

## Everton Heath Primary School Covid-19 Catch Up Recovery Plan

### Covid-19 Catch up Recovery Curriculum 2020-2021

“As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools’ approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities and ensuring appropriate transparency for parents. This recovery plan will in the first instance be implemented for the Autumn Term and reviewed again in December. Funding on Oct 2020 Census- approx. 61 children on role- at £80 per child equates to £4,880

Area to Address	Action	Finance	Monitoring	Timing	Impact
Additional group teaching in each year group	Weekly catch up sessions on key concepts for each child who will need this to support with catch up within the year – implemented after school with a year’s commitment from current teaching staff-training for this, identify children, get parents to commit to this and children 3.45pm – 4.30pm once per week in a group of no more than 5 children-working on similar concepts that are assessed and staff to provide evidence of successful progress	2/3 staff members x 6 weeks @£37.50 £450	Detailed planning in place- Headteacher to have feedback after each session	Over half of one term, 6 lessons to take place  Progress reviewed ½ termly	Individuals and groups to have made more than expected progress within the year to get them to the expected standard.

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Additional 1:1 and small group teaching for those children identified for intervention and most vulnerable ( within the normal timetable and extra if needed )	HLTA and TAs to take on a group within their bubble to support in key concepts – raise love of learning and regularity with reading, stamina for writing with individual praise, identify the small group/individual targets are smart and recordable, train TAs to what is expected in each session, give key concepts to teach each child	TA rates for any extra hours committed to.  MC/SD /HC to be asked what they could do as extra. 3+ hours if possible approx :  £40 x 3 ( £120 per week )	Drop ins during the sessions, impact and follow up after sessions – assess pupils at mid-way points	Weekly lesson concepts per half for each individual or group-assessed to see if additional terms are needed	Children who were originally below expected standard are making better than expected progress each term
<b>Assessment Levels</b>	Assessment levels will be re- taken in December. Maintain three data drops within the year but close monitoring by Headteacher to ensure planning and delivery is strong and supporting progress. NFER assessment to be purchased for reading, maths, grammar, punctuation and spelling	NFER Tests Approx. £900	Headteacher and class teachers to monitor progress	Each term weekly -follow the monitoring schedule of teaching, learning, books, planning etc.	Children taught missed concepts and moving closer to expected levels
<b>Maths</b>	To use a mastery approach making formative assessments throughout the half term. Classes to use White Rose mastery approach with consolidation with Abacus and Twinkl.	See Assessment. Purchase of Sandwell Diagnostic Tests for each year	Plans to be checked to ensure topics and concepts picked up and taught using mastery approach Half termly and termly assessments undertaken	Over 9 months, some groups may need longer than others	Children will be fully caught up and on track within 2 years, however, we are hoping this would be within a year

		group – approx. £500			
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<b>English - Writing</b>	Year groups to work together at start of year and have a clear understanding of the key skills and objectives in the previous year’s learning. Use these as the basis of the Autumn term’s planning incorporating some of the key current year group objectives. Spelling session separate to the main English lesson. Staff being really precise on questioning and feedback to gain maximum progress from all learners.	See Assessment	Monitor planning and work scrutiny, feedback to support progress including Big Write on a minimum of a monthly basis/ dictated by length of Hamilton Trust unit plans	Big Writes as and when plans finish throughout the term	Children will be fully caught up on track within 2 years, however, we are hoping this would be within a year
<b>Reading</b>	Daily independent reading of 10-15 minutes – each child will be heard read each week in school by an adult and a record made into reading records. Children reminded and shown how to change books and this is monitored to ensure regularity of changing books at appropriate level. Teacher is accountable for this and keeps relevant records. Continue with guided reading/comprehension. More focused objectives and daily tasks to support with this.	Purchase of new Soundwrite phonics books for Year R-2. £100  Purchase of appropriate level books for those who have completed the Soundwrite scheme	Fortnightly checks on reading records and listen to readers to ensure correct levelling  Updating of reading scheme books.	As mentioned	Behaviour for learning to increase, regularity of reading to be re-established

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<b>PE</b>	Due to children being indoors and less active it is even more essential that children are engaging of high levels of physical activity. SSG will continue to come in two days a week until the end of the Autumn term to take the children for physical activity. The children will have at least half hour playtime within their bubbles daily to include use of equipment. Purchase of new playground equipment.	£500	SSG and staff to monitor this for quality and physical activity being provided	2 hours per week per child in Years 1 – 6. EYFS to provide continuous outdoor learning and facilities.	Children to have increased levels of fitness
<b>Computing</b>	Children to be confident in use of IT equipment available for their bubbles. Whole school to have detailed schemes of work to promote key computing skills and understanding. (Plans based on Twinkl objectives and cross referenced with Cambridgeshire Progression Plans ). iPads for KS2 and Chromebooks for KS1		Staff to monitor and assess IT /Computing progress throughout each class	1 hour lesson focused computing lesson and other times throughout the week for curriculum research	
<b>PSHE</b>	Celebration Teams assemblies will continue to be held weekly to promote and reward children for catch up progress. PSHE will continue to be taught throughout the Autumn Term and Mrs. Webb will continue to support any	£100 for extra stickers/rewards and incentives	Headteacher/Class Teachers to monitor which children have received praise rewards and why	Throughout the school year	To ensure children are coping as best as possible with any support needed throughout the current situation

	children found to be struggling with the current situation				
<b>Areas to address</b>	<b>Action</b>	<b>Finance</b>	<b>Monitoring</b>	<b>Timing</b>	<b>Impact</b>
<b>Well Being</b>	<p>To ensure staff and pupils feel safe and secure being back at school within their bubbles. To build on all stake holders resilience and how we move on from Covid 19 in the future.</p> <p>Nurture groups for EYFS/KS1 &amp; KS2 each week for those in most need. Run by Mrs Webb ( Well being Champion )</p>	Any available CPD training for staff	Children/Staff/Parent surveys linked to the impact of Covid and the return to school.	<p>Throughout the school year</p> <p>Oct half term</p> <p>Jan return to school</p> <p>Feb return to school</p> <p>April return to school</p> <p>June return to school</p>	Children, staff and governors understand what the country has been through with Covid and what has happened to our every day lives, and how we can move on from strength to strength to support and continue our lives.