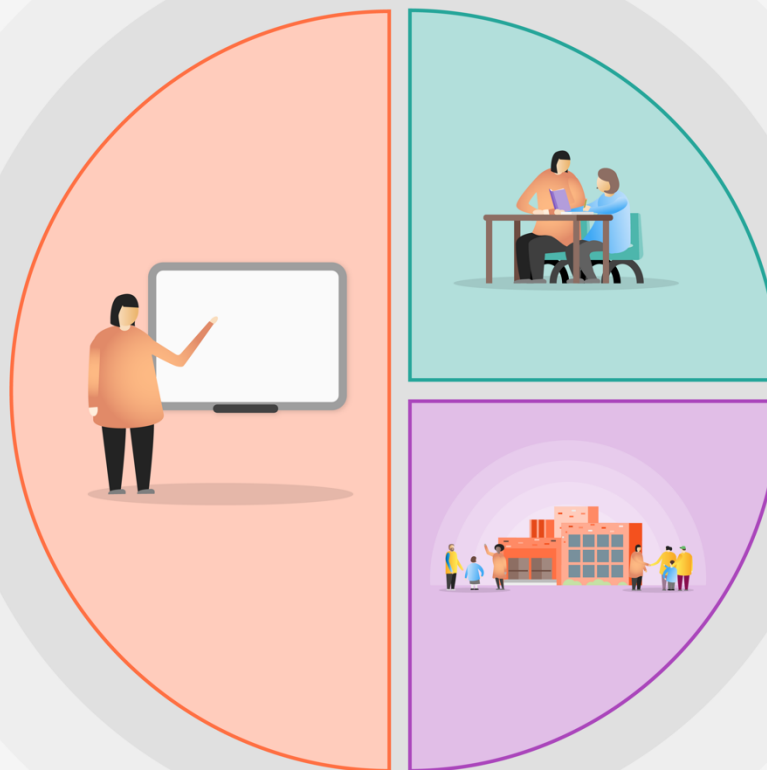


1 Teaching

- Curriculum 'essentials' for Reading, Writing and Maths are identified and taught/revisited across wider curriculum subjects.
- Google Classroom/Showbie used as a platform and feedback is provided by teachers.
- Regular Key Stage planning meetings
- Baseline assessment to inform curriculum necessary for children to 'catch up'
- Increased focus on 'well-being' sessions
- School staff used to cover classes rather than supply staff.
- Extensive outdoor learning provision.
- Focus on fine and gross motor skills
- Targeted movement sessions with PE coach



2 Targeted academic support

- Inclusion Officer full-time to support children, families and provide advice to staff.
- Interventions such as Talk Boost/reading intervention/phonics/maths recovery led by teachers and TA's
- Increased SERiS provision
- Vulnerable learners not in school receive graded support as indicated by monitoring system e.g. accessibility to a device, paper copies, extra phone calls to support learning and well-being, bespoke feedback.

3 Wider strategies

- Daily breakfast in classrooms for all.
- Lessons on identifying emotions and self-regulation strategies.
- PSHE and RSE programme to support self-value, self-worth and emotional resilience
- Frequent phone calls to check on the progress of home learning and the wellbeing of both children and families.
- Deliberate reduced staff workload e.g. reduced meeting.
- HT weekly communication to check on staff well-being.
- Liaising with outside agencies to provide support