

HOYLAND SPRINGWOOD PRIMARY SCHOOL

CATCH UP PLAN 2020-2021

Catch Up Funding for HSW - £10,240 (first payment in October)



Improvement Action (What we will do)		Timescale & Expected Outcome (When will we do it and what will it look like?)	Who will lead?	Evaluation notes (So what?)
3.1a	Children access key fact fluency teaching in whole class AND as an intervention (where needed)	Ongoing – to be embedded throughout lessons	MK/MR All teachers	
3.1b	Children access key fact fluency teaching in whole class and as an intervention (where needed)	Ongoing – to be embedded throughout lessons	MK/MR All teachers	
3.1c	Times tables will be TAUGHT and conceptually understood (avoidance of rote learning without understanding)	Ongoing – to be embedded throughout lessons	MK/MR All teachers	
3.1d	Training for all staff on the new DfE priority maths curriculum so that everyone knows what the ready-to progress criteria are for their year group (and the year before)	MK and MR to train staff in appropriate teaching methods based of DfE priority for maths	MK/MR All teachers	
3.1e	Regular monitoring of the delivery of maths teaching and intervention groups provides regular feedback to practitioners	MR use a day a half term for monitoring and planning g CDP and improvement is maths	MK/MR All teachers	
3.1f	Pupils learning expectations are in place and clearly identify – term by term- which facts are expected to be known AND UNDERSTOOD by when	All staff to be knowledgeable about the progression of fact fluency teaching in maths and clear about the end of term expectation throughout each year group (Autumn term) Group tracking document that clearly identifies the progression of facts taught and learned	MK/MR All teachers	
3.1g	Rigorous tracking of children’s progress and intervention so that children keep up not catch up	Children identified in each session who are not keeping up – brought to the attention of the teacher to ensure timely/daily mini intervention Daily feedback from reviewing of key skills in intervention to enable children to keep up Training for adults delivering intervention Maths assessments and progress are a standing agenda item for weekly staff or phase meetings to identify children falling behind early Maths achievement and fact fluency standing agenda item on SLT and Head’s meeting	MK/MR All teachers	
TOTAL COST OF DEVELOPMENT		NA		

Priority 3.2 - To ensure that effective teaching and early intervention strategies for reading allow pupils to make accelerated progress in order to meet end of year expectations.

Improvement Action (What we will do)		Timescale & Expected Outcome (When will we do it and what will it look like?)	Who will lead?	Evaluation notes (So what?)
3.2a	CPD for staff on RWI / Fresh Start	Ongoing based on drop ins and coaching	KH	
3.2b	Phonics Leader to ensure groupings are effective and to regroup every assessment cycle Reading Leader assessments for Fresh Start	Ongoing	KH	
3.2c	Purchasing of resources for RWI/Fresh Start	Ongoing based on grouping and resources required	KH and JH	
3.2d	Drop ins to ensure engagement and pace of teaching	Ongoing	KH	
3.2e	Training of new staff in RWI (The Hub and across school to ensure 1-1 intention is in place Training of staff on Fresh Start to use across children below ARE in reading across KS2 Training and support from Kerry Holdsworth (Ruth Miskin) to ensure validity to programme and support for Kerry in new Early reading Leader Training and support from English Hubs to ensure validity to programme and support for bottom 20% is accurate Training and support from English Hubs to review teaching of reading across school and embed	Ongoing Virtual classroom to be used to train and support staff Parents to be shared videos to watch at home	KH, JH and FE	
3.2e	Intervention groups and booster groups planned for attainment and specific for PP children especially	Teachers and TA's constant communication to address need and gap analysis (fluid) Teachers use adults effectively to ensure grouping and fluidity of teaching. No adult watching teaching. Use of staff (TA and Teachers) to pre teach and post teach to those needing support in order to keep up with ARE learning	SLT	
3.2f	All classrooms to develop a love of reading which are changed regularly to ensure children continue to be enthused by these areas. Staff read to children in a way that excited engages them introducing new concepts, ideas and vocabulary	Ongoing - Love of reading to be felt across the classrooms and children using the reading areas regularly	All teachers	
3.2g	Story time is valued part of the daily timetable with books read which sometimes challenge and other times to entertain Key focus text introductions are to be heightened across school: a 'pass the parcel' game where each layer would reveal a 'hint' to	Ongoing Excitement about reading and reading hooks	All teachers	

	the book or the theme/plot of the book. treasure hunts wrapped book			
3.2h	Pupils given opportunities to read widely and often across all subjects	Ongoing CPD as needed (whole school or indiv based on drop ins / observation) Data to show rapid progress in comparison to previous term/year	All teachers	
3.2i	Guided reading to be structure effectively around 1 st /2 nd read prior to understanding. All guided reading structured around mechanics. Children having opportunity to develop what taught in whole school reading using texts they are able to read independently. All books should be read with at least 98% accuracy	Ongoing CPD Autumn Term: Quality wave 1 improving, teachers planning consistently good lessons based on AfL and ARE expectations Spring Term Data to show rapid progress in comparison to previous term/year	All teachers	
3.2g	Books to be purchased that link to topics and multiple copies of favourite 5 to ensure books are readily available in classes Reading areas and books within to be appropriate and displayed as such to promote love of reading	Ongoing - Love of reading to be felt across the school	All teachers	
3.2h	Books to be purchased as going home books link to ARE and interest	Ongoing - Love of reading to be felt across the school	All teachers	
3.2i	Revised and reviewed reading challenge to promote and excite children reading at home Teachers help parents understand the importance of reading aloud to their children at home and how to do this effectively	Autumn 1	All teachers	
TOTAL COST OF DEVELOPMENT		Favourite 5 books RWI development days RWI virtual classroom subscription Ruth Miskin Fresh Start for KS2 to ensure children not reading catch up at speed Ruth Miskin Literacy and Language for Year 2 to bridge the gap for year 2 completing programme		

Priority 3.3 - To ensure that effective teaching and early intervention strategies for writing allow pupils to make accelerated progress in order to meet end of year expectations.

Improvement Action (What we will do)		Timescale & Expected Outcome (When will we do it and what will it look like?)	Who will lead?	Evaluation notes (So what?)
3.3a	Language and vocabulary is an integral part of everyday teaching	CPD on vocabulary teaching using EEF framework and sharing of good practise Vocabulary areas in classrooms used effectively by teachers and children Vocabulary ladders/framework used to ensure correct pitch of language	Head and SLT	
3.3b	Writing is prioritised across the wider curriculum	Phase meetings or team meetings to plan for writing opportunities which link to curriculum areas Teachers provide pupils regular opportunities to write in all subjects	Teachers	
3.3c	Accurate assessment and tracking enables children to make accelerated progress	Moderation of writing to happen half termly Termly moderation of Trust writing Regular team meetings and pupil progress meeting to ensure close tracking of progress and attainment	SLT	
3.3d	Teachers and pupils talk knowledgeably about children's literature	Pupils to listen to and enjoy – including a range of stories, rhymes and poems ECM trust wide portfolio of book reviews which details what new concepts, language, ideas the book could be used for List published on websites and sent home	Teachers	
3.3e	Pupils' writing is enriched with high-quality text extracts covering fiction and non-fiction across a range of text types	Effective modelling demonstrates how to carefully select phrases from reading Celebration area in class for new vocabulary for children to use in writing Vocab books/magpie books for children to keep a record of words and phrases Children select phrases and vocabulary from their reading to use in their writing	RP and Teachers	
3.3e	KS2 children write with clear intentions for audience and purpose choosing grammar and literary devices to suit the style of writing	CPD on audience and purpose	RP	
3.3f	A consistent and structured approach to the development of writing that demonstrates the rates of progress and quality wave one teaching	CPD on strategies to support writing from EEF Established consistent approach across school Improved focus on redrafting and editing work	SLT	
3.3g	Teachers are clear on end of phase expectations for greater depth writing	Mapping out of genres Opportunities to write formally and maintain a formal style are present each term in each KS2 year group CPD for teachers on greater depth Identification of greater depth at each year group	SLT	
3.3h	Consistent approach to spelling teaching across KS2	CPD on RWI spellings CPD on spellings online platform	SLT	
3.3i	High quality delivery of RWI spellings	Identification of appropriate spellings modules Paired teaching/observations of RWI Spellings	RP	

		Phase meetings to establish routines and understand all elements of new program		
3.3g	Frequent low stakes quizzing of spellings	Children quizzed weekly using program Parents informed of new spelling program Parents informed of how to help their children with spellings	Teachers	
3.3h	Spellings within writing tracked and teaching and feedback moves learning on	Children accountable for spellings within their writing KS2 agreement of how incorrect spellings should be challenged and addressed in class	Teachers	
3.3i	Rigorous tracking and assessment of spellings	Tracking documents created to enable teachers to analyse gaps in learning Children below ARE in spelling to receive additional support or pre-teaching to enable them to close the gap	SLT Teachers	
3.3j	Oracy Project and Nuffield Early Language	Teachers plan for teaching of / modelling of and expectation of effective oracy in order to ensure children are speaking in appropriate sentences in order to write	TF / LB	
TOTAL COST OF DEVELOPMENT		RWI Spelling – Catch up Funding (£11,500)		

Priority 4.1 – The mental health and wellbeing of pupils through COVID

Evidence for Priority Area (Ofsted/Data/Reviews)

It is well documented that during the lock down period that resulted from the COVID -19 Pandemic that all children experienced some form of trauma. Trauma was not only experienced by children but also the adults that they live with and beyond. As a result of the pandemic communities have experienced an increase in unemployment, poverty, domestic violence, obesity and alcohol abuse to name but some.

The evidence of good emotional health and wellbeing to support effective learning is well documented. Effective provision to enhance the quality of emotional health and wellbeing in schools should not be focused on the children alone, but should be extended to parents and carers also. It is reasonable to assume that anything that has a negative impact on a child's caregiver will almost certainly impact negatively on the child's ability to experience positively, all that school can offer.

End of Year Outcomes <i>(What will it look like?)</i>	Evaluation <i>(Evaluative question to support governor monitoring)</i>	Monitoring <i>(How will we check it is working?)</i>	Milestones – <i>(What will progress look like towards our end of year outcomes?)</i>
<ul style="list-style-type: none"> • Emotional Wellbeing is prioritised across school. • An integrated, whole school approach to mental health and well-being is tailored to the needs of its pupils. One that goes beyond the teaching in the classroom to pervade all aspects of school life. • The culture, ethos and environment of the school have a profound influence on both pupil and staff mental wellbeing. • Interventions are in place to ensure effective early help including the monitoring of the impact of intervention so that children keep up not catch up • Children access daily emotional wellbeing activities in whole class and as an intervention where required • Staff wellbeing 'checked' regularly and appropriate support given • HR services to provide appropriate services and support for adults working in school • Children and families with emotional/mental health vulnerability are monitored and appropriate support given • Clear communication and support for parents enables effective home support • Support is in place for vulnerable children and families if self-isolation occurs • To increase staff awareness around mental health issues and support next works that are available. • Vulnerable families will be more resilient as a result of school interventions 	<p>How are leaders prioritising wellbeing in your school?</p> <hr/> <p>How do leaders monitor the wellbeing of the staff and it's pupils</p>	<p>Environment learning walks</p> <p>Triangulation of evidence</p> <p>Assessment tracking data</p> <p>Pupil progress meeting</p> <p>Survey analysis</p>	<p>Autumn</p> <ul style="list-style-type: none"> • CPD for staff – ensure all staff are trained to raise the awareness of pupil and adult wellbeing, including Books Beyond Words. • Ensure mental health training for practitioners address the needs for vulnerable groups of children and young people including SEND, LGBTQ+, LAC, home educated and young carers • Wellbeing leader appointed • Wellbeing assessment tracker identified for use • Staff and pupil wellbeing survey to be sent and analysis of findings used to inform actions • Wellbeing agenda item on staff/SLT meetings and head teacher meetings • Wellbeing displays to raise awareness of mental health • Parents informed/updated with regards to the school's wellbeing policies and procedures • Teachers using strategies to address emotional wellbeing in class • Daily wellbeing activity in every class in Autumn Term • Staff training of own mental health and staff as a team. • Trust schools to participate in training for Books Beyond Words • Schools continue to use HR resources to support staff wellbeing • Work with wider services (GPS, CAHMS and schools) to improve quality of CAHMS referral's and providing evidence to support this. • Review pathways that parents can be referred to, to help gain correct level of support • Emotional wellbeing and support and assessment for whole family when treating a person with mental health/emotional needs. <p>Spring</p> <ul style="list-style-type: none"> • Wellbeing intervention – children identified, intervention staff trained and sessions running • Appropriate and accurate application of assessments and identification of those that need additional support • Additional support provided

			<ul style="list-style-type: none"> • Interventions firmly embedded and effective in helping children keep up with learning Summer • Pupils and staff celebrate positive wellbeing • Children able to talk confidently about their own mental health and wellbeing • Improved outcomes for PHSCE • Improved outcomes on staff and pupils wellbeing survey
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Priority 4.1 – The mental health and wellbeing of pupils through COVID

Improvement Action (What we will do)		Timescale & Expected Outcome (When will we do it and what will it look like?)	Who will lead?	Evaluation notes (So what?)
4.1a	RESTORE curriculum created and used to enhance mental health and connection	Autumn Term plan in place	SLT	
4.1b	Roadmap to recovery featuring connections and feelings	Autumn Term plan in place	SLT	
4.1c	Mental health/wellbeing activity to feature as part of daily routine	Autumn Term CPD Staff meeting weekly review around wellbeing – AAA plan	All staff	
4.1d	Additional breakfast in classes for key families/children known across school to ensure appropriate start to the day	Ongoing	HG	
4.1e	CPD on positive wellbeing / Thrive Modelled wellbeing sessions Joint planning sessions Accurate selection of activity	Ongoing	SLT	
4.1f	MindUP training and development – growth mindset	Autumn Term review into actions/CPD into MindUP Autumn Term/Spring Term CPD and development	SLT	
4.1g	Wellbeing and Mental Health are a regular agenda item on all staff and SLT meetings Wellbeing reviewed half termly to ensure progress against targets	Ongoing	Head	
4.1h	Timetable implemented flexibly to ensure adequate time is devoted to wellbeing Teachers to be responsible for the interventions of each child within their class TAs/PSAs to provide wellbeing interventions	Ongoing	All teachers	
4.1i	Trust SENCO's to review wellbeing trackers and decide on which to use Wellbeing leader to liaise frequently with class teachers to share information Intervention trackers used to monitor pupils progress Regular coaching of intervention sessions	Ongoing	SLT All teachers PSA SLT	
4.1j	Improving relationships between staff, parents and pupils Having co-ordinated support from a range of external organisations Regular communication with parents and involving them in	Ongoing	SLT All teachers PSA SLT	

	<p>matters regarding pupil progress, behaviour and pastoral issues</p> <p>Recognising the backgrounds and needs of individual pupils</p> <p>Increased number of targeted EHAs with improved outcomes</p>			
4.1k	<p>Staff Wellbeing</p> <p>Confidential support system in place.</p> <p>Complaints or concerns seriously dealt with appropriately using the school's policies.</p> <p>Workload monitored and staff spoke to regularly about their work/life balance.</p> <p>New staff are properly and thoroughly inducted and feel able to ask for help.</p> <p>Personal issues and pressures are taken into account during any appraisal or capability procedures.</p> <p>Information about and access to external support services available.</p> <p>Personal and professional development training supported.</p> <p>Staff supported through school attendance policies if they are absent for long periods.</p> <p>Return to work interviews to support staff back into work.</p> <p>Exit interviews with resigning staff help to identify any wellbeing issues that lead to their resignation.</p> <p>Staff wellbeing monitored through regular surveys and structured conversations.</p> <p>Accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring.</p> <p>Demands on staff reviewed regularly, such as the time spent on paperwork, and seek alternative solutions wherever possible</p> <p>Job descriptions are kept up-to-date, with clearly identified responsibilities and staff consulted before any changes</p> <p>Staff views considered. Staff involved in decision-making processes, including allowing considering any workload implications of new initiatives.</p> <p>Make sure that the efforts and successes of staff are recognised and celebrated.</p> <p>Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload.</p> <p>Organise extra support during times of stress, such as Ofsted inspections.</p>	Ongoing	Head and Deputy	
4.1l	<p>Each class teacher to have completed a Thrive assessment and generated an action plan to enable specific activities to enhance the children's mental wellbeing and positive outlook.</p>	Autumn Term and ongoing to review	All teachers	
TOTAL COST OF DEVELOPMENT		TBC		

Priority 4.2 – To embed effective Behaviours for Learning to support pupils return to school

Evidence for Priority Area (Ofsted/Data/Reviews)

Behaviour across school is strong but not as strong in some lessons for some children. These are classically boys and/or children with SEND or bottom 20%. Evidenced in Peer Review 2019/2020 and in some lesson observations

End of Year Outcomes (What will it look like?)	Evaluation (Evaluative question to support governor monitoring)	Monitoring (How will we check it is working?)	Milestones – (What will progress look like towards our end of year outcomes?)
<ul style="list-style-type: none"> Children engaged in learning and making rapid progress from baseline Catch up is rapid after/through COVID Children are active in their learning 	Is learning maximised as behaviours for learning are at least good in all rooms?	Environment learning walks	Autumn <ul style="list-style-type: none"> CPD for staff Emotional wellbeing and support and assessment for whole family when treating a person with mental health/emotional needs. Spring <ul style="list-style-type: none"> Appropriate and accurate application of assessments and identification of those that need additional support Additional support provided Interventions firmly embedded and effective in helping children keep up with learning Summer <ul style="list-style-type: none"> Pupils and staff celebrate positive behaviours for learning Improved outcomes for all
	Are the SEND pupils supported effectively enough to enough behaviours for learning are in line with expected for the individuals?	Triangulation of evidence	
		Assessment tracking data Pupil progress meeting Survey analysis	

Priority 4.2 – To embed effective Behaviours for Learning to support pupils return to school

Improvement Action (What we will do)		Timescale & Expected Outcome (When will we do it and what will it look like?)	Who will lead?	Evaluation notes (So what?)
4.2a	CPD for staff regarding behaviours for learning with classrooms set out differently: use of resources, white boards, talk patterns and Kagan to be embedded in all lessons	Ongoing	SLT	
4.2b	Teachers to ensure sufficient challenge for all is in every lesson to prevent low levels of distraction	Ongoing	SLT	
4.2c	Training on engagement strategies and levels of listening	Ongoing	SLT	
4.2d	High Expectation from all children and adjustments for those with specific SEND that prevent extended concentration	Ongoing	SLT	
TOTAL COST OF DEVELOPMENT		TBC when strategy in place		

Priority 4.3 - Whole school attendance to improve for all pupils but especially disadvantaged and continue to reduce the % or persistent absentees from 2019-2020

Evidence for Priority Area (Ofsted/Data/Reviews)

Persistent Absentees is a downward trend and attendance is below national and lower than last academic year:

	All Pupils			Disadvantaged Pupils				
	National	Target	Whole School %	Unauth Abs %	PA %	Whole School %	Unauth Abs %	PA %
2014-15	95.4%	96%	94.7	1.1	10.1	93.3	0.9	17.6
2015-16	95.4%	96%	95.5	1.3	10.5	94.8	1.4	17.4
2016-17	95.5%	96%	94.8	1.2	13.4	93.5	1.8	16.8
2017-18	95.5%	97%	94.4	2.2	18.5	92.9	3.3	10.2
2018-19	95.6%	97%	94.2	1.5	12	92.6	2.78	9.8

End of Year Outcomes (What will it look like?)	Evaluation (Evaluative question to support governor monitoring)	Monitoring (How will we check it is working?)	Milestones – (What will progress look like towards our end of year outcomes?)
<ul style="list-style-type: none"> Attendance issues are addressed rigorously and immediately if they hit the triggers. Parents are aware of the importance of attendance due to information shared, meetings and on website. Meet 97% target All children are making expected progress based on bottom on seats. Less persistent absentees in school. Families are aware of the importance and adhere to school policy. School will have achieved the set attendance target There will be a decrease in the number of persistent absentee and late pupils in comparison to national and previous school data EWO in place and work taking place is having a positive impact on attendance Systems and procedures for monitoring and evaluating attendance are in place and embedded. External support for vulnerable children/families occurs regularly and for those children/families involved, their attendance improves. 	<p>Is there a positive impact from the previous year’s attendance data? Are gaps closing?</p> <hr/> <p>What impact has the EWO service had on attendance?</p> <hr/> <p>Have we met the set attendance target, if yes, why and if not, why not?</p> <hr/> <p>What impact is external support having on attendance for the children/families involved? How is this measured?</p>	<ul style="list-style-type: none"> Effective reward strategies are in place to impact on attendance (when attendance figure for Autumn 1 2018 is higher than Autumn 1 2016/7 and ongoing throughout the year Children talk more positively about the ways in which attendance is encouraged at school Weekly attendance figures show attendance above 96% in all classes Number of late pupils and persistent absentees decrease Half termly attendance Report shared with JH and Governing Body 	<p>DAILY – whole school attendance figure is broadly in line with set target (96%). Reported in HT termly reports to GB.</p> <p>TERMLY REPORTED TO THE GB – the number of absentee and late pupils is decreasing.</p> <p>ONGOING AND THROUGHOUT – EWO and PSA/Attendance Officer identify vulnerable children and make necessary visits. Reported in HT termly reports</p> <p>CONTINUOUS– children and families involved with external agencies have good attendance (96%+) and attendance is a priority within their plan. Reported to SG Governor Meetings and through HT Report to the GB.</p>

Priority 4.3 - Whole school attendance to improve for all pupils but especially disadvantaged and continue to reduce the % or persistent absentees from 2018-2019 and beyond

Improvement Action (What we will do)		Timescale & Expected Outcome (When will we do it and what will it look like?)	Who will lead?	Evaluation notes (So what?)
4.1a	SIMS tracker to analyse attendance trends and hold parents to account. Fortnightly attendance meetings with AD, JH and LS	Autumn Term Tracking system in place Spring Term Review of system is it having an impact?	JH, LS and AD	
4.1b	Track pupils who are late to school and by how many minutes and issue parents with letters / meeting arrangements if needed, to inform them of time missed from school	Ongoing half termly Summer Term The number of children late to school to reduce	AD	
4.1c	Attendance officer to weekly run attendance report to check % of children – meet with parents with 90% less.		JH and AD	
4.1d	Analyse trends of with absence. Look at a TYPICAL HSW child Minus holiday, mobility and medical so a true picture of attendance.	Ongoing – true picture of attendance in school	JH with AD	
4.1e	EWO utilised to work with	Autumn Term EWO known to specific families and working closely with them to ensure children are in school Team approach between EWO and school Summer Term Attendance of specific children working with EWO is working	JH and AD	
4.1f	Highlight attendance in assemblies, newsletters, school council and PSHCE lessons	Ongoing so that children are always aware of the importance of attending school	JH and RP	
4.1g	COVID attendance procedures in place	Ongoing	AD	
TOTAL COST OF DEVELOPMENT		Cost of prizes not development + SLA - £1672		

Priority 4.2 – To develop staff and pupil awareness of mental health and wellbeing as underpinned by the ECM Trust

Evidence for Priority Area (Ofsted/Data/Reviews)

The % of children at HSW currently being referred to CAMHS for mental health has increased this academic year by 7%. Mental health in education is a huge issue and the redesign of the curriculum allows us the opportunity to review how mental health is taught, how well children/parents are supported and the impact of this

End of Year Outcomes (What will it look like?)	Evaluation (Evaluative question to support governor monitoring)	Monitoring (How will we check it is working?)	Milestones – (What will progress look like towards our end of year outcomes?)
<ul style="list-style-type: none"> • Fewer children being referred to CAMHS • Children able to use positive mental health strategies to regulate the feelings effectively • Staff absence will decrease due to positive mental health strategies implemented • Increased support and awareness of families where a mental health need is identified • Increase in staff confidence in recognising mental health concerns and awareness to manage/support this effectively 	<p>Has the amount of children being referred decreased?</p> <hr/> <p>Is wellbeing and mental health taught well through the curriculum and across school? How do we know?</p> <hr/> <p>Does mental health impact on the number of behaviour incidents? Have they decreased in comparison to previous years?</p> <hr/> <p>Are parents accessing appropriate support from school and signposted external agencies?</p>	<ul style="list-style-type: none"> • Staff questionnaires termly • Pupil questionnaires termly • Lesson observations of PHCE sessions • Parental engagement analysis • Behaviour log analysis 	<p>AUTUMN TERM: Scheme of work for supporting children understood by teachers. Children have a basic knowledge of mental health and wellbeing Baseline data that reflects current levels of mental health and wellbeing across the school</p> <p>SPRING TERM Scheme of work implemented by staff Children have an increasing knowledge of mental health and wellbeing. Parents accessing support/advice and mental health workshops within school Review point 1 of data related to mental health and wellbeing</p> <p>SUMMER TERM Scheme of work evaluated and adapted for 2020-2021 by all staff Children have a sound knowledge of mental health and wellbeing and are starting to implement positive strategies to support and regulate Parents knowledge of mental health has increased due to levels of engagement with school strategy Review point 2 of data related to mental health and wellbeing and compare to baseline</p>

Priority 4.2 – To develop staff and pupil awareness of mental health and wellbeing as underpinned by the ECM Trust

	Improvement Action (What we will do)	Timescale & Expected Outcome (When will we do it and what will it look like?)	Who will lead?	Evaluation notes (So what?)
4.2a	<p>Mental health curriculum development</p> <ul style="list-style-type: none"> - Development of positive management of emotion strategies - Development of educational resources 	<p>Autumn 2 – review and audit of current situation</p> <p>Spring/Summer Term</p> <p>Improvement in delivery of M & W</p> <p>Wider range of resources</p> <p>Clearer curriculum outcomes</p>	LW, GW and JH	
4.2b	Mental health support agency details collected and shared with parents and staff	Autumn 2 to be complied by Reviewed on an ongoing basis and new support agencies add when	LW	

		required.		
4.2c	Pre and post questions used to evaluate and develop mental health and wellbeing support in school	September 2019 pre questions March 2020 – mid point review June 2020 Post questions Evaluation of findings and shared with SLT + GW. Used to develop improvements on MHAW.	LW	
4.2d	Staff CPD: How to deliver mental health curriculum Additional strategies that can be used	Autumn 2 / Ongoing Staff to receive initial training on new MHAW curriculum within first term to then be able to deliver and be monitored through Spring 1/2. This will continually updated as more training becomes available.	LW	
4.2e	Implementation of Trust Mental Health Strategy	Spring 1 – Ensure implementation of strategy Therapy groups set up and children designated to each group as required.	LW	
TOTAL COST OF DEVELOPMENT		TBC when strategy in place		

TOTAL COST 2020 - 2021	
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