

### Covid-19 Catch-up Recovery Plan 2020-2021 v3

PRIORITY FOR DEVELOPMENT	ACTION	COST	SUCCESS CRITERIA	Impact Measures
Accelerate progress in UKS2 group to address gaps in sentence structure, cohesion and complexity and range of punctuation.	<ul style="list-style-type: none"> <li>- Focus teaching from external tutor every morning/afternoon on key children identified from TAFs (14 children)</li> <li>- Additional high quality Literacy support to deliver group tutoring to target MAP children (complexity, cohesion, punctuation) (6/8)</li> <li>- <b>EEF 1-1 Tuition +5 months</b></li> </ul>	2 days x 11 weeks = £2,640 (up to Easter)	<ul style="list-style-type: none"> <li>- Writing assessments and evidence show these children making progress against targets.</li> <li>- Greater number of children reach aspirational targets.</li> <li>- Children can write at length and be productive for increasing lengths of time, in readiness for Y7.</li> </ul>	Dec/March assessment points.  EoY Outcomes  Book scrutiny
Accelerate progress in LKS2 groups to address mathematical concepts that need increased delivery to target children, as determined TAFs.	<ul style="list-style-type: none"> <li>- Focused support from Level 3 on vulnerable children from Y3/4, often focussing on dynamic response from previous day.</li> <li>- Use of Fluent in Five, and White Rose Premium materials to ensure pitch is demanding and appropriate.</li> <li>- <b>EEF Small Group Tuition +4 months</b></li> </ul>	20 hrs x 25 weeks =£7,500 @ £15 per hour (advertise role)  Read, Write, Inc resource and training for target group - £400	<ul style="list-style-type: none"> <li>- Maths recall and efficiency is improved through increasing productivity and time efficiency in arithmetic.</li> <li>- Problem solving and reasoning skills are strengthened and are increasingly accurate in assessments.</li> </ul>	Dec/March assessment points.  EoY Outcomes  Book scrutiny  Times table check outcomes
Accelerate progress in LKS2 group to address gaps in sentence structure, cohesion and complexity and range of punctuation.	<ul style="list-style-type: none"> <li>- Dedicated Level 3 TA support to lead intervention for target pupils (7) every morning for 1 hour.</li> <li>- Implementation of adapted R/W/I resource to support integration of basics.</li> <li>- Training for TAs on delivery and implementation.</li> <li>- <b>EEF Small Group Tuition +4 months</b></li> </ul>		<ul style="list-style-type: none"> <li>- TAF trackers show a decrease in gaps from previous year's missed learning.</li> <li>- A greater number of children reach aspirational targets.</li> <li>- TAs are trained and input is effective and well-understood.</li> </ul>	Dec/March assessment points.  EoY Outcomes  Book scrutiny  TA impact/appraisal
Ensure that concrete and pictorial representations of mathematical concepts are fluid and used consistently and progressively from Fs2 to Y6	<ul style="list-style-type: none"> <li>- Children across school to have appropriate individual pack of materials to support place value and calculation. This could include:</li> <li>- Dienes</li> <li>- Base 10 materials</li> <li>- PV circular counters and boards.</li> <li>- Straw bundles (plastic)</li> <li>- Numicon connectors</li> </ul>	£4,500	<ul style="list-style-type: none"> <li>- Children are using the materials fluidly to represent different aspects of place value and calculations, both in books and in prep work.</li> <li>- Children have their own set of materials to ensure that they can practice and apply skills safely.</li> <li>- Materials are tied into the school's calculation policy.</li> </ul>	Dec/March assessment points.  EoY Outcomes  Book scrutiny / photos  Lesson observations

<p>Manage the effective implementation, tracking and teaching of core groups through precise and targeted SLT support.</p>	<ul style="list-style-type: none"> <li>- SLT release time. Supporting across Trust on SEN, Fs2, PP</li> <li>- Conducting half-termly monitoring and evaluation of their bubble responsibilities, working to M+E plan for Terms 2 and 3.</li> <li>- Providing bespoke support to their areas for enhancing progress and holding teachers to account.</li> <li>- Undertake reviews of curriculum coverage and plans to ensure children are catching-up appropriately and any gaps or missed learning is planned for.</li> </ul>	<p>20 weeks x £170 per day = £3,400 (Trust supply teacher)</p>	<ul style="list-style-type: none"> <li>- SLT are effective and mobile in their ability to address need.</li> <li>- Monitoring and evaluation schedule is comprehensive and targeted to where support is needed.</li> <li>- Monitoring activities show that teaching and learning is good.</li> <li>- Curriculum plans are targeted and used well in the new format; clear provision is made to ensure that gaps in learning are planned for and addressed.</li> </ul>	<p>Dec/March assessment points.</p> <p>SLT M+E activities and work</p> <p>Curriculum planning</p> <p>PPR</p>
<p>Enhancing the speed of fluency and understanding of younger readers</p>	<ul style="list-style-type: none"> <li>- Focused 10 minute 1-1 reading slot for every child in KS1 over week with Level 2 TA</li> <li>- Focus on fluency and retrieval/inference domains.</li> <li>- Focus on skills of inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers for particularly challenging words and record these to go home.</li> <li>- Training provided by Reading and phonics leads on this.</li> <li>- Use of Bug Club and Big Cat progressive schemes.</li> </ul> <p>EEF Reading Comprehension Strategies +6 months</p>	<p>15 hours x 25 weeks x £12 per hour = £4,500 (to be advertised)</p> <p>Initial training £170</p>	<ul style="list-style-type: none"> <li>- Faster progression through reading bands.</li> <li>- More security on key language and expectations, including phonics stages.</li> <li>- Increases in inference and retrieval skills, as well as summarising content and using visual reminders.</li> <li>- Readers are more fluent and productive.</li> </ul>	
<p>Respond to mental health and anxiety issues over lockdown behavior or ongoing disruption, particularly for PP and other vulnerable children.</p>	<ul style="list-style-type: none"> <li>- Dedicated learning mentor / Level 3 TA working three afternoons a week</li> <li>- CPD and case reviews from WMIM team fortnightly.</li> <li>- CPD for parents around sleep anxiety and the impact of adult stress on children.</li> <li>- CPD for staff on supporting low-level anxiety in children, managing anxiety in autistic children and in sleep support.</li> </ul> <p>EEF Social and Emotional Learning +4 months</p>	<p>£600.</p>	<ul style="list-style-type: none"> <li>- Number of children feeling safe and secure in school increases.</li> <li>- Academic performance and attendance of these children improves.</li> <li>- Staff are able to manage low-level anxiety more adroitly.</li> <li>- Parents feel increasingly empowered to provide effective sleep routines at home.</li> </ul>	<p>Parent voice</p> <p>Mentor records of in/out pupils.</p> <p>Outcomes (academic and personal)</p>

Total Spend: £23,710