Our school's long-term plans have been disrupted by Covid-19 pandemic. Impact since March 2020 altered:

- **Immediate priorities and changed hierarchy of needs for pupils**. Emphasis on emotional well-being, restoring role of school and bridging gaps in learning.
- **Availability of resources**. Safety measures have limited staffing flexibility, use of space, options for personalised support and teaching.
- **Scope for partnerships and innovation**. Education system is looking at sustaining in current climate. Many partners are not engaging in partnership work or working at reduced capacity.

Priority Focus	Rationale
Priority One: Ensure a restoration of school's curriculum to address impact of Covid19 crisis.	Most of our pupils' educational development has been fundamentally affected by Covid-19 pandemic. They have missed schooling; not completed aspects of their curriculum and faced disruption that has had a huge impact on their emotional well-being and behaviours for learning. Our primary focus in is to restore our school's practice and help children recover loss learning and personal development.
Priority Two: Promote outstanding learning and teaching practice through implementation of our Professional Learning Community training model and application of key research models from Cambridge Great Teaching Toolkit Evidence Review and EEF.	Our long-term plan has been to 'upskill' our staff team. We will work long term within 4 Great Teaching Toolkit strands. Delayed PLC initiative will provide high quality CPD for staff. It will also enable staff to skilfully use assessment as the fundamental tool for helping children thrive back at school and make good progress to close gaps in learning. Leadership team's use of research-based practice will ensure that we are working as effectively and efficiently as possible.
Priority Three: Enable children to thrive as learners by maximizing use of tuition funding, disadvantaged funding and school intervention.	Whilst we have some organisational challenges for 'additional' support, we also recognise the possibilities offered to us through: • 2020-21 tuition funding (approximately £64,000). One Year Grant. • Revised use of disadvantaged pupils' grant. Approximately £120,000. • Revised use of SEND funding. Secured several additional IPFAs for 2020-21. Vital that we maximise the use of this funding to accelerate achievement for pupils.
Priority Four: Establish high quality blended learning offer to enhance learning and ensure that we have a contingency plan for Covid-19 pandemic.	Investing in a high-quality remote learning platform to enhance quality of learning so children's class work is linked to home learning and there are improved opportunities for pre-teaching, revision and going beyond their class lessons. Extra investment will also ensure that we maintain educational provision throughout pandemic.
Priority Five: Promote outstanding learning and teaching practice as a result of an effective implementation of new assessment processes using Scholar Pack.	Ensure improved quality of teaching through diagnostic assessment processes. Ensure that we promote accelerated progress and close gaps in age related learning. Tracker will be linked to moderation, benchmarking and curriculum evaluation to ensure that it is personalised to our school.
Priority Six: Restore long term and sustainable financial and resource plan after impact of Covid-19	Covid-19 has had a huge impact on school's long-term planning. Loss of income and additional costs could exceed £150,000. Need to restore financial planning to ensure that additional services including catering, extended schools service and nursery provision are viable. School will have to adjust long term budgeting and asset management plan to ensure that school can be effective and focus on core business of teaching and learning.

Priority One: Ensure a restoration of school's curriculum to address impact of Covid19 crisis.
Rationale: Most of our pupils' educational development has been fundamentally affected by Covid-19 pandemic. They have missed schooling; not completed huge chunks of their curriculum and faced disruption that has had a huge impact on their emotional well-being and behaviours for learning. Our primary focus in wider opening s to restore our school's practice and help children recover loss learning and personal development.
Desired Outcomes. What will it look like if we are successful? Include specific targets for year groups: • Effective safety plan is implemented that allows our school to operate effectively. • Core business of learning and teaching is facilitated as a consequence of well designed and implemented safety plan. • Curriculum development is evident in all year groups with children receiving a high quality broad and balanced curriculum. • Evidence of catch up on core skills in oracy, reading, writing and mathematics as a consequence of a well designed and implemented recovery curriculum. • Good progress secured by pupils as a consequence of effective assessment processes. • Good Mental Health and Well-being outcomes as a consequence of effective support in recovery plan. • Children make accelerated progress in their learning and recover gaps in learning. • Children with specific needs are well supported in bubble mode, so they thrive in class. • Good attendance in comparison with national trends. Note that we have not yet set data targets. These will be set by colas teacher using class-based assessment and prior attainment in December 2021.

Key Action to Be Taken in 2020/21	Timescale for implementation and personnel involved			Success Criteria. What will change? How?	Evaluation and Monitoring Strategies	Evaluation		
	What	Who	When			Aut	Spr	Sum
1. Ensure that our school is Covid secure and safety plan allows staff to focus on core business of learning and teaching.	Ensure that safety plan is written, agreed and trialled with all year groups before end of Summer Term so we can return with a whole school community confidence and restore focus on learning and teaching. Must be an enabling working document not a restrictive document.	BC	Sept 2020	• Children, staff and parents feel confident returning to school. • Safety plan is updated and reviewed after reflection on effective practice. • School can focus on core business as a consequence of effective safety plan. • Infrastructure is improved to ensure school is Covid Safe. • Re-engage with CPD for staff through safe processes and space. • Safely accommodate essential support services.	• Questionnaires • Attendance monitoring. • SLT learning walks.			
	Adjust staggered timetables to restore full entitlement to teaching with final changes made for EYFS by September 28th.	BC and LB	Oct 2020			**Notes:**		
	Seek staff feedback through questionnaire and team meetings so plan is effective and maintains flow of core business. Reissue questionnaires: • August 2020 • October 2020 • January 2021 etc.	BC with SLT review	Sept 2020					
	Ensure investment in infrastructure so safety plan is effective and allows school to operate safely and effectively. Include external washbasins, water bottle dispensers, safety equipment etc.	BC/CR	Sept 2020					
	Ensure that we revise school organisation so that CPD occurs. Be delivered through social distanced face to face training and blended learning using remote training and online courses.	BC with SLT input.	Sept 2020					
	Ensure that essential support services can be safely delivered within school with effective safety measures. Includes: • Educational Psychologists, • Social Services, • Speech and Language therapists etc.	SLT/SH	Sept 2020					

	Maintain 'bubble' approach so that any need for partial closure is minimised. Staff moving encouraged to maintain distancing and safer teaching practice.	SLT	Sept 2020		
	Established a collapsible structure to minimise disruption to children's education regardless of national or local lockdown.	BC/TSJ	Sept 2020		
	Restore after school provision (Dragon Club) with new bubble model so we have continuous pastoral and well-being care for families.	BC/CR and JSM	Sept 2020		
	Work with families at top site so there is a secure working home routine for older children that maintains community safety.	GN/BC	Oct 2020		
	SLT review movement of staff to look at opportunities for intervention, 5th set teaching, tuition etc. **Reviewed half termly.**	BC with SLT input	Nov 2020		

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Key Action to Be Taken in 2020/21	Timescale for implementation and personnel involved			Success Criteria. What will change? How?	Evaluation and Monitoring Strategies	Evaluation		
	What	**Who**	**When**			**Aut**	**Spr**	**Sum**
2. Ensure that our curricula and long-term planning is adapted so that children get full coverage and progression in their subject area.	Review long term plans and progression grids. Work with staff to highlight key learning opportunities and make decisions on curriculum priorities and outcomes. **Must be termly priority.**	AHTs and	Sept 2020	• Clear changes to school curriculum will enable children to address gaps in knowledge due to school closures. This will secure good achievement. • Well planned curriculum changes will ensure breadth of skills and knowledge across all subjects. • Children will make accelerated progress. • Evidence of children securing age-related outcomes. • Planning adaptations will be understood and overseen by assistant heads and subject leads (teams). • AHTs will have an overview of the breadth of achievement in their bands using moderation, planning reviews and Scholar Pack. • Subject leads will have an overview of achievement in their subject areas using Scholar pack and moderation.	• Planning reviews • Moderation and book looks. • Scholar Pack formative statement analysis. • Pupil interviews.			
	Class teachers, Assistant Heads and subject leads work to adapt planning to focus on core learning and progression. **Quality Assured by AHTS with amendments to planning.**	AHTs	Sept 2020			**Notes:**		
	Timetables are adapted to allow for focus on core skills and catch up on basics in Autumn Term. Maintain breadth by ensuring that Science, Computer Science, a humanities topic and creative arts topic are taught. **Overseen by AHTS with amendments to timetables.**	AHTs	Sept 2020					
	Aim to restore curriculum with full breadth by January 2021.	AHTs	Jan 2021					
	Ensure that peripatetic teaching restarts to restore quality across curriculum in music, P.E, MFL etc. Led by risk assessment and safety plan advice.	AHTs	Jan 2021					
	Staff and SLT promote enrichment through social distancing, use of VR or remote contact. Consider bubble trips in minibus.	SLT	Oct 2020					
	Use Scholar Pack formative statements with moderation to quality assure impact on essential learning across all subjects (see priority 5).	AHTs	Dec 2020					
	Ensure learning opportunities are enhanced through blended learning offer (see priority 4).	AHTs	Oct 2020					

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Key Action to Be Taken in 2020/21	Timescale for implementation and personnel involved			Success Criteria. What will change? How?	Evaluation and Monitoring Strategies	Evaluation		
	What	Who	When			Aut	Spr	Sum
3. Ensure effective mental health and well-being support so that children's social and emotional needs are met and they are equipped to thrive in school. **Ensure that staff get full support for their well-being.**	Staff receive high quality training, including ACEs, ROAR materials and PSHE curriculum to support children to thrive as they manage their return to school and the effect that the Covid-19 pandemic has on their lives.	MHWB/ TSJ	Sept 2020	• Children will thrive on their return to school as a consequence of tiered approach to MHWB. • Evidence of good behaviours for learning evident in classrooms against RESPECT framework. • Curriculum offer for MHWB/PSHE will improve as a consequence of effective leadership by MHWB team. • Children will specific MHWB needs will thrive in school as a consequence of specialist support. • School's long term MHWB plans will improve through effective leadership actions. • Good attendance for pupils sustained.	• Pupil interviews. • ROAR rainbow reviews. • MHST/ELSA reviews. • Attendance reviews • Behaviour reviews. • Class visits/learning walks.			
	MHWB teamwork with each band to ensure a systemic approach to well-being with year group plans for Zumos, relaxation, physical breaks etc.	TSJ, AHTs & MHWB	Sept 2020			**Notes:**		
	Deploy SENDCO as learning and teaching coach to enable effective class-based support.	TSJ and SH	Sept 2020					
	Appoint a mental health and well-being lead to the leadership team to support work and development of the curriculum at top site. Work closely under guidance of DHT.	MHWB/ TSJ	Sept 2020					
	Work collaboratively and effectively with Wirral's Mental Health Strategy Team workers to provide focused work for individuals and groups of pupils. Pupils identified using triage approach of referral in school with DSL, SENDCO and externa; agency review.	SH/DHT	Sept 2020					
	Deliver ELSA program for identified pupils who need Social and Emotional Mental Health intervention.	SH	Sept 2020					
	Review school's RESPECT framework and links to PSHE curriculum so teaching and learning opportunities are maximised.	TSJ/CC	Jan 2020					
	Develop long term provision map for MHWB to sustain improvements and prioritise allocation of services.	TSJ/CC and SH	March 2020					

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	Attendance officer to work with families, class teachers and senior leaders to address any barriers to attending school.	ET, BC and AHTS	Sept 2020			
	Ensure that staff's well being is promoted through access to high quality MHWB services and effective signposting and support from MHWB team.	TSJ	Sept 2020	•	•	

Key Action to Be Taken in 2020/21	Timescale for implementation and personnel involved			Success Criteria. What will change? How?	Evaluation and Monitoring Strategies	Evaluation		
	What	**Who**	**When**			**Aut**	**Spr**	**Sum**
4. Ensure that classrooms are well supported to address gaps in basic skills.	Enable all staff to enhance high quality learning practice through effective CPD, anchored by PLC model (see priority two).	SLT	Sept 2020	• Curriculum adapted to help children master 'gaps' in basic skills. • Children make accelerated progress in their learning and recover gaps in learning. • Children with specific needs are well supported in bubble mode, so they thrive in class. • Evidence of consistent high-quality teaching in new class arrangements. • Home learning processes work well. Includes use of blended learning.	• Scholar Pack data analysis for good achievement. • Scholar Pack formative statement analysis. • SLT learning reviews. • Work scrutiny. • Pupil interviews.			
	Set informed attainment targets using formative assessment and prior attainment in December 2020.	SLT	Dec 2020			**Notes:**		
	Place development of Oracy at heart of curriculum development through CPD and curriculum links. Establish a 3-year plan with School 21.	LH with AHT input	Jan 2020					
	Deploy SENDCO as learning and teaching coach to enable effective class-based support.	TSJ and SH	Sept 2020					
	English team to give clear guidance on addressing gaps in core subjects and promotion of reading as central to recovery.	LH with AHT support.	Sept 2020					
	Invest in enhanced reading support through phonic banded home reading books and further investment in accelerated reader from Year 2.	LH with AHT support.	Sept 2020.					
	Maths team to give clear guidance on addressing gaps in learning using NCETM progression grids and promotion of reading as central to recovery.	MC with AHT support	Sept 2020					
	Enhance learning in Y1 transition through remodelled curriculum and high-quality continuous provision.	CJ and LH	Sept 2020					
	SLT develop effective team teaching with class teachers to accelerate pupil achievement and promote best practice. This will replace additional group teaching for Covid-19 period.	SLT	Sept 2020					
	Promote effective use of TAs through 'best practice' models of team teaching, class-based intervention, questioning, immediate feedback and modelling.	SH with AHT support	Sept 2020					
	Revise home learning support to promote continuity and links to blended learning at all ages.	AHTs	Sept 2020					
	Ensure effective use of tuition, disadvantaged and SEND funding to support pupils (see priority three).	SLT	Nov 2020					

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Key Action to Be Taken in 2020/21	Timescale for implementation and personnel involved			Success Criteria. What will change? How?	Evaluation and Monitoring Strategies	Evaluation		
	What	Who	When					
5. Enhance EYFS provision to ensure excellent start to schooling and address any gaps from F1 (due to Covid 19).	Manage transition successfully and support families with small group meetings, excellent communication and quick induction (within 8 school days).	LB	Sept 2020	• Children make accelerated progress in their learning and recover gaps in learning. • Improvement in oracy to drive PSED and specific communication and language outcomes for pupils. • Enhanced outdoor provision offer accelerates achievement in EYFS. • Good outcome s through early intervention for speech and language difficulties. • Good outcome s through early intervention for SEMH difficulties. • Good engagement with families through ILD for learning and personal development support.	• ILD tracker. • Moderation. • Work scrutiny. • SLT learning reviews. • SEND reviews. • Parental questionnaires.	**Aut**	**Spr**	**Sum**
	EYFS AHT to oversee review of provision in class model and help to develop best practice in oracy, and investigative learning.	LB	Sept 2020					
	Continue growth in nursery provision to ensure that our children get best possible start.	LB/EN	Sept 2020			**Notes:**		
	Be an early adopter for EYFS development matters framework so our learning provision is enhanced, and children's outcomes are developed in line with national guidance.	LB	Sept 2020					
	Enhance outside EYFS area with improvements to covered areas.	LB/EN	Sept 2020					
	Ensure that outdoor learning is enhanced at lower site. Restart use of Forest school area as soon as staffing and safety considerations allow for this.	LB	Sept 2020					
	Expand early language provision through targeted EYFS support from Talk About Town therapy and expansion of NELI programme (if successful with EEF bid).	LB/SH	Sept 2020					
	Enhance support for EYFS children with SEMH difficulties through focused work with ADHD foundation.	LB/SH	Sept 2020					
	Ensure high quality online support for families with early development and learning through IDL and website. Recognise that face to face interaction will be limited during first two terms.	LB	Sept 2020					

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Key Action to Be Taken in 2020/21	Timescale for implementation and personnel involved			Success Criteria. What will change? How?	Evaluation and Monitoring Strategies	Evaluation		
	What	Who	When			Aut	Spr	Sum
6. Restore growth plans and enhancements to promote outstanding learning and support.	Ensure that subject leaders access high quality collaboration through Wallasey Alliance.	BC with SLT	Sept 2020	• Curriculum development continues. • Oracy development plans. • Evidence of high-quality provision restored in all subjects and enhanced with enrichment by end of the year. • Clear development plans for R.E. curriculum achieved. Include new schemes of work, CPD plans etc. • Completion of top site Anglo Saxon settlement. • High quality blended learning model enhancing learning across the curriculum.	• Planning reviews. • Work reviews. • Subject action plans. • Pupil interviews.			
	DHT to enrol in masters leadership course.	TSJ	Sept 2020			**Notes:**		
	Continue to develop role of Maths Leader as Maths Hub specialist with release time for CPD and school to school support.	MC	Sept 2020					
	Restore high quality partnerships for learning to enhance provision where school lacks expertise in music, computing, MFL etc	BC and GN	Jan 2020					
	Ensure use of ICT suite and Science Lab at top site now that safety plan has been revised.	GN	Sept 2020					
	Engage with ENTHUSE STEM award opportunities to collaborate and promote best practice (£20,000 grant)	TSJ	Nov 2020					
	Restore full programme of enrichment opportunities through trips and visitors at point of Covid Safety	SLT	Apr 2020					
	Access STEM bursary grants for key staff to ensure sustained improvements in STEM, DT and Computing curriculum.	TSJ and SP	Oct 2020					
	Secured R.E bursary grant for curriculum lead to enhance provision in R.E curriculum.	AN/TSJ	Sept 2020					
	In Summer Term aim to restore weekly Year 4 transition sessions so children are well prepared for summer term.	MC/GN	Mar 2020					
	Re-engage with Murton Park to develop Anglo Saxon settlement at top site (initially planned for March 2020).	GN/AN	Feb 2021					
	Invest in blended CPD model that includes high quality face to face support, PLC model (see priority two) and access to funded high-quality online learning. This will include Educare, Chartered College Webinars, Creative Teaching Courses, First Aid/Paediatric Health etc.	BC/SLT	Sept 2020					

Resource Implications and VFM		Future Actions to consider 2021/22
Resources Needed	**Costs (£)**	
• Infrastructure costs for safety plans.	• £35,000	• Decision on teaching model and 5th set teaching.
• Increased sensitisation, paper towels and cleaning products.	• £30,000	• Closing gap plans for all subjects (hoping this will have decreased).
• Deployment of SENDCO 1.5 days for classroom support.	• £15,000	• Intervention plans.
• Deployment of SLT for team teaching and collaboration-based CPD.	• £40,000 (0.6 equivalent)	• Curriculum enhancement plans. • Continued investment in blended learning.
• Effective deployment of support staff to impact in the classroom.	• 34 Tas. 0.75 of salaries equals £375,000	• Assessment and measurement for MHWB. • Adaptations to sue of Scholar Pack.
• Oracy SLA with School 21	• £1,500	• CPD plans.
• Investment in additional reading resources including phonic banded books and Year 2 Accelerated Reader	• £6,000	
• Investment in additional concrete maths resources and Power Maths to support basic skills teaching.	• £2,500	
• Additional temporary leadership roles to enhance leadership in key areas.	• £8,000	
• EYFS Outdoor Investment	• £6,000	
• Scholar Pack CPD and support.	• £5,000	
• Blended learning CPD and resources	• £4,000	
• MHST worker	• £12,000 (govt funded)	
• Maths Home Learning	• £2,200	
• Curriculum Budgets for Units	• £11,500	
• Maths Resources	• £2,500	
• R.E Bursary Grant	• £9,000 (funded)	
• Temporary Attendance officer	• £6,000	
• Anglo Saxon Settlement Costs	• £8,000	
• STEM bursary Grant	• £20,000	

Priority Two: Promote outstanding learning and teaching practice through implementation of our Professional Learning Community training model and application of key research models from Cambridge Review and EEF.

Rationale: Our long-term plan has been to 'upskill' our staff team. This delayed initiative will provide high quality CPD for staff. It will also enable staff to skilfully use assessment as the fundamental tool for helping children thrive back at school and make good progress to close gaps in learning. Leadership team's use of research-based practice will ensure that we are working as effectively and efficiently as possible.

Desired Outcomes. What will it look like if we are successful?

- Introduce Cambridge Review as long-term framework for school development planning. Establish framework for informed decision making.
- Work with EEF to shape evidenced based decision making through LA project and direct work with head of research. Link with ASPIRE research school will help to inform school's strategic priorities.
- PLC model has a clear impact on pupils' progress and achievement. Evident in classwork and any intervention and support.
- Evidence of assessment driving improvements in quality of learning and teaching.
- Consistency and improvement in use of feedback protocols.
- Feedback from staff that they feel well trained and enabled to make changes in their classroom practice.

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Key Action to Be Taken in 2020/21	Timescale for implementation and personnel involved			Success Criteria. What will change? How?	Evaluation and Monitoring Strategies	Evaluation		
	What	Who	When			Aut	Spr	Sum
7. SLT to use Cambridge Great Teaching Toolkit Evidence Review as key planning too for SDP for period 2020-23. **Shape recovery work and SDP priorities.**	Familiarise SLT with framework's 4 key strands for quality of education toolkit. They are: 1: Understanding the Content 2: Creating a supportive environment 3: Maximising opportunity to learn 4: Activating hard thinking 30 https://www.cambridgeinternational.org/support-and-training-for-schools/teaching-cambridge-at-your-school/great-teaching-toolkit/	BC	Sept 2020	• Develop a core leadership approach using evidenced based framework • Create a long-term leadership plan for all aspects of learning and teaching.	• Governing Body presentation. • LT plans			
	Shape SDP and LT CPD around use of the toolkit and link this to their school improvement work. Be an evaluation and planning tool.	BC	Oct 2020			**Notes:**		
	Share with Governing Body as key planning tool.	BC	Oct 2020					
	Create three-year plan using 4 strands as part of post Covid-19 development framework. Look for whole school contribution towards this.	BC with SLT input	March 2020					

Key Action to Be Taken in 2020/21	Timescale for implementation and personnel involved			Success Criteria. What will change? How?	Evaluation and Monitoring Strategies	Evaluation		
	What	Who	When			Aut	Spr	Sum
8. Work with EEF and ASPIRE research school to shape decision making.	BC lead LA steering group on partnership projects for evidenced base practice that St George's can engage with.	BC	Sept 2020	• New PP, tuition and SEND strategy • Participation in EEF work will improve practice and long-term planning. • Peer review will help improve practice in school.	• Peer review • Pupil Premium Plan • SEND plan • Tuition strategy • Governing Body presentation.			
	Complete 3-day course on teaching and learning toolkit and how to ensure an effective tiered approach to disadvantaged funding (see priority three for further details).	BC	Dec 2020			**Notes:**		
	Work with Aspire Research school on peer review model.	BC	Feb 2021					
	Ensure that EEF toolkits are used systemically in leadership planning and decision making.	SLT	Sept 2020					
	Head teacher to undertake leadership research training and position with EEF and LA support.	BC	Nov 2020					

Key Action to Be Taken in 2020/21	Timescale for implementation and personnel involved			Success Criteria. What will change? How?	Evaluation and Monitoring Strategies	Evaluation		
	What	Who	When			Aut	Spr	Sum
9. SLT team to work collaboratively to design PLC model using EEF's recommended SSAT training programme and other key research.	SLT work collaboratively on PLC design and agree core focus.	BC	Sept 2020	• Clear PLC design based on evidenced practice and guidance from EEF research. • Agreement in SLT on core focus and aims. • Plan established for external review.	• Governing Body presentation.			
	Invest in core resources to underpin program and seek EEF support on design and implementation.	BC	Sept 2020			**Notes:**		
	Appoint University partner for critical review of impact of programme. Research role only.	MC and BC	Sept 2020					
	Write modules in termly groups and ensure delivery is well resourced with access to reading materials, research, videos and other INSET materials.	BC with SLT input	Sept 2020					

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Key Action to Be Taken in 2020/21	Timescale for implementation and personnel involved			Success Criteria. What will change? How?	Evaluation and Monitoring Strategies	Evaluation		
	What	Who	When			Aut	Spr	Sum
10. Deliver PLC model in teams to upskills staff and impact on teaching.	Schedule INSET days and staff meetings for phase one of PLC tasks.	BC		• Effective launch of two-year PLC program. • Consistency in delivery and organisation achieved across PLCs. • Clarity on current feedback processes in place for 2020-21.	• HT implementation review with all PLCs. • Perf Man reviews. • Learning walks.			
	Schedule PLC gap tasks within CPD schedule to ensure staff have time to fully engage with the program.	SLT				**Notes:**		
	Ensure that engagement with PLC and evidence of impact in role is shared as a cascaded Performance Management target for all staff.	SLT						
	Ensure that SLT collaborate and adjust program to meet needs of staff and promote consistency of delivery.	BC						
	Introduce revised feedback and marking protocols using best practice (will be some Covid-19 alterations included in this).	BC and SLT						
	EYFS lead to ensure that program is adapted for EYFS focus when required.	LB						

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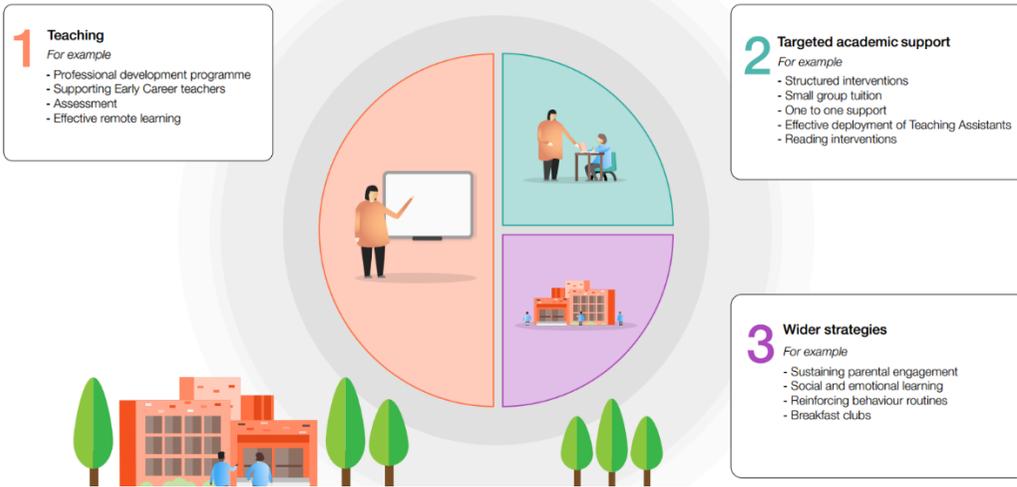| Key Action to Be Taken in 2020/21	Timescale for implementation and personnel involved			Success Criteria. What will change? How?	Evaluation and Monitoring Strategies	Evaluation		
	What	Who	When			Aut	Spr	Sum
11. Evaluate programme and critically review so CPD plans for 2021-22 are appropriate.	Link PLC aims to learning and teaching reviews. Ensure evidence collected on impact of PLC. SLT should consider: • Adapting 360s, moderation and learning walks to focus on 1-2 PLC aims. • Promoting peer reviews • Video feedback • Coaching for reflection	SLT	Nov 2020	• 2021 plans will be based on critical review and meet staff's needs. • Facilitate cross phase learning in 2021-22 PLC.	• SLT learning walks • Pupil interviews • Book reviews • Questionnaires • GB reports. • Research impact study.			
	Ensure staff participating in PLC present evidence of impact as part of appraisal process.	SLT	Oct 2020					
	Use staff questionnaires to gauge impact and quality of training.	SLT	Jan 2021		**Notes:**			
	Report to Governing Body's Curriculum Committee on impact and plans.	SLT	Nov 2020					
	Plan for cross phase groups agreed for 2021-22 (placed in phases for 2020-21 due to Covid crisis).	BC	June 2020					
	Revise teaching and learning and teaching policy introduced in response to feedback and successes of PLC.	BC	July 2021					

Resource Implications and VFM		Future Actions to consider 2021/22
Resources Needed	**Costs (£)**	
• EEF grant for toolkit development and peer review (funded)	• £3000	• Agree structure for Year 2 PLC • Work with subject leaders on subject specific response to PLC. • Plan next steps after PLC. • Induction on PLC achievements of new/returning staff. • Strengthen links with research schools and developing school-based practice.
• Research texts and resources	• £800	
• SLT time for planning and delivery (70 days)	• £35,000	
• Materials of journals and PLC sessions etc.	• £500	
• Socially distanced CPD desks and trollies (for storage)	• £1200	
• 30 hours PLC time x 65 staff.	• No measured salary cost	

Priority Three: Enable children to thrive as learners by maximizing use of tuition funding, disadvantaged funding and school intervention.

Whilst we have some organisational challenges for 'additional' support, we also recognise the possibilities offered to us through:
- 2020-21 tuition funding (approximately £64,000). One Year Grant.
- Revised use of disadvantaged pupils' grant. Approximately £120,000.
- Revised use of SEND funding. Secured several additional IPFAs for 2020-21.

Vital that we maximise the use of this funding to accelerate achievement for pupils. Aim is to ensure clarity and cohesion to tiered model:

1 Teaching
For example
- Professional development programme
- Supporting Early Career teachers
- Assessment
- Effective remote learning

2 Targeted academic support
For example
- Structured interventions
- Small group tuition
- One to one support
- Effective deployment of Teaching Assistants
- Reading interventions

3 Wider strategies
For example
- Sustaining parental engagement
- Social and emotional learning
- Reinforcing behaviour routines
- Breakfast clubs

Desired Outcomes. What will it look like if we are successful? Include specific targets for year groups:
Ensure that
- Effective impact of tuition funding grant on pupil achievement across the school.
- Revised pupil premium plan uses tiered approach to ensure effective long-term impact on disadvantaged pupils.
- New SEND provision map that uses tiered approach to ensure a systemic approach to boost achievement and well-being for pupils with SEND.

Key Action to Be Taken in 2020/21	Timescale for implementation and personnel involved			Success Criteria. What will change? How?	Evaluation and Monitoring Strategies	Evaluation		
	What	Who	When			Aut	Spr	Sum
12. New disadvantaged (pupil premium) strategy implemented using tiered approach. We will have a Covid plan and post-Covid plan.	Deploy additional staff and SLT from 5th set to team teaching and collaborative model during restoration period to ensure integrity of Covid-19 safety model. **Evaluate impact using qualitative and quantitative measures**.	BC	Sept 2020	• Ensure that best possible support (despite restriction) is provided for disadvantaged pupils in Covid-19. • Implement revised disadvantaged pupils' strategy with clear tiered allocation for post Covid-19 support.	• Pupil Premium strategies. Governing Body reporting. • Attendance monitoring. • Behaviour and exclusion monitoring. • Scholar Pack assessment monitoring.			
	Provide additional funding for safeguarding and attendance office to maintain wider support and encourage participation of disadvantaged pupils.	BC/TSJ	Sept 2020			**Notes:**		
	Develop a post Covid-19 disadvantage strategy using tiered approach that systemically applies evidence-based support for these pupils. Work with Wirral EEF group to ensure rigour and peer review for this (See priority two).	BC	Jan 2021					
	Look at how we can enhance use of technological support and access for disadvantaged pupils. Will require a re-distribution of funding.	GN/BC	Oct 2020					
	Consider plan for effective holiday school to target support for disadvantaged pupils. Could be April or July. Must be focused on tiered model to combine academic support and wider impact. Could be combined with use of tuition funding.	BC/TSJ and GN	Feb 2020					

Key Action to Be Taken in 2020/21	Timescale for implementation and personnel involved			Success Criteria. What will change? How?	Evaluation and Monitoring Strategies	Evaluation		
	What	Who	When			Aut	Spr	Sum
13. Effective use of tuition funding to boost children's achievement and secure god attainment in core areas of learning.	Subscribe to EEF project to access wider funding (£250, 000, 000) allocation through this route.	BC	Sept 2020	• Tuition will help to boost children's progress and achievement in targeted areas. • Maximise use of funding by working in a targeted away across all phases of education. • Use impact study to consider long term projects using tuition model.	• Data analysis. • Pupil interviews • Impact report			
	Register interest in: • Accredited tuition partners with EEF • Academic Tutors with 'Teach First'.	BC	Sept 2020					
	Deliver 11+ tuition as part of tuition aims. Year 6 in Sept 2020 and Year 5 from May 2021.	BC/GN	Sept 2020			**Notes:**		
	Scope possibilities after publishing of tuition opportunities register by EEF in October 2020. Prioritise using tiered model and linking to SEND and disadvantaged funding. Am will be to restore expected outcomes for key groups at ARE and those aimed at higher standard.	BC and SLT	Nov 2020					
	Implement tuition Wave 1 tuition using 2020-21 funding (2/3rd funding)	BC and SLT	Jan 2021					
	Implement tuition Wave 2 tuition using 2221 funding (2/3rd funding)	BC and SLT	Apr 2021					
	Compile impact study for governors and OFSTED. Need to consider impact	BC and SLT	July 2021					

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Key Action to Be Taken in 2020/21	Timescale for implementation and personnel involved			Success Criteria. What will change? How?	Evaluation and Monitoring Strategies	Evaluation		
	What	Who	When			Aut	Spr	Sum
14. Ensure effective us e of SEND resources to enable pupils with SEND needs to thrive and develop independenc e. Apply tiered model to SEND funding.	Deploy additional staff from targeted model to whole class teaching. Intervention class based during restoration period to ensure integrity of Covid-19 safety model. Measure impact using formative statements against targets.	BC	Sept 2020	• Targeted SEND funding used to support children's mental health development, well-being and academic achievement. Children will thrive at St George's • Maximise use of SEND funding by working in a targeted away across all phases of education. • Improved practice in all areas due to effective CPD and the management of staff and resources.	• Data analysis. • Pupil interviews • Impact report			
	SENDCO role adjusted to be class facing at least 0.2 and influence practice through collaboration and modelling in classes.	SH/TSJ	Sept 2020			**Notes:**		
	Ensure that essential services are commissioned toa dd to expertise of school's provision. Will need safety adjustments for Covid-19 period. Includes: • Talk About Town Speech Therapy • Mental Health Strategy Workers • Educational Psychology • ADHD Foundation	BC/SH	Sept 2020					
	Develop a post Covid-19 SEND strategy using tiered approach that systemically applies evidence-based support for these pupils. Work with other schools to ensure rigour and peer review for this.	BC/TSJ and SH	Jan 2021					
	Link specific CPD to staff as part of development work and strategy to aid improvements and maximise use of any allocated SEND funding from EHCPs or IPFAs.	SH and TSJ	Jan 2021					
	Ensure ongoing CPD for whole class SEND support and high quality inclusion. Link inclusive practice and QFT to appraisal.	SH and TSJ	Sept 2020					
	Ensure that Wave 3 SEND children's parents and carers are engaged in decision making and support through termly remote meetings with class teacher and annual SENDCO review.	SH and TSJ	Nov 2020					

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Resource Implications and VFM		Future Actions to consider 2021/22
Resources Needed	**Costs (£)**	
• 0.6 SENDCO	• £32,000	• Commissioning partners review
• SEND units allocated funding	• £55,000	• SEND intervention arrangements
• SEND Class resources	• £4,000	• Allocation of SEND staff and use of 5th set teaching
• SEND CPD	• £1,500	• CPD focus.
• Talk about Town Speech and Language	• £9,000	
• Educational Psychology Support	• £1,500	
• ADHD Foundation	• £3,000	

Priority Four: Establish high quality blended learning offer to enhance learning and ensure that we have a contingency plan for Covid-19 pandemic.

Rationale Investing in a high-quality remote learning platform to enhance quality of learning so children's class work is linked to home learning and there are improved opportunities for pre-teaching, revision and going beyond their class lessons. Extra investment will also ensure that we maintain educational provision throughout pandemic.

Desired Outcomes. What will it look like if we are successful? Include specific targets for year groups:
- Ensure that all children have access to high quality online learning to enhance their experience in school.
- Children in EYFS will enhance their learning through videos, links and support using ILD platform for blended learning.
- Children in Years 1 to 2 will enhance their learning through videos, links and support using Seesaw platform for blended learning
- Children in Years 3 to 6 will enhance their learning through videos, links and support using Google Classroom platform for blended learning
- Blended learning opportunities will support families in the event of a local or national lockdown.
- School will mobilise IT devices in the event of a local or national lockdown so that disadvantaged gap is shrunk (this may be on site or shared for use at home).
- Blended learning opportunities will be used for pre teaching, revision and to enhance learning opportunities across the curriculum.

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Key Action to Be Taken in 2020/21	Timescale for implementation and personnel involved			Success Criteria. What will change? How?	Evaluation and Monitoring Strategies	Evaluation		
	What	Who	When			Aut	Spr	Sum
15. Improve ICT infrastructure and ensure digital platforms commissioned and set up	Decision made on investing in platforms appropriate to age group.	BC/SP and SLT	Sept 2020	• Clear blended learning offer for all year groups. • Improved learning opportunities due to investment in blended learning. • Better access to digital devices as a consequence of IT infrastructure spending. • Clear offer for pupils isolating at home. • Clear system for maintaining learning if we face a local lockdown. • Improved home access for disadvantaged pupils to IT based learning.	• Home learning monitoring. • Platform audits. • Pupil interviews • Staff questionnaires. • Learning walks			
	Training organised for all staff with Hi-Impact. Include ongoing onsite and remote support.	BC/SP	Sept 2020			**Notes:**		
	Organise website and online learning support with National Academy platform for children having to self-isolate: https://classroom.thenational.academy/schedule-by-year	MC/SP	Oct 2020					
	Expand number of devices in school so children can access platform regularly and be trained on its use. Improve access to devices in Y1-4. Ensure we have at least 1-3 ratio. **Budget implication here.**	BC/TSJ/ MC	Oct 2020					
	Look to expand use of digital access for disadvantaged pupils using DfE funding and school support (pending further DfE announcements in Autumn Term)	BC/TSJ	Oct 2020					
	Appoint lead staff with digital leaders in each band to enable high quality organisation and communication. HT to arrange release time for projects with SP.	BC, SP and TH	Sept 2020					

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Key Action to Be Taken in 2020/21	Timescale for implementation and personnel involved			Success Criteria. What will change? How?	Evaluation and Monitoring Strategies	Evaluation		
	What	**Who**	**When**			**Aut**	**Spr**	**Sum**
16. Children trained to use digital platforms through home learning, wider curriculum and if required for lockdown measures.	Each year group to train children on use of digital platforms in class and practise access as part of lessons. Enhance learning and ensure children are fully skilled if we need to promote lockdown measures. Agreed that Hi-Impact can offer support with curriculum sessions and in class CPD (provide additional funding if necessary).	AHTs	Sept 2020	• Children proficient is using age related platforms for blended learning. Children developing skills using home learning for identified subjects. • Consistent curricula offer available to enhance learning through digital platforms. • Improved equality of access to blended learning.	• Home learning monitoring. • Platform audits. • Pupil interviews • Staff questionnaires. • Learning walks	**Notes:**		
	Set up initial home learning and content in at least one core subject and one non-core on digital platform.. Normalise access to digital platforms.	AHTs	Sept 2020					
	Ensure this is communicated to parents via newsletters and website. Ensure: • Instructions for digital platforms added. • Curriculum overviews clear • Year group pages updated. • Parental Questionnaire	AHTs	Sept 2020 Oct 2020 Oct 2020 Dec 2020					
	Add content to platforms and link to National Academy and other sources. Should be achievable. Aim is to give children opportunities for: • Pre-teaching • Revision • Learning beyond the taught curriculum. • Collaborative learning	AHTs	Sept 2020					
	Expand offer to include **at least** maths, English and two other subjects for wider access and blended learning.	AHTs	Feb 2021					
	Arrange audit of access for pupils and devices at home. Plan a contingency plan for lockdown access.	BC/SP/ TSJ	Oct 2020					

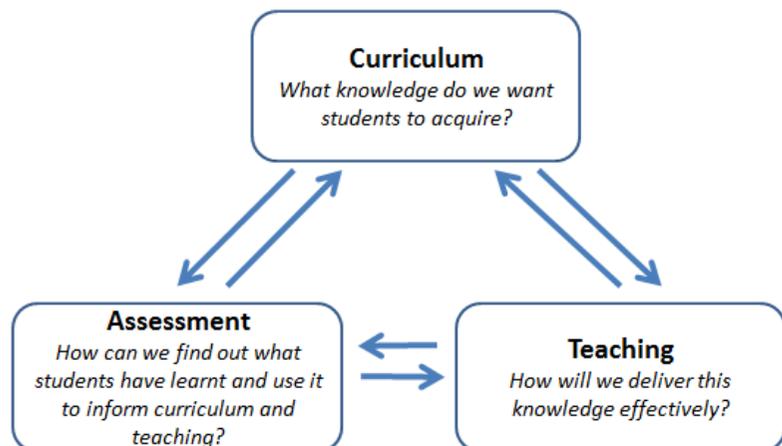| Resource Implications and VFM		Future Actions to consider 2021/22
Resources Needed	**Costs (£)**	
• Impact Consultancy and Security SLA	• £11,500	• Investment in ICT infrastructure
• Google Classroom	• Free	• Expansion of blended learning.
• See-Saw	• Free	• Use of IT resources by pupils outside 'school day'
• ILD Costs	• £800	• Review impact of licensing agreements.
• 2 new I-Pad trollies (60 I-pads in total)	• £26,700	
• Extra hours ICT lead	• £1,200	
• Upgrade to laptops and ICT suite	• £3,000	
• Licensing for key software	• £4,500	
• Contingency for IT Development (lead time, Consultancy support or hardware)	• 4,000	

Priority Five: Promote outstanding learning and teaching practice as a result of an effective implementation of new assessment processes using Scholar Pack.

Rationale Ensure improved quality of teaching through diagnostic assessment processes. Ensure that we promote accelerated progress and close gaps in age related learning. Tracker will be linked to moderation, benchmarking and curriculum evaluation to ensure that it is personalised to our school.

Desired Outcomes. What will it look like if we are successful? Include specific targets for year groups:

- Effective new tracker in place that provides clear information to teachers and leaders. Must be personalised to S George's curriculum. Must demonstrate cohesion between:

Curriculum
What knowledge do we want students to acquire?

Assessment
How can we find out what students have learnt and use it to inform curriculum and teaching?

Teaching
How will we deliver this knowledge effectively?

- Effective assessment tools in place that help teachers plan and feedback effectively to accelerate pupil achievement.
- Effective assessment tools in place that help teachers plan and feedback effectively to with manageable workload expectations. We are aiming for high impact – low workload approach.
- Clear data systems that help senior leaders, governors and external agencies evaluate aspects of school effectiveness.

Key Action to Be Taken in 2020/21	Timescale for implementation and personnel involved			Success Criteria. What will change? How?	Evaluation and Monitoring Strategies	Evaluation		
	What	**Who**	**When**			**Aut**	**Spr**	**Sum**
17.Complete final set up of Scholar Pack to ensure that it is personalised to our school.	Add in personalised and agreed formative assessment statements to St George's curriculum.	TSJ lead	Sept 2020	• Staff will use Scholar Pack as a data entry tool. • Have a personalised formative and summative data tracker for St George's curriculum. • Staff will be trained and confident in using data tracking tools. • Ensure low workload high impact approach to assessment.	• Data tracking reports by SLT. • Moderation (comparing formative and summative data with work in books). • Governing Body Standards' Committee. •			
	Audit current data for baseline and data integrity (March 2020 baseline).	TSJ lead	Oct 2020			**Notes:**		
	Change language and set up of Scholar Pack so it reflects the school's summative data statements: • WBS - working below standard • WTS - working towards standard • EXS - expected standard • EXC - exceeding	TSJ	Oct 2020					
	Support staff with ongoing CPD so they can practise using Scholar Pack tools.	TSJ/BC	Oct 2020					
	Ensure full functionality for data input in Dec 2020	TSJ	Nov 2020					
	Work with teams on any personalised assessment data for intervention, phonics tracker etc.	TSJ lead	Jan 2021					
	Arrange governor data reports	TSJ lead	Jan 2021					
	Arrange governor access.	TSJ	March 2021					

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Key Action to Be Taken in 2020/21	Timescale for implementation and personnel involved			Success Criteria. What will change? How?	Evaluation and Monitoring Strategies	Evaluation		
	What	Who	When					
18. Ensure effective assessment practices that inform teaching and help teachers be effective without increases in workload.	Agree moderation process and benchmarking expectations. • 6 pupils EYFS • 6 pupils core subjects (three times a year checks) • 3 pupils for non-core subjects (two times a year checks)	TSJ	Sept 2020	• Effective moderation in place that is systemic across all subjects. • Effective use of Scholar Pack tools to inform planning and accelerate pupil's achievement. • Effective subject reviews informed by Scholar Pack assessment tools. • Consistent application of feedback to promote high quality learning.	• Moderation • Data reviews. • Staff questionnaire. • Appraisal reviews	**Aut**	**Spr**	**Sum**
	Link use of scholar pack assessment tools to Performance Target for teachers and SLT members.	BC and TSJ	Oct 2020					
	Ensure benchmarked pupils are identified and agreed by team leader. Must have focus on disadvantaged and spread of attainment.	AHTs	Nov 2020			**Notes:**		
	Ensure effective staff training in moderation and adding data on Scholar Pack	TSJ	Oct 2020					
	Establish Covid secure feedback protocols to aid assessment despite Covid safety measures.	BC and SLT	Sept 2020					
	SLT facilitate staff moderation with senior staff quality assurance.	BC and TSJ	Dec 2020					
	Ensure that PLC model links use of Scholar Pack to effective assessment.	BC	Jan 2021					
	Ensure that subject leads/curriculum teams using assessment tools for subject reviews and audits	BC/TSJ	Feb 2021					

Resource Implications and VFM		Future Actions to Consider 2021/22
Resources Needed	**Costs (£)**	
• Scholar Pack SLA with LA data team support	• £2,500 (assessment aspect costs)	• Review effectiveness of formalised statements. • Review effectiveness of benchmarking on overall assessment and quality of learning.
• Training time and SLT role (30 days)	• £15,000	•
• Staff must have access to I-pads and laptops	• Already funded	

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Priority Six: Restore long term and sustainable financial and resource plan after impact of Covid-19.
Rationale: Covid-19 has had a huge impact on school's long-term planning. Loss of income and additional costs could exceed £150,000. Need to restore financial planning to ensure that additional services including catering, extended schools service and nursery provision are viable. School will have to adjust long term budgeting and asset management plan to ensure that school can be effective and focus on core business of teaching and learning.
Desired Outcomes. What will it look like if we are successful? Include specific targets for year groups: • School will manage 2020-21 resources with minimal impact on learning and teaching. Must prioritise delivery of learning in classroom. • Work to **sustain and remodel 3 business strands** so the business are sustainable in long term; support our community's needs and we minimise negative impact on school's budget. They are: 1. Catering provision. 2. Extended schools and holiday services (Dragon Club) 3. Nursery provision. • Establish new long-term post Covid-19 budget plan to provide sustainability and investment in key areas from 2021-2024. • Revise asset management plan of the school with new three-year plan from 2021-2024.

Key Action to Be Taken in 2020/21	Timescale for implementation and personnel involved			Success Criteria. What will change? How?	Evaluation and Monitoring Strategies	Evaluation		
	What	Who	When			Aut	Spr	Sum
19. Ensure that 2020-21 budget is managed effectively, and impact of Covid-19 is minimised.	Ensure that essential Covid secure infrastructure is in place. Includes outdoor sinks, water stations, automated doors, sanitisers etc.	BC/CR	Sept 2020	• Safety plan for Covid-19 is well resourced and allows school to operate well. • School maximises income generation to balance budget in 2020-21. • School constantly reviews budget to ensure financial sustainability and avoid long term damage to school's financial security and planning. • School ensures that 'ring fenced' spending for vulnerable pupils is fully allocated with impact maximised.	•			
	Ensure that we recoup maximum Covid-19 costs through DfE claims (Restrictions apply). Claimed £32,000	BC/CR	Sept 2020					
	Prioritise sustaining teaching and learning structure so that we meet statutory demands and ensure effective spending on disadvantaged pupils and SEND pupils.	BC/TSJ	Sept 2020			**Notes:**		
	Mobilise available staff effectively to ensure maximum impact on achievement and MHWB for all pupils	BC/TSJ and SLT	Sept 2020					
	Cut expenditure in all non-essential services for 2020-21. Ensure investment secures curriculum breadth and essential services that make an impact on children's achievement and well-being.	BC/CR and SLT	Sept 2020					
	Access bursaries and resources for curriculum development from Funding bids# • STEM • NCETM and Maths Hubs • English Hubs • Enthuse Bids • EEF	BC, TSJ and SLT	Sept 2020					
	Ensure effective allocation of all allocated SEND funding to identified pupils.	BC, TSJ and SH	Sept 2020					
	Ensure effective allocation of all allocated disadvantaged funding to identified pupils using EEF tiered model (see priority							

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Key Action to Be Taken in 2020/21	Timescale for implementation and personnel involved			Success Criteria. What will change? How?	Evaluation and Monitoring Strategies	Evaluation		
	What	Who	When			Aut	Spr	Sum
20. Remodel Catering Service to ensure Covid Safety and Sustainability	Need to reset budget expectations due to: • Loss of paid meals income from April to July 2020 due to Covid-19. • Loss of staff income (meals are free as an essential Covid-19 safety measure). • Loss of nursery income due to Covid-19. Estimate loss of approximately £27,000 income for paid meals. Not that staff could not be furloughed due to operational demands.	BC/CR /RM	Sept 2020	• Ensure that catering service has robust budgeting/use of available resources model to ensure financial sustainability from September 2020. • Sustain or grow numbers for pupils accessing UIFSM. • Sustain or grow numbers for pupils accessing paid meals in Years 3-6 to Nursery. • Establish long term plan that allows service to move forwards after impact of Covid-19.	• Budget monitoring. • Uptake of meals monitoring. • Quality assurance monitoring by SLT and RPJ3. • 2021-24 business plan for catering service.		**Notes:**	
	Support shielding staff to return to work and be a valued part of the team.	CR/RM	Sept 2020					
	Look to boost numbers accessing UIFSM through expectations for all EYFS pupils to eat lunches from September 2020 and promotion with Y1-2 pupils (safe, free and easy option).	CR/LB	Sept 2020					
	Sustain or even increase numbers of paid meals in years 3 to 6 from September 2020. Focus on remodelling offer and marketing boost with free meals supplied for transition days in July 2020.	CR/RM	Sept 2020					
	Ensure all efficiency methods are in place with review of: • Staffing hours. Carefully consider use of overtime and need for any additional appointments. • Menu Options • Working Practice. Use RPJ3 Catering SLA for advice and support on this.	CR/RM	Sept 2020					
	Ensure long term plan is revised and agreed for sustainable catering service moving forwards from 2021-22.	BC/CR /RM	Feb 2021					

Key Action to Be Taken in 2020/21	Timescale for implementation and personnel involved			Success Criteria. What will change? How?	Evaluation and Monitoring Strategies	Evaluation		
	What	Who	When			Aut	Spr	Sum
21. Remodel Dragon Club (Wrap Around Care and Holidays Clubs) Service to ensure Covid Safety and Sustainability	Need to reset budget expectations due to: • Loss of income for the service from April to July 2020 due to Covid-19. • Reduced income generated in Summer holiday Club due to Covid-19 (block bookings, lower demand and bubble model in place). • Reduction in demand from September 2020 due to loss of demand, changing family circumstances etc. Estimate loss of approximately £120,000 income. Offset against reserves, staffing reductions and furlough savings.	BC/CR and JSM	Sept 2020	• Effective service continues to support families amidst Covid-19 impact on community (this was paused as fee paying service in April 2020). • Ensure that Dragon Club service has robust budgeting/use of available resources model to ensure financial sustainability from September 2020. • Maximise numbers for pupils accessing service. • Establish long term plan that allows service to move forwards after impact of Covid-19.	• Budget monitoring. • Uptake of service • Quality assurance monitoring by SLT. • 2021-24 business plan for Dragon Club service.			
	Support furloughed staff returning from end of July 2020. Use income from furlough to support viability of the service.	CR/JSM	Sept 2020			Notes:		
	Support shielding staff to return to work and be a valued part of the team.	CR/JSM	Sept 2020					
	Look to maximise numbers attending Dragon Club with high quality provision that follows school's 'bubble model'. Have 7 hubs operating from September 2020.	BC/CR and JSM	Sept 2020					
	Look to maximise numbers attending Holiday Dragon Club with high quality provision that follows school's 'bubble model'. Have 4 hubs operating from October 2020 in holiday club. Accept bookings from other schools if local restrictions allow for this.	BC/CR and JSM	Sept 2020					
	Ensure all efficiency methods are in place with review of: • Staffing hours. Carefully consider use of overtime and need for any additional appointments.	CR/RM	Sept 2020					

	• Impact of New I-Pal booking system for bookings, easier administration and pre - payment. • Working Practices.							
	Ensure long term plan is revised and agreed for sustainable Dragon Club service moving forwards from 2021-22. Aiming to avoid any redundancy situations if possible.	BC/CR /RM	Feb 2021					

Key Action to Be Taken in 2020/21	Timescale for implementation and personnel involved			Success Criteria. What will change? How?	Evaluation and Monitoring Strategies	Evaluation		
	What	Who	When			Aut	Spr	Sum
22. Review Nursery Service to ensure Covid Safety and Sustainability	Need to ensure that service continues to be effective. Paused in April 2020 for most families but sustained because government guaranteed income for Summer Term. Aims are to: • Ensure that registrations are completed and that we maximise numbers available. • Restore meals income (meals were free as an essential Covid-19 safety measure).	BC/LB and CR.	Sept 2020	• Ensure that nursery service has robust budgeting/use of available resources model to restore positive growth and financial sustainability. • Sustain or grow numbers for pupils accessing nursery. • Establish long term plan that allows service to move forwards after impact of Covid-19.	• Budget monitoring. • Uptake of meals monitoring. • Quality assurance monitoring by SLT and RPJ3. • 2021-24 business plan for catering service.			
	Support shielding staff to return to work and be a valued part of the team.	LB	Sept 2020			**Notes:**		
	Look to boost numbers accessing nursery through promotion of virtual visits, online marketing etc. Do have some vacancies in Spring and Summer term that could be offered.	LB	Sept 2020					
	Ensure all efficiency methods are in place with review of: • Staffing hours. Carefully consider use of overtime and need for any additional appointments. • Management of F1 places against staffing costs • Working Practice.	LB	Sept 2020					

Key Action to Be Taken in 2020/21	Timescale for implementation and personnel involved			Success Criteria. What will change? How?	Evaluation and Monitoring Strategies	Evaluation		
	What	Who	When			Aut	Spr	Sum
23. Ensure a 3-year finance and resource model from 2021-2024 to allow the school to restore effective long-term planning.	Establish new 3-year budget plan, using best available information, including: • Projected covid-19 impact on school. • Expected income from government funding. • Expected income from three business strands of the school's work (catering, nursery and Dragon Club).	BC and CR	April 2021	• Ensure that nursery service has robust budgeting/use of available resources model to restore positive growth and financial sustainability. • Sustain or grow numbers for pupils accessing nursery. • Establish long term plan that allows service to move forwards after impact of Covid-19.	• Budget monitoring. • Uptake of meals monitoring. • Quality assurance monitoring by SLT and RPJ3. • 2021-24 business plan for catering service.			

	Establish contingency measures in long term budget needed for:
	   • Reduction in central government income.
	   • Reduction in viability of the school's business strands.
	   • Changes in government policy related to key factors identified as having a 'significant' impact on school's effectiveness. These include:
	   i. UIFSM
	   ii. 30 hours nursery funding
	   iii. Childcare vouchers
	   iv. Disadvantaged funding
		BC and CR	April 2021					

	Ensure that we maximise income through use of bids, bursaries and government funding strands. Over last 3 years we have accessed funding for:
	   • Erasmus + projects
	   • STEM bursaries for Science and Computing
	   • Shine Funding
	   • Hub Funding
	   • British Council
	   • Capital Grants
	   • Curriculum Grants
	
	Look at income generation plan including use of DfE options, lottery funding etc.
		BC/CR and TSJ	April 2021					

Notes:

	Review staffing structure in light of 3-year budget plan. Aim is to ensure effectiveness of school whilst maximising use of resources. Include review of: • Leadership Structure • Curriculum Teams • All non-curriculum teams. Aim to avoid redundancy and manage staffing changes by natural movement if possible.	BC	Feb 2021			
	Review all service level agreements and use of 3rd party suppliers to ensure: • Only fund essential services that have an impact on the school. Have to recognise there is always an 'opportunity cost' principle. • All services provide best value.	BC/CR and SLT	Feb 2020			
	Review **asset management plan**, so resources are directed towards learning and teaching. **Asset management plan for building and infrastructure** must: • Seek funding from central and local government. • Provide excellent value for money. • Prioritise spending to meet safety and statutory obligations. • Ensure that investment in infrastructure promotes school's core aims for teaching and learning. Asset management plan for ICT must • Seek funding from central and local government. • Provide excellent value for money. • Prioritise spending to meet core teaching aims, including use of blended learning. • Promote better access opportunities for disadvantaged pupils.	BC/CR	March 2020			

Resource Implications and VFM		Future Actions to consider 2021/22
Resources Needed	**Costs (£)**	
• SAS Daniel's HR SLA	• £6,200	• HR support.
• ICT budget	• £50,000	• SLA options.
• Capital and maintenance budget (offset against £23,000 capital income).	• £140,000	
• Covid-19 infrastructure Costs	• £42,000	
• Income loss impact of Covid-19 is approximately £150,000	• -£150,000	