

### How and when will the funding be allocated?

Schools will receive a total of **£80** per pupil (for Reception through to Year 11), as follows:

- In 3 instalments - in Autumn 2020, 'early 2021' and summer 2021
- Schools will receive a total of £46.67 per pupil split across payments 1 and 2
- Schools will receive £33.33 per pupil for payment 3

Per pupil numbers for each instalment will be based on the latest available data. For the payment in 'early 2021', this will be the school's pupil headcount from the October 2020 census.

### COVID-19 Catch-up Premium spending: Summary

SUMMARY INFORMATION	
Total number of eligible pupils:	540
Amount of Catch-up Premium received per pupil:	£80
Total Catch-up Premium funding:	£43,200

## STRATEGY STATEMENT

St Edward's Academy's vision is that all students live 'Life in all its Fullness' and that there should be no barriers or ceilings to success. Our vision is underpinned by our H.O.P.E. values (Humanity, Optimism, Perseverance and Excellence). It is these values that forge the foundations for every aspect of school life and ensure we have high aspirations for all our students which we deliver across all curriculum disciplines throughout the 7-year learning journey.

1. Humanity – There are no barriers to students' learning. Learners can always access our curriculum:
  - Access to appropriate IT resources to ensure students can learn remotely;
  - Access to food and clothing necessary for students to thrive;
  - Access to hardship fund for vulnerable students in exceptional circumstances.
2. Optimism – #knowyourstudents. We strive to know our students in all their contexts and identify any barriers to success or learning:
  - Literacy catch-up interventions facilitated through the Teach First mentoring programme (January 2021);
  - Numeracy – introduction of the Ark Maths Mastery programme at Key Stage 3 (January 2021);
  - Safeguarding (CPOMs);
  - Well-being and support (Safeguarding team/LA services);
  - Unifrog – access to specialist careers information and preparation for UCAS.
3. Perseverance – Students are resilient, independent and challenge themselves to be open to new ways of learning:
  - We provide a range of platforms to ensure students can develop as learners in different contexts;
  - We advocate retrieval practice to embed key knowledge over time (Educake);
  - We promote the application of knowledge in different contexts (eg Massolit);
  - ShowMyHomework allows education beyond the classroom and personalised dialogue with teacher;
  - Microsoft Teams is available through Office 365 and can be accessed by most devices including Xbox and PS platforms;
  - ETONX supports independent learning and research.
4. Excellence – we advocate #noceilingstosuccess and aspire that our students are the best that they can be:
  - Literacy - Reading and Spelling age tests (GL);
  - External assessment (GL) to ensure we continually cross-reference our data.

## CATCH-UP PRIORITIES

- Key Stage 3: invest in early intervention to fulfil students' underlying potential;
- Maths and Literacy intervention – address 'lost learning' and any gaps in knowledge;
- Year 7 and 8 students who are 2+ years below their chronological reading age score;
- Targeted support for Year 8/9 disadvantaged students and Double Disadvantaged students (at 37% and 38% respectively). These numbers are the highest in the school;
- Year 10 Vulnerable learners: targeted academic interventions for catch-up before Year 11 for those working well below their MEGs;
- Social, emotional, mental health support for our most at-risk students.

## BARRIERS TO LEARNING

At St Edward's Academy, we will use the following data sources to help identify barriers to attainment:

- Internal assessment and reporting systems;
- The EEF [families of schools database](#);
- Staff, pupil and parent/carers consultation;
- Attendance records;
- Guidance from experts.

BARRIERS TO FUTURE ATTAINMENT: Academic Barriers	
A	Low levels of Literacy (as identified by GL Reading Age scores and GL Assessment)
B	Low Levels of Numeracy (as identified by GL Assessments, Key Stage 2 data and internal tracking)
C	Missing curriculum knowledge as a consequence of the first national lockdown
ADDITIONAL BARRIERS: Issues which require action outside school such as home learning environment and low attendance	
D	Home learning environment (Vulnerable learners as identified by Safeguarding and pastoral teams)
E	Access to digital learning – laptops, broadband, data (IT Poverty)
F	Poor attendance rates

## Planned focus for current academic year

The table below demonstrates our priorities: improving classroom pedagogy, providing targeted support and supporting whole-school strategies.

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>1) Curriculum improvement plan implementation, and evaluation of impact.</p> <p>2) Compound Assessments embedded and used to support curriculum intervention</p> <p>3) Quality First teaching in all classrooms</p> <p>4) St Edward's Teaching Essentials are fully implemented</p>	<p>1) Excellent knowledge-based curriculum for all will be evidenced in all curriculum observations and through outcomes of compound assessments</p> <p>2) Students make excellent progress, as evidenced by the moderated outcomes of Compound Assessments.</p> <p>3) High quality teaching observed across all curriculum areas.</p> <p>4) The impact of the effective implementation of the St Edward's Teaching Essentials is evidenced through lesson observations, book looks, students voice and student outcomes and progress, along. This forms a measure of the quality of the curriculum.</p>	<p>We will combine professional knowledge with robust evidence about approaches that are known to be effective, referring to:</p> <ul style="list-style-type: none"> <li>• <a href="#">DfE's catch-up premium guidance</a></li> <li>• <a href="#">EEF's COVID-19 support guide for schools</a></li> </ul>	<ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Lesson observations</li> <li>• Book looks</li> <li>• Student voice</li> <li>• On-going CPD</li> <li>• Line management</li> <li>• Curriculum/learning and teaching briefing</li> <li>• Observing and sharing good practice</li> <li>• On-going CPD Coaching/feedback</li> <li>• Trust support and engagement</li> </ul>	CWE / SLT	Ongoing, as defined by agreed SIP review deadlines.

## Planned expenditure for current academic year

The table below demonstrates how we plan to use the Covid-19 catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

Targeted support – Allocated Expenditure						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Actual Costs on PSF
Externally marked and moderated Reading and Spelling Age Tests for Year 7 and 8 students	<ul style="list-style-type: none"> <li>• Identification of students significantly below chronological reading age;</li> <li>• Students close gap in reading age over time through targeted intervention informed by the outcomes of the test.</li> <li>• The tests inform intervention need. The outcomes of the intervention (as evidenced by retesting at the end of the academic year) will support students in future access of GCSE curriculum and appropriate texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Students unable to access GCSE resources (often with a reading age of 15 or above) are disadvantaged.</li> <li>• This inequality of access needs to be challenged in Key Stage 3 in order to secure success at Key Stage 4, 5 and beyond.</li> <li>• Identifying students who have a reading age well below their chronological age, will inform targeted intervention; helping to close gaps with peers and creating equity of access to the curriculum, achieving equal</li> </ul>	<ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Lesson observations</li> <li>• Book looks</li> <li>• Student voice</li> <li>• On-going CPD</li> <li>• Line management</li> <li>• Curriculum/learning and teaching briefing</li> <li>• Observing and sharing good practice</li> <li>• On-going CPD Coaching/feedback</li> <li>• Trust support and engagement</li> </ul>	CWE	Ongoing, as defined by agreed SIP review deadlines.	<a href="#">GL assessment tests purchased EDS4010.</a> £1728.00

		curriculum access for all.				
Targeted intervention for those 2+ years behind chronological reading age by Teach First mentor	<ul style="list-style-type: none"> <li>Students close gap in reading age over time through targeted intervention overseen by Teach First mentor.</li> <li>The outcomes of the intervention (as evidenced by retesting at the end of the academic year) will support students in future access of GCSE curriculum and appropriate texts.</li> </ul>	<ul style="list-style-type: none"> <li>Students unable to access GCSE resources (often with a reading age of 15 or above) are disadvantaged.</li> <li>This inequality of access needs to be challenged in Key Stage 3 in order to secure success at Key Stage 4, 5 and beyond.</li> <li>Targeted intervention with students who have a reading age well below their chronological age will help to close gaps with peers and creating equity of access to the curriculum, achieving equal curriculum access for all.</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis</li> <li>Lesson observations</li> <li>Book looks</li> <li>Student voice</li> <li>On-going CPD</li> <li>Line management</li> <li>Curriculum/learning and teaching briefing</li> <li>Observing and sharing good practice</li> <li>On-going CPD Coaching/feedback</li> <li>Trust support and engagement</li> </ul>	ADA	Ongoing, as defined by agreed SIP review deadlines.	<p>Salary funded by DfE with school contribution</p> <p>£5000</p>
Introduction of Ark Maths Mastery programme across Key Stage 3 maths curriculum	<ul style="list-style-type: none"> <li>Ark Maths Mastery programme is fully embedded at Key Stage 3.</li> <li>Teachers embed Maths Mastery pedagogy to deliver quality first teaching to enhance the maths curriculum offer.</li> <li>The maths curriculum is responsive to the changing needs of learners as a</li> </ul>	<ul style="list-style-type: none"> <li>Students make rapid and sustained progress through the maths curriculum over time.</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis</li> <li>Lesson observations</li> <li>Book looks</li> <li>Student voice</li> <li>On-going CPD</li> <li>Line management</li> <li>Curriculum/learning and teaching briefing</li> </ul>	NHU, ACH	Ongoing, as defined by agreed SIP review deadlines.	<p>Maths Mastery package purchased EDS4010.</p> <p>£3800.00</p>

	consequence of the impact of national school closures (2019/20 and 2020/21).		<ul style="list-style-type: none"> <li>Observing and sharing good practice</li> <li>On-going CPD Coaching/feedback</li> <li>Trust support and engagement</li> </ul>			
Year 13 A Level Economics support	<ul style="list-style-type: none"> <li>Students prepared appropriately for A Level and beyond.</li> <li>Students achieve in line with MEGs or above.</li> </ul>	<ul style="list-style-type: none"> <li>To enhance the A level Economics curriculum offer.</li> <li>To ensure additional specialist teaching, outside of the normal timetabled day, to ensure students achieve.</li> <li>A Level Economics was identified as an area for intervention following impact of national school closure.</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis</li> <li>Lesson observations</li> <li>Book looks</li> <li>Student voice</li> <li>On-going CPD</li> <li>Line management</li> <li>Curriculum/learning and teaching briefing</li> <li>Observing and sharing good practice</li> <li>On-going CPD Coaching/feedback</li> <li>Trust support and engagement</li> </ul>	MSA, ADA	Ongoing, as defined by agreed SIP review deadlines.	Ongoing Circa £5000
Online digital reading programme for identified students (online Library)	<ul style="list-style-type: none"> <li>Students identified as two years + below their chronological age for their reading age in Years 7 and 8 are supported in engaging with literature remotely and outside of the school setting.</li> <li>Students are reading regularly.</li> <li>Reluctant readers build their confidence, self-esteem and competencies.</li> <li>The programme allows for school staff to assess level of understanding and comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Students who are unable to access texts will not succeed at GCSE or A Level.</li> <li>inequality of access to texts needs to be challenged in Key Stage 3 in order to secure success at Key Stage 4, 5 and beyond.</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis</li> <li>Lesson observations</li> <li>Book looks</li> <li>Student voice</li> <li>On-going CPD</li> <li>Line management</li> <li>Curriculum/learning and teaching briefing</li> <li>Observing and sharing good practice</li> <li>On-going CPD Coaching/feedback</li> </ul>	CWE	Ongoing, as defined by agreed SIP review deadlines.	Digital Library purchased £600

			<ul style="list-style-type: none"> <li>Trust support and engagement</li> </ul>			
Resources for GCSE and A Level Art students	<ul style="list-style-type: none"> <li>Provide students in Year 11 and 12 some simple but high-quality equipment that they can use at home in order that they can continue to produce work of the same standard as in school. This will help to bolster the evidence needed for Year 11 GCSEs and ensure that Year 12 are well prepared for their A Level in 2022.</li> <li>Year 11 are moving towards the final stage of the course and will need to produce an outcome, many of them have now got very depleted supplies from their purchased art packs in Year 10. The school provided supplies such as glue sticks, pencils, paper, etc prior to the second national school closure. By February half term, their work has developed their needs have changed.</li> <li>Year 12 are about to create a painting that forms part of their coursework – a lack of materials at home will impact on the preparation necessary.</li> <li>With this order, each student will receive a canvas board, 2 brushes and a set of acrylics.</li> </ul>	<ul style="list-style-type: none"> <li>Students who are unable to access resources will not succeed at GCSE or A Level.</li> <li>inequality of access to resources needs to be challenged in Key Stage 4 and 5 in order to secure current and future success.</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis</li> <li>Lesson observations</li> <li>Book looks</li> <li>Student voice</li> <li>On-going CPD</li> <li>Line management</li> <li>Curriculum/learning and teaching briefing</li> <li>Observing and sharing good practice</li> <li>On-going CPD Coaching/feedback</li> <li>Trust support and engagement</li> </ul>	SMA	Ongoing, as defined by agreed SIP review deadlines.	<p>Art supplies purchased to date (29/04/21)</p> <p>EDS4010</p> <p>£706.86</p>
Academic lectures for Key Stage 5 students from Oxbridge and other Russell Group universities for a variety of subjects (piloted)	<ul style="list-style-type: none"> <li>Massolit provides unlimited access to over 3,000 short video lectures from some of the world's best academics.</li> <li>There are hundreds of amazing academics out there who have dedicated their lives to Shakespeare, Homer, Wordsworth, Kant, etc. and whose knowledge and expertise would be incredibly useful for our students. Previously, these academics have been</li> </ul>	<ul style="list-style-type: none"> <li>To enhance the A Level English and History curriculum offer.</li> <li>To ensure additional specialist enrichment to ensure students achieve and are prepared for university.</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis</li> <li>Lesson observations</li> <li>Book looks</li> <li>Student voice</li> <li>On-going CPD</li> <li>Line management</li> <li>Curriculum/learning and teaching briefing</li> <li>Observing and sharing good practice</li> </ul>	CWE	Ongoing, as defined by agreed SIP review deadlines.	<p>Massolit purchased and in use</p> <p>£276.16</p>

<p>in English and History).</p>	<p>limited to visiting schools one-by-one, technology now allows them to share their knowledge with all of our students, particularly at Key Stage 5.</p> <ul style="list-style-type: none"> <li>• A variety of platforms are used to provide for students access to academic lectures to enhance their learning, experience and cultural capital.</li> </ul>	<ul style="list-style-type: none"> <li>• To consider the application of Massolit in other curriculum areas and use for transition programme for Year 11 – 12.</li> </ul>	<ul style="list-style-type: none"> <li>• On-going CPD Coaching/feedback</li> <li>• Trust support and engagement</li> </ul>			
<p>Online digital programme for A Level students in the three separate sciences</p>	<ul style="list-style-type: none"> <li>• A platform that has reverse engineered the traditional tutoring process to deliver an improved learning experience that is digitally rich and better suits modern students.</li> <li>• Snap Revise has been used to support students in the three separate science disciplines at Key Stage 5.</li> </ul>	<ul style="list-style-type: none"> <li>• To enhance the A Level Science curriculum offer.</li> <li>• To ensure additional specialist enrichment to ensure students achieve and are prepared for university.</li> <li>• To consider the application of Snap Revise in other curriculum areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Lesson observations</li> <li>• Book looks</li> <li>• Student voice</li> <li>• On-going CPD</li> <li>• Line management</li> <li>• Curriculum/learning and teaching briefing</li> <li>• Observing and sharing good practice</li> <li>• On-going CPD Coaching/feedback</li> <li>• Trust support and engagement</li> </ul>	<p>GGU</p>	<p>Ongoing, as defined by agreed SIP review deadlines</p>	<p>Payment for programme £1200</p>
<p>Targeted intervention for those 1.5+ years behind chronological reading age through intensive Lexia programme</p>	<ul style="list-style-type: none"> <li>• 'PowerUp Literacy' primarily targets Key Stage 3 pupils who lack the essential reading, academic vocabulary and the comprehension skills necessary to fully access and engage in the secondary curriculum. Enabling GCSE readiness, Lexia 'PowerUp Literacy' can also be used for those in Key Stage 4 who require similar support.</li> <li>• The programme includes: <ul style="list-style-type: none"> <li>◦ <b>Word study</b> – targets gaps in basic reading skills and develops academic vocabulary.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students unable to access GCSE resources (often with a reading age of 15 or above) are disadvantaged.</li> <li>• This inequality of access needs to be challenged in Key Stage 3 in order to secure success at Key Stage 4, 5 and beyond.</li> <li>• Targeted intervention with</li> </ul>	<ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Lesson observations</li> <li>• Book looks</li> <li>• Student voice</li> <li>• On-going CPD</li> <li>• Line management</li> <li>• Curriculum/learning and teaching briefing</li> <li>• Observing and sharing good practice</li> <li>• On-going CPD Coaching/feedback</li> <li>• Trust support and engagement</li> </ul>	<p>CWE</p>	<p>Ongoing, as defined by agreed SIP review deadlines</p>	<p>Payment for programme and staffing Circa £8000</p>

	<ul style="list-style-type: none"> <li>○ <b>Grammar</b> – improves written composition and reading comprehension.</li> <li>○ <b>Comprehension</b> – teaches the skills required for higher-order text analysis.</li> <li>● Using Lexia, students work independently at their own pace through individualised learning paths to develop fundamental reading skills in a structured, sequential manner. Teachers are notified when students require support or intervention and are provided with the resources for face-to-face instruction. The programme will be overseen by the SEND department.</li> <li>● As students work independently in the online activities, real-time performance data is collected through Lexia's embedded assessment tool, 'Assessment Without Testing'. Staff can access data reports online through their myLexia accounts on a browser, iPad app, or iPhone app, making the system very user friendly.</li> <li>● In addition to Lexia's actionable real-time reports, the system provides offline (paper-based) resources to support teacher-led instruction – all personalised to the pupil or group needs. These include: <ul style="list-style-type: none"> <li>○ <b>300+ Scripted lesson plans</b> – ideal for LSAs to deliver.</li> <li>○ <b>300+ Worksheets</b> – Skill Builder resources allow skills to be applied offline.</li> <li>○ <b>Achievement certificates</b> – to celebrate success.</li> </ul> </li> </ul>	<p>students who have a reading age well below their chronological age will help to close gaps with peers and creating equity of access to the curriculum, achieving equal curriculum access for all.</p> <ul style="list-style-type: none"> <li>● Lexia stands as one of the most rigorously researched, independently evaluated, and respected reading programmes in the world. 7 studies have been published in peer-reviewed journals in addition to a repository of internal research briefs, product development research, and external organisation reviews.</li> </ul>				
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	<ul style="list-style-type: none"> <li>o <b>Training resources (including video)</b> – upskills staff and reduces training costs.</li> </ul>					
Support whole-school approach to PSHE, mental health and well-being through the Jigsaw programme.	<ul style="list-style-type: none"> <li>• Jigsaw, the mindful approach to PSHE 11-16, brings together PSHE, emotional literacy, social and employability skills and Relationships, Sex and Health Education in a comprehensive scheme of learning.</li> <li>• Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation and scaffolding.</li> <li>• Jigsaw is designed as a whole-school approach. This is a spiral curriculum, with Year groups working on the same theme (Puzzle) at the same time.</li> <li>• Online well-structured lesson plans with slide presentations and teaching/learning activities empower the specialist and non-specialist alike, ensuring the teaching materials are always up-to-date. The focus on mental health is evident throughout, and the content is student-driven and in line with the latest national guidance.</li> <li>• All Jigsaw programmes are underpinned by mindfulness philosophy with mindfulness practice scripts and audio files included in every lesson, supporting young people's mental health, well-being and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Helping students to build long-term mental and emotional resilience.</li> <li>• Ensuring that PSHE provision meets statutory guidelines and provides the best possible learning and development for our students.</li> <li>• Jigsaw fulfils statutory requirements for RSE and Health Education and supports our preparation for our next Ofsted inspection.</li> </ul>	<ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Lesson observations</li> <li>• Book looks</li> <li>• Student voice</li> <li>• On-going CPD</li> <li>• Line management</li> <li>• Curriculum/learning and teaching briefing</li> <li>• Observing and sharing good practice</li> <li>• On-going CPD Coaching/feedback</li> <li>• Trust support and engagement</li> </ul>	ACH	Ongoing, as defined by agreed SIP review deadlines	<p>Jigsaw PSHE program purchased EDS4030.</p> <p>£416.65</p>
Total budgeted cost:						£26,727.67*
						*To be confirmed

Other approaches: Proposed Expenditure to be explored further					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Online Maths tutoring for Years 9 and 10 GCSE and Year 11 potential A Level students.	<ul style="list-style-type: none"> <li>• Enrichment of curriculum.</li> <li>• Preparation for GCSE and A Level to compensate for missed on-site learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Impact of lost face-to-face learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Lesson observations</li> <li>• Book looks</li> <li>• Student voice</li> <li>• On-going CPD</li> <li>• Line management</li> <li>• Curriculum/learning and teaching briefing</li> <li>• Observing and sharing good practice</li> <li>• On-going CPD Coaching/feedback</li> <li>• Trust support and engagement</li> </ul>	NHU, ACH	Ongoing, as defined by agreed SIP review deadlines.
Transition programme for Year 11 into 12	<ul style="list-style-type: none"> <li>• Enrichment of curriculum.</li> <li>• Retention to Key Stage 5.</li> <li>• Preparation for A Level to compensate for missed on-site learning.</li> <li>• Growth of cultural capital.</li> <li>• Building positive relationships with peers and staff</li> <li>• Creation of articulate, eloquent and confident speakers, prepared for the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>• Impact of lost face-to-face learning.</li> <li>• Impact on emotional, mental health and well-being of learners of national school closure.</li> </ul>	<ul style="list-style-type: none"> <li>• Student voice</li> <li>• Well-being survey outcomes</li> </ul>	MSA AAD PLY	Ongoing, as defined by agreed SIP review deadlines.

Support to develop public speaking skills in Years 7 – 9 and Year 12 (Speak Out / Debate Mate)	<ul style="list-style-type: none"> <li>• Enrichment of curriculum.</li> <li>• Creation of articulate, eloquent and confident speakers, prepared for the wider world.</li> <li>• Growth of cultural capital.</li> <li>• Building positive relationships with peers and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Impact of lost face-to-face learning.</li> <li>• Impact on emotional, mental health and well-being of learners of national school closure.</li> </ul>	<ul style="list-style-type: none"> <li>• Student voice</li> <li>• Well-being survey outcomes</li> </ul>	CWE ADA	Ongoing, as defined by agreed SIP review deadlines.	
Activities to enrich the curriculum	<ul style="list-style-type: none"> <li>• Enrichment of curriculum.</li> <li>• Improved well-being.</li> <li>• Growth of cultural capital.</li> <li>• Building positive relationships with peers and staff.</li> <li>• A return to pre-pandemic normality.</li> </ul>	<ul style="list-style-type: none"> <li>• Impact of lost face-to-face learning.</li> <li>• Impact on emotional, mental health and well-being of learners of national school closure.</li> </ul>	<ul style="list-style-type: none"> <li>• Student voice</li> <li>• Well-being survey outcomes</li> </ul>	HoLs	Ongoing, as defined by agreed SIP review deadlines.	
Introduce Edulink One to continue focus on three core areas: Engagement, Teaching, and Administration. Alignment to one system will improve experience of students following second national school closure (and in the event of further closures).	<ul style="list-style-type: none"> <li>• Align all in-school systems onto one platform that is accessible by staff, students and parents/carers, both in school and remotely. This will allow remote access to SIMs by all stakeholders to enhance lines of communication. This will also support parental engagement.</li> <li>• Edulink One provides a user-friendly app or web interface to suit the individual needs of different users, Edulink One ensures data is accurate and up-to-date by pulling data and writing back to the school's SIMS management information system (MIS).</li> </ul>	<ul style="list-style-type: none"> <li>• Impact of lost face-to-face learning.</li> <li>• Impact on emotional, mental health and well-being of learners of national school closure.</li> <li>• Impact on parental engagement of lost opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Student voice</li> <li>• Student and staff well-being</li> <li>• Parental engagement and accessibility</li> </ul>	AAD	Ongoing, as defined by agreed SIP review deadlines.	

		for staff to meet parents/carers in person onsite.				
Total proposed budgeted cost:						To be confirmed