**St Andrew’s CE VA Infant School COVID 19 Catch-up Recovery Plan 2020-2021**

Following on from the Covid-19 pandemic, which saw the government closing schools and moving to ‘home learning’ as a way of education, it is clear that a recovery plan is needed to ensure that all children are able to ‘catch up’ on any lost learning to allow them to work towards and beyond the expected level of progress for their year group.

From our experience here at St Andrew’s Infant School and looking at the greater national picture, it is clear that fewer than a third of children regularly engaged in activities set by the class teacher. Even though we offered learning via the workbooks and Purplemash, along with other online platforms like Classroom Secrets, the experience and quality of education has, of course, not been the same as it would have been in normal pre-lockdown lessons.

We recognise there is a need for a recovery plan to allow for gaps in knowledge and skills to be narrowed, and where possible full ‘catch up’ to the expected level of progress for each year group.

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| **Funding Oct Census 162 children on role at £80 per child = £12,960** |
| **Area to address** | **What we are doing** | **Cost** | **Monitoring** | **Timing** | **Impact** |
| **To ensure that pupils feel physically and emotionally safe and secure being back in school. To build on all stake holders resilience being within school.** **The use of the recovery curriculum for PSHE**  | During the first three weeks of school, we will be settling the children back in and transitioning children into their new classes. This will be a time for ensuring children are emotionally prepared for being back at school and are ready to learn. We will do this through a range of PSHE activities. |  | Teachers | September 2020 (First 3 weeks in autumn term) | Calm, supported, settled start for the children to ensure readiness to learn.Children, staff and governors understand what has happened and how we move on. Once children are settled, a baseline assessment will be carried out before the end of September. This will allow us to identify gaps in learning and have a clear starting point for planning teaching and learning.  |
| **English and maths recovery plan (see separate document)** | Consistency of approach across school to support transitioning of children back in to school. | SDM time | Maths lead & English lead | September 2020 | Clear recovery plan shared with all teachers for maths and English to support catch-up. |
| **Additional Guided reading books purchased**  | As Y1 children entered at a lower reading level, texts were needed to support these children. | £793.80 | English lead | September 2020 | Progress seen in reading levels. |
| **Additional group teaching in each year group**  | Weekly catch-up sessions on key concepts for identified children. Small group (max 6 children) | 12 weekly sessions over 30 weeks = £6,000 | SLT | Start in November 2020 and run weekly. | PIRA and PUMA assessment and Target Tracker to track achievement. Individuals and groups to have made more than expected progress within the year to get them to the expected standard. Termly report to Governors. |
| **Identify pupil gaps in learning and have a clear starting point for planning teaching and learning.**  | Use a robust, consistent approach to assessment to ensure forensic identification and evaluation of pupil gaps in learning. | Purchase Rising Stars PIRA and PUMA assessments£1669.50 | SLT | Termly assessments and gap analysis to inform intervention planning | Gaps in learning identified. Children are taught missed concepts and move closer to expected levels.  |
| **Robust intervention strategy to support planning of interventions and consistent approach to closing the gaps.** | Research and purchase a targeted online intervention tool | Rising Stars SHINE Interventions purchased £864 | HoS |  | Following robust assessment, SHINE to provide targeted intervention support for children. Individuals and groups to have made more than expected progress within the year to get them to the expected standard.  |
| **Additional teaching delivered to identified vulnerable Year 1 pupils to support catch-up** | Use of addition TA hours to deliver teaching of the gaps identified by assessments | 2 TA afternoons x30=£2500 | HoS | 2 afternoons each week throughout the year | PIVA PUMA assessment and Target Tracker to track achievement. Individuals and groups to have made more than expected progress within the year to get them to the expected standard. Termly report to Governors. |
| **Additional Maths workbooks for children for children in catch up groups** | Purchase individual maths White Rose Maths books for children who have gaps | 2 books per child in catch up -15 copies for each KS1 class 5 half term =£300 | Maths lead | During maths catch up sessions | PUMA assessment and Target Tracker to track achievement. Individuals and groups to have made more than expected progress within the year to get them to the expected standard. Termly report to Governors. |
| **Additional Maths workbooks for children to support those children who are unable to attend school due to COVID** | Purchase individual maths White Rose Maths books for children who are unable to attend school (e.g. needing to isolate) so that they can continue with the work their peers are doing.Books to be used should school need to be closed.  | 1 books per child for across each KS1 class each half 5 half term =£870 | Maths lead | As required throughout the year | Pupils who are unable to attend maths lessons are able to work on the strands of maths which are planned to be covered in school. Assessment shows that there are no gaps in learning for those pupils who are unable to attend school but are well enough to complete work.  |