

COVID-19 Recovery and Catch-up Action Plan 2020-21

Funding Information Number of children: 160 Amount of Catch-Up Premium received per pupil: £80 Total Catch-Up Premium: £12,800	Payment Schedule Autumn 2020: £3,620 Spring 2021: £3,850 Summer 2021: £5,330
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Action Points	Action to be taken and timescale	Lead	Success Criteria
High Quality Teaching for ALL: Ensure the curriculum enables the children to make up for lost learning due to the pandemic. Maintain our broad and balanced curriculum offer. Support the well-being and mental health of the children and staff.	<ul style="list-style-type: none"> Teachers to assess the children needs accurately and gain a 'baseline' of their needs (Sept 2020) Invest in developing and enhancing the school's remote learning offer (Terms 1 and 2 2020). Use the eSchools platform to add virtual classrooms to our school package, to improve the provision for remote learning (Term 1 2020) Supply the children and families with high-quality learning resources for remote learning. Each child received a set of CGP Books (Jan – March 2021) Teacher to adapt curriculum planning in maths and English to support the children and meet their learning needs (March – July 2021) Adopt Wiltshire's priority curriculum in Maths and English to ensure the children are ready to progress to the next year group. Provide staff training to introduce. (March – July 2021) Continue to provide a board and balanced school curriculum, taking into account the operational guidance for schools (March 2021 onwards) Planning for pupil progress and review the impact of provision and support during pupil progress meetings (Term2, Term 4 and Term 6) Trial the use of NFER Reading Assessments to help identify priorities for reading interventions (June 2021) Purchase the full range of NFER assessments to improve assessment practice across the school (Term 1 2021) 	<ul style="list-style-type: none"> SLT SLT and teachers SLT and teachers Teachers SLT and SL All Staff Teachers SLT/ teachers SLT/ teachers SLT/ teachers 	<ul style="list-style-type: none"> The number of children at age related expectations will be consistent with previous school data. Improved remote learning offer should schools have to close again. The children will receive a full educational entitlement and enriching opportunities. The children will show improvements in their well-being, or mental health. Staff will feel supported and able to support the children in the best possible way. Any gaps in the children's learning will be identified through accurate assessment. Teacher will plan accordingly to prioritise core skills in maths and English
Targeted Academic Support: Effectively target specific children to benefit from the COVID catch-up funding.	<ul style="list-style-type: none"> Provide 1:1 or small group interventions with targeted individuals, or groups of children (on return to school, March 2021) Deploy support staff according to the level of need within particular cohorts for the 2021-22 academic year. Provide Year 3 and Year 5 with additional TAs (from Sept 2021) Use school staff to provide targeted tutoring sessions for children identified as a priority. This will focus on the children WTS in Year 5 and 6 initially and then 	<ul style="list-style-type: none"> SLT SLT/teachers and TAs MW, HB and LG 	<ul style="list-style-type: none"> Identified children will make the desired progress and will work towards meeting age-related expectations. Greater capacity to provide support in cohorts with the greatest need Greater consistency in targeted support for maths across the school.

	<p>children who are vulnerable to under achievement in other year groups (Term 2 2021)</p> <ul style="list-style-type: none"> • Introduce Number Sense Maths to help support the development of fluency in calculation skills at in FS2 and KS1 and to provide maths interventions at KS2 (Term 1 2021) 	<ul style="list-style-type: none"> • Maths SL and SENCo 	<ul style="list-style-type: none"> • Gaps in children's learning will be identified and addressed through targeted academic support.
<p>Wider School Strategies: Identify additional provision and approaches to support the child's educational recovery</p>	<ul style="list-style-type: none"> • Restructure the support staff timetable to our ELSA to provide support for children with emotional and mental health needs. Prioritise children who have been affected the most by the lockdowns. Free up ELSA to be available every afternoon (from April 2021) • Provide whole staff training for well-being and educational resilience (Term 4 2021) • Identify the training needs of support staff and provide relevant CPD to improve the outcomes for disadvantaged children (Term 2 appraisals) • Invest in staff CDP to improve the quality and impact of interventions across the school. • Use EYFS and English Lead to provide SSP training for all support staff (Term 2) 	<ul style="list-style-type: none"> • SLT and ELSA • All staff • SENCo • SENCo • AD and LG 	<ul style="list-style-type: none"> • Wider strategies will be effective in helping 'catch-up' and address gaps in their learning. • Staff CPD opportunities will lead to highly effective intervention and targeted academic support. • Targeted support will close the gap between disadvantaged groups of children and their peers.