



Covid Recovery Plan including the use of Catch-up Funding.

Intent	Strategy	Impact
<p>Ensure every teacher is supported and prepared for the new academic year.</p>	<p>Well-being day for all staff. 23.10.20 Staff well-being officers to be appointed.</p> <p>Create a collaborative approach to performance management.</p> <p>Health and Safety checks for each class to take place.</p>	<p>Staff feel rested and valued. Staff absence is low. TC/RW/NF allocated to give whole school coverage. Whole school commitment to development plans. All year groups following agreed risk assessment. Staff feedback opportunity and increased confidence in risk assessment</p> <p>8.3.21 All actions completed. Lateral flow testing in place and all staff back to work.</p>
<p>Assess all pupils' well-being and learning needs.</p>	<p>Initial wellbeing survey to be carried out within the first 2 weeks. Leuven's Scale of wellbeing and involvement carried out in EYFS in September. Repeat in November 2020.</p> <p>Follow up wellbeing survey week 5.</p> <p>Train some staff in MHFA. Mental Health First Aid Course</p> <p>Book extra yoga sessions for other classes.</p>	<p>TCILD completed training</p> <p>Y1 have completed 5 sessions and EYFS booked. Pupil health and wellbeing is positively affected. See above.</p> <p>8.3.21 All actions completed. New welfare check completed today, results pending. Y6 forest school initiated, and additional yoga booked for after Easter.</p>



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<p>Provide professional development opportunities, eg. to support effective use of technology.</p>	<p>Implement Microsoft Office 365 as a learning platform and provide staff training.</p> <p>New MIS (Scholar Pack) introduced in January 2021</p> <p>Improve parent engagement and communication systems.</p> <p>Full programme of CPD for staff</p>	<p>Initial set-up completed. Email addresses, including governors, set up. Training booked for January 2021.</p> <p>Improved pupil management systems, including tracking and assessment.</p> <p>See training programme to support quality first teaching</p> <p>8.3.21 Teams used successfully to engage home learners.</p> <p>1.4.21 Parent app now live.</p>
<p>Ensure all pupils have access to technology which will allow them to access home learning tasks.</p>	<p>Provide laptops for disadvantaged pupils.</p> <p>Extend the school day to facilitate additional support/interventions.</p>	<p>8.3.21 13 school laptops were loaned out during lockdown and upgraded wi-fi secure for one family. All families had access to remote learning.</p>
<p>Provide those pupils who need them, access to bespoke interventions in core subjects.</p>	<p>Use of SHINE targeted intervention programmes.</p> <p>Increase TA hours where required.</p> <p>Adult to run internal speaking and listening interventions (not a current TA, as this takes them away from classroom support). TTS have some good resources to support this (S & L games etc.).</p> <p>Outdoor spaces developed</p> <p>Fund 25% of the cost of National Tutor Programme – 15 hours targeted tuition per child</p> <p>Establish safe borrowing protocol for the library.</p>	<p>SHINE analysis used to produce provision maps.</p> <p>TA hours extended to 8.30am start time.</p> <p>Improvements to outdoor spaces out to tender. Work will be completed in summer break.</p> <p>24 Y6 pupils receiving 1:1 tuition through NTP.</p> <p>Protocol in place and borrowing again possible.</p>



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<p>Support children in building confidence and resilience in and out of the classroom.</p>	<p>SJT to provide workshops in school.</p> <p>KS2 to visit the theatre for their Christmas production – Fund this for disadvantaged pupils.</p> <p>Author visits to school.</p> <p>Forest School plan for Y6 pupils</p>	<p>Workshops re-start in summer 2021</p> <p>Completed</p> <p>Pupils benefiting from planned activities each week</p>
<p>Use assessment to identify areas where pupils are likely to require additional support.</p>	<p>Use PIRA and PUMA assessments.</p> <p>Purchase GPS tests from Rising Stars. https://www.risingstars-uk.com/subjects/assessment/gaps-tests</p> <p>CGP – Year 6 Booster Books</p> <p>Scholar pack assessment module</p>	<p>8.3.21 All actions completed</p>



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<p>Support children in developing active lifestyles.</p>	<p>Additional PE sessions with GH.</p> <p>New 'trailways' outdoor equipment.</p> <p>Climbing wall in EYFS outdoor classroom</p> <p>New scooters and helmets for EYFS.</p> <p>Scooter workshops for KS1</p> <p>Use Everyone Active Sports Hall to offer additional PE opportunities.</p> <p>Extra-curricular activities to begin ASAP where safe to do so and in accordance with the school's risk assessment.</p> <p>Outdoor gym equipment to be installed.</p>	<p>8.3.21 PE resources order completed. Tender for improvements to outdoor spaces submitted.</p>
<p>Provide transition opportunities for new starters and Y6 pupils transferring to secondary school.</p>	<p>Transition of EYFS pupil into class environment.</p>	



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<p>Support parents and carers as well as sharing assessment judgments and progress.</p>	<p>Make early contact via telephone.</p> <p>In the event of local lockdown/self-isolation, provide clear remote education support.</p> <p>Promote clear lines of communication via email, telephone and Twitter.</p> <p>Invest in a new MIS system which facilitates parent communication and assessment.</p> <p><i>EYFS currently report regular progress to parents inc. next steps in learning using Evidence Me</i></p>	<p>8.3.21 All actions completed. New baseline testing to be completed 19.3.21. Parent's evening scheduled for April 2021. Parent app. Launch by Easter 2021.</p> <p>Remote learning monitoring by SLT and governors shows provision to be good.</p>
<p>Use EEF guidance to support the school development plan in the following key areas:</p> <p>Teaching</p>	<p>Follow, "The EEF Guide to Supporting School Planning: A Tiered Approach to 2021"</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital throughout this academic year.</p> <p>Focusing on professional development</p> <ul style="list-style-type: none"> • Build up on the legacy, hard work and success of all staff in raising standards in reading. The subject leader for English will deliver a staff meeting to revisit some of the strategies introduced by Alison Bailey's training session in Autumn 2019 and monitor the impact in the summer term. • Explore building on previous work using KAGAN to promote social and language skills. • Staff training and a whole school approach to using SHINE. • Advice provided by the DfE and NCETM gives staff clear guidance on year group specific topics to teach in order to mitigate the impacts of time away 	



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<p>Targeted academic support</p>	<p>from the classroom in mathematics. The maths subject leader will implement this advice during the summer term.</p> <ul style="list-style-type: none">• KS2 and TAs new to Year 2 phonics training.• Whole staff training around FRAPs. <p>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.</p> <p>High quality one to one and small group tuition</p> <ul style="list-style-type: none">• Develop a long-term strategy for staff training closely linked to the SDP.• Use data from assessments to measure the impact of interventions.• Review the impact of the NTP and Identify children from other year groups who may benefit. <p>Teaching assistants and targeted support</p> <ul style="list-style-type: none">• Ensure all staff are familiar with SHINE interventions and agree on how they should be used across the school.• Where SHINE cannot be used to deliver interventions, decide upon which other effective, targeted interventions we will adopt (e.g. Rapid Phonics or Dynamo Maths)• Ensure all staff understand how targeted support can be offered within the current risk assessment. <p>Academic tutoring</p> <ul style="list-style-type: none">• Ensure that we sustain the impact of the tutoring through QFT and pupil tracking once children finish their cycle.• Using data, decide upon which pupils will benefit most from the next cycle of the NTP	
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<p>Wider strategies</p>	<p>Questions to consider when planning to support pupils with SEND.</p> <ul style="list-style-type: none">• Continue to identify evidence-based interventions that are proven to be effective. <p>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.</p> <p>Supporting pupils' social, emotional and behavioural needs</p> <ul style="list-style-type: none">• Staff to deliver key units from the PSHE SoW (or other PSHE topics if more appropriate) in the summer term.• Explore ways to maintain a sense of community for the whole school/alternatives to assemblies. <p>Communicating with and supporting parents</p> <ul style="list-style-type: none">• Roll out the Scholar Pack parent app and text messaging service.• Staff email template to be standardised.	
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