

RECOVERY PLAN FOR COVID
School Improvement Plan 2020 - 2022

Priority One Close the in school gap in achievement for our vulnerable children in particular those in the bottom 20% for reading and maths

Objective	Success Criteria	Actions	Monitoring	Budget Implications
Reduce gaps that have emerged as a result of COVID	Gaps in attainment are reduced.	Children who need a specific, enhanced recovery plan are identified in September (EAL Pupil Premium SEND)	Performance management shared whole school target Autumn detailed teacher observations and assessments	Deputy head leadership time
Accelerate the progress of identified children in each year group	Identified children catch up to their peers or have their gaps significantly reduced	Children in the bottom 20% (excluding cognitive complex/EHCP children) in each class are identified and have a recovery plan written. Year Group recovery action plans produced in September and populated with identified names of priority children.	Performance management shared whole school target	Additional TA time and HLTA(5 days) £30,000 Leadership time for Deputy HT
	DISADVANTAGED PUPILS (Whole school identified) vulnerable group - Pupil Premium achieve as well as non PP nationally and within school. Aim for 60% and above combined across the school.	The amount and scale of recovery needed for all PP disadvantaged children is identified in the plan and the children make accelerated progress. Identify which pupils have had their learning severely affected during lockdown and for whom the gap has significantly widened	Pupil Premium monitoring programme, action plan and strategy 2020. Pupil Premium strategy, impact and funding is published on school website and shared with stakeholders. Jonathan Feeley. Rebecca Thackrah and Jonathan Feeley collate data which is added to year group assessment tracking	Pupil premium funding
	Maths provision, teaching and resources support recovery	New Maths scheme of work evaluated by Head Deputy and Maths leads and purchased for KS1. All children in KS1 have their own individual maths work books. KS1 staff training delivered by Jonathan Feeley	Maths co-ordinators (includes Deputy)	Maths scheme £5000
	Reading provision and resources support recovery	Following the reading deep dive audit in Jan 2020 Purchase additional resources such as phonic reading books, dictionaries, comprehension resources, recommended reads, whole class reading and novels in KS2 Phonic training opportunity for TAs in KS1 and KS2 where appropriate KS2 (Y3 and Y4) children requiring phonic recovery are identified. Phonic assessment grids are completed in KS1 Year 1 and 2 phonic catch up programme with additional lessons in class and small/individual provision taught by class TAs for children who need it	Time for English leads every term to monitor progress with deputy head. Liz Bowker to deliver training in October in big hall socially distanced after school 2020 to those TAs in KS1 who need refresher Year 2 team co-ordinated by Anna Flynn as assessment lead. Year 1 programme monitored by Liz Bowker	£9500 Reading book budget 2020 - 2021 Leadership time and cover for Amie Elson And Liz Bowker £1000 One hours training after school in October PPA time
Accelerate the progress of identified children in each year group	Additional recovery lessons after school are well attended and support catch up.	Recovery after school lessons commencing second half term and following meetings with parents in October. Identified groups of no more than 12 children from each year group. (COVID guidance dependant re children in same year group mixing maybe alternate weeks) Year 3 Dawn Booth	Year group staff teams provide recovery lessons and focus for their year groups. Deputy monitors impact and delivery	HLTA additional hours Monday – Thursdays 3.30 – 4.15 using both school halls

		Years 4 and 5 Thamina Ahmed Year 6 Jayne Hollick			
Accelerate the progress of identified children in each year group	Tuition groups for disadvantaged children run by year group teachers in school time	Pupil Premium Tuition programme in place starting in September Rec Year 1 and 2 – Liz Bowker Year 3 Rebecca Thackrah Year 4 Emma Fritz Year 5 Amie Elson Year 6 Jonathan Feeley	Class teachers ensure appropriate focus for example phonics in KS1 Deputy oversees programmes and their impact	Cover timetable to enable teachers to deliver 1-1 tuition across the school without disruption Addition HLTA classroom support.	
Ensure children with complex SLT needs receive provision	SLT school provision is re-established	Speech and language work 1-1 within Rainbow room. (staff social distancing will not allow for groups in the room) Priority – EHCP children who require SLT NHS caseload Disadvantaged with widest gaps Perspex screen and COVID safe room	Anne Hargrave Rachael McVeigh	Jane Wheldale 1.5 days a week timetabled SLT provision	
All Children attend school	All children return to school In September 2020	Careful monitoring of attendance in September by Head teacher and Learning mentor (DfE guidance re penalty notices). Sensitive and supportive conversations with any parents not returning their child to school	HT, Learning Mentor,	Alwoodley Cluster funding for Attendance improvement officer to support any identified families who do not return to school	
Ensure children's mental health needs are supported during lockdown and the reopening of schools	Positive feedback from parents, staff and children regarding the reopening of school to all children	<ul style="list-style-type: none"> • Headteacher and year group newsletters with advice regarding mental health and strategies for coping with home learning • Social care meetings continue on line • EHCPs all continue on line • Safeguarding amendments all adhered to • Regular Staff briefings, communication, advise and support. • Opportunities for Head to meet online with other heads in Family, Red Kite Alliance and LA. • Maintain as far as is possible a broad and balanced curriculum when school opens with a focus on PSHE • Extended parent consultation time in the autumn term using November training day as well as usual evenings • Extended playtimes to ensure social opportunities for children • On line fun experiences such as assemblies, quizzes, games • Learning mentor 1-1 support for identified children who are struggling emotionally • Ensure all children experience the full range of subjects and curriculum 	Head teacher		
Ensure children quarantining do not miss teaching time	Remote learning policy and code of conduct in place by October half term and staff are confident to teach remotely	<ul style="list-style-type: none"> • Leadership team produce Remote Learning Policy • Staff are trained and can use both Seesaw and Microsoft Teams • Parents have information, policy, code of conduct 	Head teacher	Staff meeting time for preparation and training	