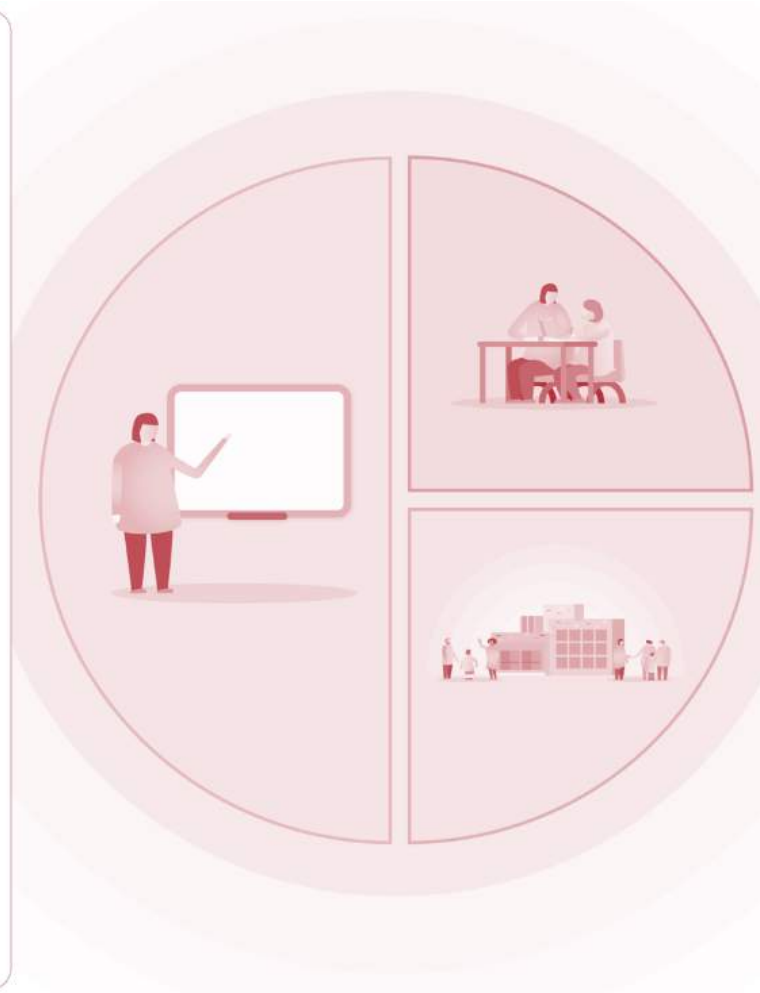
Additional Teaching Assistant allocation for each class:	
Four days for Infant classes	£3510.00
Four days for LKS2	£4680.00
Two days for UKS2	£1710.00
One day SENCo monitoring and support	£1170.00
Staffing Total	£11070.00
Staff Training:	
WhiteRose Training	£297.00
Recovery Maths	£800.00
Handwriting & Presentation	£790.00
Training Total	£1887.00
Resources:	
Testbase	£312.00
RM Easimaths	£215.00
Reading Eggs	£725.38
TTRS	£113.88
SpellingShed	£120.00
Resource Total	£1486.26

Current staffing in school will also be used to support 'catch-up' during the school year.

No. of Eligible Pupils	210	Total Allocation	£16'800
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1 Teaching

- Training and support to prepare teachers for the new academic year
- Professional development opportunities and resourcing to support the implementation of recovery curriculum
- Ensuring teachers have training and support to adjust to structural and organisational changes.
- Assessing and monitoring pupil progress.
- Transition resources and staffing support quality first teaching
- A broad and engaging curriculum that focuses on vocabulary acquisition.
- Basic skills in core subjects are taught /revisited across wider curriculum subjects
- Effective assessment strategies and resources used to inform teaching and learning.
- Focus on well-being, mental health, rules, routines and basic skills to begin with.
- Develop effective remote learning through google classroom & Seesaw



2 Targeted academic support

- Small group and one to one tuition
- Small group and additional intervention work
- Physical development
- Same day English, Maths and Phonics interventions.
- Deployment of Teaching Assistants to carry out specific interventions.
- Teacher-led 'booster' groups
- Health and well-being support
- 1:1 support to assist pupils with transition back into school.
- Mentoring sessions for specific pupils on self-awareness, self-management, problem solving and social skills.

3 Wider strategies

- Family and pastoral support
- Supporting parents and carers wellbeing
- Accessing technology and resources at home during prolonged isolations
- School staff used to cover classes rather than supply, where appropriate.
- Safeguarding updates.



1. Teaching

	Identified Pupil Group (Pupil need)	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Success criteria	Staff
A	All Pupils Quality first teaching	Baseline assessments and knowledge of increased and prolonged disruption to schooling	High quality Inset delivered throughout the year (both 'in-house' and through external consultants) and CPD aimed at supporting the recovery curriculum Additional support for identified teachers/classes if needed Maths and English managers to lead training and provide curriculum CPD with teachers who request it	Prolonged time away from normal teaching routines New staff to school and returning staff member after long-term absence Flexibility in approaches needed in order to meet the needs of all pupils who may not be year group ready	Strong provision in place to ensure pupils have the best chance of making up for time missed	SLT Subject leaders
B	Year 2 who were not on track to pass phonics screening in year 1 Additional phonics teaching and catch up. Extra Phonics teaching time	Baseline assessments	Extra TA support for additional group teaching Professional collaboration – coaching and mentoring between teachers and TAs	Pupils unable to complete Phonics screening. Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge. Pupils have not retained prior phonics learning.	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills	Year 2 staff

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C	<p>Children moving from Reception to Year 1</p> <p>Collaborate with EYFS and Year 1 professionals to ensure Year 1 children have a balanced curriculum following the EYFS ethos for the first half term to help pupils transition into year 1 after lost learning time and for those children who were working below ARE.</p>	<p>Baseline assessment and End of year assessments</p> <p>Professional dialogue - transition needs.</p> <p>Gap analysis of the foundation stage curriculum</p>	<p>A continuum of reception created for first half term with more formal learning being merged in for a strong transition.</p> <p>Money to be spent on resources and intervention</p>	<p>It's clear that the lost learning time for many of these pupils means that an extension of the foundation curriculum is required to ensure the building blocks for prior learning are not missed and misconceptions are identified and dealt with.</p>	<p>For teachers to have the resources available to continue a play-based approach to learning. Children will have reduced levels of anxiety around the key stage transition.</p> <p>Children will feel comforted by the familiar approach to learning.</p>	EYFS staff
D	<p>Nursery and Reception Pupils.</p> <p>Lack of transition and pupils not completing Nursery year meaning pupils aren't school ready</p>	<p>Baselines and general visual assessments</p> <p>Parent voice</p>	<p>Ensure quality and consistency throughout the early years.</p> <p>Two weeks of a part time timetable in Reception for class teaching to overcome lack of transition time and no Inspire sessions completed etc.</p>	<p>Smaller numbers in each class initially during part time timetable to allow more capacity to support learners needs.</p> <p>Classes ensure that this approach can further enhance and develop progress from individual starting points.</p>	<p>Children are well supported to be school ready and catch up on vital stages of early childhood development.</p> <p>Children's language gap will close.</p> <p>Children readiness for mainstream school will improve.</p> <p>Children's fine motor development will improve.</p>	EYFS staff
E	<p>Year 1-6</p> <p>To ensure all teachers have a clear understanding of the curriculum gaps that need covering in the current year of teaching</p>	<p>Gaps Analysis</p> <p>Professional dialogue</p>	<p>English and Maths Lead given time to analyse curriculum</p> <p>All staff to receive time during inset to plan for when missed learning objectives will be taught throughout the year</p>	<p>Teachers need to be fully equipped to ensure quality first teaching in every classroom.</p> <p>Clear evidence of when missed learning objectives are to be covered throughout the year</p>	<p>All teachers have a clear understanding of the curriculum gaps they need to teach.</p> <p>Teachers will have increased levels of confidence in meeting the needs of their children.</p>	<p>All staff</p> <p>SLT</p>

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	from previous years objectives (summer term missed learning)				Teachers will improve their coaching and mentoring skills.	
F	<p>All Pupils</p> <p>To ensure that all children make expected or more progress in all curriculum subjects.</p>	<p>Baseline assessments</p> <p>Assessment tracking analysis</p> <p>Flexible assessment for learning</p>	<p>All Teachers will have additional time and support to monitor their specific subject provided by learning support assistants</p> <p>Teachers will have the opportunity to conduct learning walks, book reviews and progress analysis.</p> <p>Teachers will have the opportunity to complete subject action plans alongside CPD opportunities</p>	<p>Teachers will have the opportunity to improve subject knowledge.</p> <p>Improved teacher knowledge the whole school curriculum showing a deeper understanding of progress.</p>	<p>Teachers will have greater subject knowledge across all key stages.</p> <p>Teachers to have a deeper understanding of the expectations of progressive skills.</p> <p>Children will experience the restorative curriculum</p> <p>Deeper understanding of a year groups curriculum.</p>	<p>All staff</p> <p>SLT</p>



2. Targeted Academic Support

	Identified Pupil Group (Pupil need)	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Desired Outcome and how/when it will be measured	Staff
A	<p>Independence & fluency in certain children's reading abilities</p> <p>Individual, group and class reading opportunities will have been missed by many throughout lockdown.</p>	<p>Use of tests to gain an accurate baseline</p> <p>Balance Tracking</p>	<p>Staff to analyse data and identify gaps. Planning will then address these gaps.</p> <p>Individual reading opportunities for all children</p> <p>Opportunities to develop fluency and independence in reading.</p> <p>Group reading sessions for selected groups</p>	<p>Confidence and competence to read independently and fluently may have decreased and alongside this, the reading skills that are taught via the reading domains will not have been accessed through home learning.</p>	<p>Baseline Assessments in reading will allow interventions to be focussed and children will receive and develop their reading accordingly and gaps in learning, knowledge and understanding will be narrowed.</p> <p>More access to individual reading will take place both in school for all pupils as well as after school for pupils who require extra support.</p> <p>Focus on reading in all lessons will develop vocabulary opportunities for all pupils.</p> <p>Vocabulary and meaning of words will develop, fluency of reading will increase and comprehensions skills will deepen allowing understanding of texts in all subjects to improve.</p>	All staff
B	<p>Most pupils in school will need the opportunity to rehearse their</p>	<p>Baseline assessments – work ethic</p>	<p>Small group intervention for Grammar and Punctuation assistance Y2 – 6 children.</p>	<p>The general work and writing of the children is not at the usual standard for this time of year due to the time missed in school</p>	<p>Gaps in knowledge and understanding of punctuation, grammar and spelling are narrowed.</p>	All staff

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	<p>presentation and basic skills knowledge</p> <p>Basic skills knowledge and understanding is not age related due to missed learning throughout lockdown.</p> <p>Presentation is not at the expected standard.</p>		<p>Spelling interventions – Y1 – 6 children in small groups</p> <p>Teacher and TA to support identified Children</p> <p>Daily handwriting</p>		<p>More pupils achieve age related or above expectations in SPaG.</p> <p>Children are applying spelling, grammar and punctuation knowledge to their writing.</p> <p>Improved presentation across the school.</p>	
C	<p>Most pupils in school will need the opportunity to build up their stamina in writing.</p> <p>Stamina and style of writing has not been practiced or developed since March 2020</p>	Baseline assessments – work ethic	<p>Focus on fiction writing techniques and non-fiction writing techniques to develop quality of writing for all pupils.</p> <p>The previous teachers have identified the skills the children did not cover or master before the 'lockdown' and opportunities to learn and practice these have been built into this year's planning.</p> <p>Writing small group intervention to supplement class writing opportunities</p>	Pupils have fallen behind with their writing over the lockdown period and not been exposed to quality teaching of the different purpose for writing.	<p>Quality of writing improves across the school with more pupils achieving age related or above expectations in writing.</p> <p>Writing in the broader curriculum improves and aids knowledge and understanding of foundation subjects.</p> <p>Confidence of the pupils increases in writing.</p> <p>Children are able to write at length.</p>	All staff
D	<p>Year 2 who were not on track to pass phonics screening in year 1</p> <p>Additional phonics teaching and catch up.</p>	Baseline assessments	Small group tuition	<p>Pupils unable to complete Phonics screening.</p> <p>Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge</p>	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills	Year 2 staff

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	Target Extra Phonics teaching time					
E	<p>Lower and Middle attaining pupils in Year 3/4</p> <p>Additional phonics teaching and catch up.</p> <p>Extra Phonics teaching time</p>	<p>Baseline assessments</p> <p>Standardised Test results - tracking</p>	Small group tuition	Pupils have gaps and Year 3 unable to complete National standards assessments. Gaps in learning from KS1 to KS2	Year 3 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills	Year 3 staff
F	<p>Year 5/ 6 Pupils not on track to be age related at the end of Year 6</p> <p>Extra teaching and learning opportunities</p>	<p>Last year's assessments</p> <p>KS1 Data & test results - tracking</p> <p>Baseline and informal assessment</p>	<p>Small Group Tuition</p> <p>Practice age expected questions</p>	Pupils must be secondary ready and to ensure they have additional catch up learning to prepare them for secondary school	Year 5/6 pupils catch up and are secondary ready and those who can achieve the expected standard in R,W,M	Year 5/6 staff
G	Times tables progressions has been halted due to lockdown and children's knowledge and understanding of the times tables for their year group not known or understood	<p>Last year's assessments</p> <p>KS1 Data & test results - tracking</p> <p>Baseline and informal assessment</p>	<p>Use of Times Tables Rockstars to assist in teaching of tables and practice at home.</p> <p>Use of Mathletics for Maths support, along with RM Easimaths for targets groups.</p> <p>Competitions to be set up by class teachers for the children to complete at home.</p>	<p>Timetables supports many of the children's knowledge within the maths curriculum.</p> <p>Fluency in timetable knowledge is needed as children progress through school</p>	<p>Times tables learnt for each year group and used in daily maths lessons to assist in the development of fluency and reasoning in maths.</p> <p>Pupils more confident with times tables.</p> <p>Year group competitions actively played at school and at home.</p>	All staff
H	Number and place value understanding is not at	Last year's assessments	Interventions for place value and number for all year groups in	The children across school missed the opportunity to secure their	Understanding and ability to apply knowledge and skills of	All staff

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	<p>age related levels due to missed teaching during lockdown.</p>	<p>KS1 Data & test results - tracking</p> <p>Baseline and informal assessment</p>	<p>school.</p> <p>Homework to supplement intervention teaching will be set to develop knowledge and understanding further.</p> <p>Staff will use the planning and resources created by White Rose Maths Hub to supplement training and interventions.</p> <p>Use of Numicon for Reception, Year 1 and Year 2 to develop recall and understanding of number bonds and addition and subtraction facts.</p> <p>Medium Term Planning amended to address the gaps created by the lockdown.</p> <p>Use of Mathletics for Maths support, along with RM Easimaths for targets groups.</p>	<p>understanding in number and place value knowledge due to the lockdown.</p>	<p>place value and number lead to age related expectations and above being met in maths.</p> <p>Reasoning and fluency in maths increases as a result of a better understanding of number and place value.</p> <p>Improved understanding of number bonds and addition and subtraction facts for Reception and Year 1.</p> <p>Gaps in Year 2 will be addressed.</p>	
I	<p>Y6 Pupils in Maths not on track to meet ARE.</p>	<p>Baseline assessment analysis alongside pre-pandemic assessment outcomes.</p>	<p>Extra support provision to supplement regular teaching activities.</p> <p>Small group targeted intervention.</p>	<p>Pupils must be secondary ready and to ensure they have additional catch up learning to prepare them for secondary</p>	<p>Year 6 pupils catch up and are secondary ready and those who can achieve the expected standard in R,W,M</p>	<p>Year 6 staff</p>

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		Half termly test results and analysis Professional dialogue.				
J	Pupils in all year groups with social emotional needs brought about by lack of routine	By class teachers, Learning mentor and SLT	Implementation of the wellbeing curriculum in all year groups in the first half term. Small group intervention by learning mentor and class teachers Small group support and informal counselling support through extended day provision.	To ensure pupils are confident and mental ready to learn with strong learning behaviours	Pupils are able to quickly adapt back into routines and access full learning opportunities. Pupils have greater resilience skills and strategies	All staff Intervention/ Wellbeing Lead
K	Pupils in all year groups will develop their physical wellbeing. Improve physical wellbeing of all pupils.	Class teachers and SLT.	Extra PE sessions each day timetabled. Half hour slots each day for physical activity in all year groups for the first half term Increased physical activities through extended day provision if needed.	To ensure pupils begin to develop their physical strength and activity levels. To improve mental health	Pupils are able to quickly adapt back into routines and access full learning opportunities.	All staff
L	EYFS and KS1 pupils have returned to school with a communication barrier.	Baseline data and class teachers.	Additional support to improve expressive and receptive language skills. TAs to deliver 1-1 and small group intervention where needed	Supporting Early Language skills.	Pupils will close the language gap. Pupils will have improved understanding of reasons, means and opportunities to communicate. Pupils will have increased levels of confidence and self-esteem.	All KS1 staff

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M	Pupils identified as SEND. Our SEND pupils will not have had specialist teaching and interventions whilst being home schooled and may have fallen behind with academic, emotional and social skills.	Addressing these gaps & supporting children and families back to school to meet their complex needs will be a high priority for all children with SEND	Meetings with class teachers and SENDCo to personalise work for individuals and provide correct interventions for pupils. Use of IEPs to highlight level of need	Balance system used to identify regression or slow progress since school closure- show progress during catch-up period. To personalise targets to support individual needs	Progress for SEND children is evident across all subjects. Work is challenging yet aimed at individuals for them to achieve to their potential. Emotional and social skills are nurtured and this is reflected in behaviour for learning in school.	All staff SENDCo
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3. Wider Strategies

	Identified Pupil Group (Pupil need)	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Desired Outcome and how/when it will be measured	Staff
A	Children absent from school due to isolation etc.	Track and trace School absences	Continue to provide home online learning via Microsoft Teams and Seesaw for children to access. This should be linked to the learning that is/would be taking place in the classroom. To write a policy for remote learning that details the 'how, what and when' of online learning and the expectations for all.	The government has set out that all pupils should return to school in September. There needs to be provision for learning that is being provided at school to be accessed from home by individuals isolating.	Remote Learning continues with work taught in school being matched and accessed by those working from home. Learning continues and knowledge and understanding of age-related teaching is accessed by all pupils regardless of whether they are attending school or at home.	All staff SLT Office staff

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B	<p>Pupils and parents' anxiety on returning to school</p> <p>Mental health and anxiety support</p>	Through our learning mentor and SLT	Individual and group intervention support from learning mentor.	Small proportion of parents and carers reporting to have anxiety issues.	Additional support available to break down anxiety and ensure pupil attendance	<p>SLT</p> <p>Intervention/ Wellbeing Lead</p>
C	<p>Friendship issues will need to be addressed and support given to individuals to re-establish or establish friendship groups</p> <p>Children will not have seen or spent time with many of their friends over lockdown or been with a class of 30 children.</p>	Individual or family attention from 1 or 2 adults will have been the norm.	Provide opportunities for exploration through group work and problem solving.	Knowledge of children - reflected on what they know about themselves and how we can help them - re-establish positive relationships and trust.	<p>Life Skills are integrated back into the children's daily behaviour including working and playing with their friends in and outside of the classroom.</p> <p>Opportunities for exploration of self within their learning – listening to children and rebuilding trust and relationships with new and old friends</p>	<p>All staff</p> <p>Intervention/ Wellbeing Lead</p>
D	<p>All groups of children in school will be unfamiliar with school routines etc.</p> <p>New routines need to start at home with bed time routine, start of the day and stamina throughout the day.</p>	School will provide routine very quickly and supporting families to create a routine at home will be priority.	<p>Use of visual timetables in all classrooms in order to ensure structure, routine and predictability for the children</p> <p>Regular Collective Worship to be delivered virtually</p> <p>Mindfulness to become an integral part of the school day. Children are to be reminded of high expectations, particularly when discussing sensitive issues as a class.</p>	Everyone has been disrupted since the country went into lockdown and everyone needs to establish routines once again.	<p>Visual timetables help children understand the routine of the day.</p> <p>Routine to school day to re-start in order that children have familiarity and know what is happening per day.</p> <p>Mindfulness times become routine and a valuable part of every day and help individual children cope with the demands of returning to school.</p>	<p>All staff</p> <p>Intervention/ Wellbeing Lead</p>

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E	<p>Pupils lack of understanding about their own mental health during this period</p> <p>Mental health and understanding</p>	<p>All groups of pupils to ensure 'hidden' difficulties are tackled and addressed</p>	<p>Bespoke Wellbeing Curriculum developed to be the vehicle through which our academic curriculum is delivered in order to address effect on mental health that lockdown has had</p>	<p>A Recovery Curriculum implemented during Autumn 1 across the whole school.</p> <p>Mental Health, wellbeing and being part of a class to centre in this curriculum.</p> <p>Need to prepare children for life, helping them really know and value who they are and understand how they relate to each other in their ever-changing world.</p>	<p>Smooth transition into a new year group via a curriculum that focusses on integrating back into school life.</p> <p>Opportunities for individual children to share their experiences</p> <p>Children have opportunities to self-reflect on their experiences via mindfulness activities.</p>	<p>All staff</p>
F	<p>Children have had up to 6 months away from routine, policies, practices and the discipline school brings.</p> <p>New behaviour policy and rules and routines within school need to be understood and followed.</p>	<p>All pupils need to be aware of the new procedures in school and the rationale behind it.</p>	<p>Explicit teaching in behaviours for learning in the classroom environment such as independence and resilience – as children educated at home will have experienced 1:1 support</p> <p>New addendum to behaviour policy needs to be discussed, understood and implemented by all pupils and staff.</p> <p>Risk assessment actions carried out to ensure all members of the school community feel safe.</p>	<p>With social distancing and class bubbles in place, implementing the known behaviour policy cannot happen in the same way as it did before lockdown.</p> <p>The behaviour policy addendum needs to be understood by all and implemented daily but also sensitively to meet the needs of all children.</p>	<p>Ambrose Ethos and identified life skills are integrated back into the children's learning and reflected in their daily behaviour.</p> <p>Behaviour policy with changes implemented and all children feel safe in and around school.</p> <p>Changes made to normal routine of the school day implemented as per risk assessment and action plan to maintain the safety of all members of the school community.</p>	<p>SLT</p> <p>All staff</p>
G	<p>Celebrating the positive aspects of a worldwide pandemic needs to be given to all pupils.</p>	<p>Celebrating the positives needs to be encouraged as we reflect on the time</p>	<p>Positivity displays where pupils, staff and parents can share any positive experiences they have had during</p>	<p>Parental engagement has been positive and needs to continue via the website/Twitter/Seesaw/Teams/emails etc. because of the lack of physical contact at school during the autumn term due to social distancing rules.</p>	<p>Pupil and parent voice is encouraged to understand individual lock down experiences and bring the community back together</p>	<p>All staff</p>

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	Amongst the heartache and sadness Covid-19 has had in some families, there have been opportunities given to families that they have not had before the crisis.	away from school since March – all pupils	lockdown period. Continue with 'normal' school activities and celebrate them in the usual way e.g. Facebook Celebrate what children are achieving at school or at home.		through the sharing of positive experiences.	
H	Parents unable to work and struggling as financially as a result of COVID Deprivation and financial difficulty	Learning mentor and SLT through conversations and ongoing support	Continue to provide parents with advice and support where needed – signposting. Ensure fruit and food available in the morning for children on the snack shack	(DFE guidance) Children not coming to school hungry and in the right uniform has a negative impact on self-esteem and concentration. Without providing pupils with the basics then they can't access learning	Pupils are ready to learn, concentration is increased and pupils have good self esteem	All staff
I	Disadvantaged Pupils who don't have stationary and/ IT resources etc. for completing work from home if forced to self-isolate Deprivation and financial difficulty	Learning mentor and SLT through conversations and ongoing support	Ensure all families have access to resources to work from home when self-isolating. Loan of IT equipment to those families who need access to a laptop for online learning.	(DFE guidance) Some families don't have access IT equipment. These lacks of resources would make it impossible for continued learning to take place.	All pupils are able to access home learning if having to self-isolate and continued learning can take place.	SLT
J	Pupils and parents suffering with mental health problems and anxiety on returning to school and suffering bereavement.	Learning mentor and SLT through conversations and ongoing support	Learning mentor offering grief support 1:1. Signpost parents to mental health and well-being tab on website – In development	Some individual cases of parents and carers reporting to have anxiety issues.	Additional support available to break down anxiety and ensure pupil attendance Pupil and parent voice is encouraged to understand individual lock down	All staff Learning mentor

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	Mental health and anxiety support		<p>website updated with support available to parents and children.</p> <p>Share risk assessment with parents and address any concerns they may have.</p>		<p>experiences and bring the community back together.</p> <p>Parental engagement increases not only with the positive messages but also for access to support in the community for all family members.</p>	
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