



**Hull Collaborative Academy Trust
Trust and School Covid Recovery Plan - Autumn 2020**

Priority 1 - Quality of Teaching

Ensure curriculum and pastoral recovery is highly effective leading to all groups of children 'catching up' and good or better outcomes for all groups including the most able in Reading, Writing and Maths.

Priority 2 - Leadership and Management

Ensure that school operations are highly effective in line with Covid Guidance

Priority 3 - Leadership and Management

To further develop the wider curriculum (including the character curriculum) to ensure curriculum planning allows pupils to build upon learning each year in subjects other than English and mathematics.

Priority 4 - Leadership and Management

Continue to develop the in school and bespoke provision for SEND pupils so that they continue to make strong progress from their given starting points

Priority 5 - Personal development / Behaviour

Continue to improve attendance and reduce persistent absence across the school.

Focus Priorities	Key Strategies
<p>Priority 1 - Quality of Teaching</p> <p><i>Ensure curriculum and pastoral recovery is highly effective leading to all groups of children 'catching up' and good or better outcomes for all groups including the most able in Reading, Writing and Maths</i></p>	<p><u>Overarching Trust COVID recovery Priorities</u> <u>Curriculum, Behaviour and Pastoral support</u></p> <ul style="list-style-type: none"> • Identify, address and support pupils in all schools to "catch up" on gaps in pupils' knowledge and skills. • Have a clear plan to return to a full, broad and ambitious curriculum across all subjects. • Develop remote education so that it is integrated into school curriculum planning. • Have clear systems in place to identify and support pupils who display challenges in behaviour or require emotional support. • Have clear systems and strategies in place to support pupils in returning to the structured environment of schools and with attendance. <p><u>Additional Funding</u> Schools to identify and allocate additional funding to support pupils in their return to full time education.</p>
<p>Priority 2 - Leadership and Management</p> <p><i>Ensure that school operations are highly effective in line with Covid Guidance</i></p>	<p><u>Overarching Trust COVID recovery Priorities</u> <u>School Operations</u></p> <ul style="list-style-type: none"> • Schools across the trust to regularly update premises and operational risk assessments and disseminate clearly to all stakeholders in line with government and DFE advice/guidance.
<p>Priority 3 - Leadership and Management</p> <p>To further develop the wider curriculum (including the character curriculum) to ensure curriculum planning allows pupils to build upon learning each year in subjects other than English and mathematics.</p>	<ul style="list-style-type: none"> • Develop specific skills progression in foundation subjects from EYFS to Year 6. • Develop knowledge progression in all foundation subjects from EYFS to Year 6 • Ensure subject specific language is used and learning builds from year to year. • Embed the Science curriculum and the quality of teaching and learning in Science to lead to improved outcomes in all groups.
<p><u>Priority 4 - Leadership and Management</u></p>	<ul style="list-style-type: none"> • Develop the Character curriculum alongside the Learning for all Curriculum for SEND children • Embed The Burrows to provide support for children in KS1 and 2 at their level • Continue to develop the tracking and identification of SEND children

<p>Continue to develop the in school and bespoke provision for SEND pupils so that they continue to make strong progress from their given starting points</p>	
<p>Priority 5 - <u>Personal development / Behaviour</u></p> <p>Continue to improve attendance and reduce persistent absence across the school.</p>	<ul style="list-style-type: none"> • Develop the character curriculum for children to deal with the challenges of life and life beyond Primary School • Use the vehicle of the character education to engage parents • Develop the wider experiences and opportunities to open doors for children <ul style="list-style-type: none"> • Increase whole school attendance for the whole school and all groups • Decrease the number of persistent absentees • Increase the attendance of last year PA children <p>Within our restorative culture all staff take responsibility for the development of attendance at class level</p>

Focus Priority 1a: Curriculum, behaviour and pastoral support

Trust actions / support

School catch up curriculums have been designed bespoke to the school with support in some areas from central SLEs that focus on core knowledge and skills in RWM and phonics.

Online learning platform that supports the delivery of remote learning and allows for remote communication between pupils and teachers.

Trust amended behaviour policy to reflect Covid implications

Central emotional well-being team in place to assist school-based well-being teams in offering support to families who are identified as being in need.

Key Performance Indicators

Whole Trust Objectives	School Specific Actions	Responsibility	Timeframe
<p>Identify, address and support pupils to "catch up" on gaps in pupils' knowledge and skills.</p>	<p><u>Identifying Gaps in Learning</u></p> <ul style="list-style-type: none"> • Transition meetings between staff to ensure smooth transition to next year group and new teachers to know the situation for each child in terms of accessing home learning. • Previous teachers look at the national curriculum for Reading, Writing and Maths and traffic light coverage to feed into MTP • Initial formative assessments when children return to school to understand baseline • Benchmarking in reading if needed following formative assessment. • Pupil progress meetings more regularly to monitor assessment of gaps and, in time, impact of interventions. • Revised timetable to allow for additional 'catch-up' teaching. • Additional teachers deployed to teach key groups of pupils. • Reduced class sizes across the school with increased teaching capacity • Supervision in place for all teachers to support and challenge the pacing and implementation of the 'catch-up curriculum'. • Strong links made to practise basic skills in speaking, reading and writing through PSHE for three weeks. • Bespoke PHSE program written to address the needs of the cohort to address any mental health needs so children are in a position to be ready for learning. 	<p>Sam Bullen and SLT</p> <p>Jodie Watson</p>	<p>Autumn 1</p> <p>Autumn 1</p>

Individual Subject AreasPhonics

To continue to develop the teaching and learning of phonics throughout FS and KS1 and Year 3 using effective catch up strategies

- Teachers to screen children through assessment and formative assessment within phonics groups.
- Teachers to adapt the phonics guidance written by the Trust in Years 1, 2 and 3.
- EYFS/ KS1 recap training in phonics
- Additional learning time to be given to phonics. To consist of an additional lessons
- Daily phonics session in Year 3
- Analysis of phonics trackers from previous year
- Targeted phonics catch up lessons
- Targeted phonics intervention sessions
- Monitoring of books and non-statutory assessments to ensure targeted children are on track.
- Focused children during pupil progress.
- Monitoring of lessons to ensure each phonics phase is taught accurately and effectively.
- Planning of guided reading to include phonics sounds to link with session
- Phonics knowledge to be embedded in other areas of the curriculum e.g in modelled writing to embed application
- Use of phonics trackers to measure children's progress throughout the year

See HCAT phonics catch-up curriculum - Appendix 1.

Reading

Ensure the reading catch-up curriculum is used effectively and accurately

- School Catch - up curriculum reading MTPS to be used throughout the Autumn term by all staff
- HCAT catch up reading resources adapted to meet the needs of each year group
- Whole class full reading lessons to continue daily to ensure the explicit teaching of skills in the lessons are evident and consistent across the whole key stage.
- Guided / SWOT reading in all year groups from Year 2 to 6 in addition to whole class reading
- Tracking of ongoing reading assessments
- Monitoring of lessons and books to ensure catch up objectives are being focused on
- Vocabulary lessons to continue to be taught on a daily basis
- Support for NQTs/RQTs with delivering catch up curriculum
- Support for NQTs/RQTs with understanding reading expectations and the structure of reading lessons

Sammi Hessey /
Steph Watson

Autumn 1

Miss Watson

Autumn 1

	<p><u>Early catch – up interventions across groups of pupils (Foundation Stage – Year 2)</u></p> <ul style="list-style-type: none"> Tracking of children's progress and attainment from previous year SWOT reading interventions to take place throughout afternoons as well as mornings 1:1 reading for all children in foundation stage and Year 1 daily Brenda Iveson (Reading Recovery Lead) to target individual children in catch up sessions in year 1 daily Monitoring of books and non-statutory assessments to ensure targeted children are on track. TA training on reading interventions e.g. paired reading <p><u>SEND and catch up reading</u></p> <ul style="list-style-type: none"> All children in the Burrows to read 1:1 with an adult daily at appropriate assessed level All children in the Burrow to read HFW daily Burrow children to follow catch up MTPS and phonics catch up Classroom TAS to read with children within the classrooms on the SEND register 3 times per week <p><u>To place a significant emphasis on the catch up of children's word reading and fluency.</u></p> <ul style="list-style-type: none"> Daily guided Reading in KS2 with a focus on word reading and fluency SWOT Reading in Year 2 focus on word reading and fluency 1:1 daily reading in Foundation Stage and year 1 with a focus on word reading and fluency Book banding trackers from previous year to be shared with new teachers Book banding trackers to be monitored closely to ensure that children are making progress Class libraries to be used on a daily basis which have high quality texts available Targeted children to be listened to read every day – breakfast club, assemblies etc Children to be given time within reading sessions to read aloud. Focus on home learning and parental engagement – look into online reading schemes <p>See School reading catch-up curriculum – Appendix 2</p> <p><u>Writing</u></p> <p>Ensure the writing catch-up curriculum is embedded and followed to ensure gaps in learning are closed</p> <ul style="list-style-type: none"> School MTP to incorporate catch up objectives from previous year group and are updated to ensure catch up objectives are included Y1 to follow on from Foundation profile using guidance given by HCAT. Direct teaching in line with year 1 curriculum, feedback in line with ELG expectations in Autumn term. School MTP include ELG objectives in order to catch up quickly 	<p>Miss Watson</p> <p>Miss Watson / Mrs Hird</p> <p>Miss Watson</p> <p>Miss Rafferty</p>	<p>Autumn 1</p> <p>Autumn 1</p> <p>Autumn 1</p> <p>Autumn 1</p>
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	<ul style="list-style-type: none">• Years 2 to 6 to follow MTP which incorporates catch up objectives in each year group.• MTPs to be reviewed regularly to ensure catch-up objectives and being covered• Where chd have regressed ensure the specific objectives are being covered and tracked• Recovery curriculum is in place and chd identified who need additional interventions• EYFS provision teaching to be in place within KS1 to support transition- staff to follow ELGs to ensure chd meet these• Monitoring of lessons to ensure lessons are following the catch-up curriculum• Monitoring of writing assessments to ensure chd are accessing the catch-up objectives and making progress in writing• Support for new staff and staff new to a year group with writing expectations• Ensure year 1 recovery curriculum and MTPs are adapted to match the EYFS provision• Tracking of children's progress and attainment from previous year <p>To put in place catch-up interventions for groups of pupils needing additional support</p> <ul style="list-style-type: none">• Where chd have regressed ensure the specific objectives are being covered and tracked• Early interventions for children who are not on track to meet ARE or struggling to achieve the catch-up objectives• TAs to deliver guided writing interventions for chd needed addition writing support- chd struggling with the catch-up curriculum• Recovery curriculum is in place and chd identified who need additional interventions• Ensure year 1 recovery curriculum and MTPs are adapted to match the EYFS provision• Smaller groups for specific and targeted support within year 2, 5 and 6 <p>To further develop writing opportunities in other areas of the curriculum</p> <ul style="list-style-type: none">• Staff to ensure writing opportunities are planned for, to a high standard, in other areas of the curriculum• Staff to ensure writing is well planned for at all stages and areas within EYFS• Track children who are reluctant writers to ensure there are opportunities for them to develop• Develop writing process to ensure chd are producing sustained pieces of writing• Ensure year 1 recovery curriculum and MTPs are adapted to match the EYFS provision• TAs to deliver guided writing interventions for chd needed addition writing support- chd struggling with the catch-up curriculum <p>See School writing catch-up curriculum - Appendix 3</p> <p><u>Mathematics</u></p> <p><u>Catch up of previous year group to be delivered along-side current year group content, gaps identified and narrowed. (COVID recovery)</u></p>	Mrs Rafferty	Autumn 1
		Mrs Rafferty	Autumn 1 and 2
		Mrs Hill	Autumn 1

	<ul style="list-style-type: none"> • New MTP to incorporate previous Year groups gaps • Arithmetic sessions Autumn 1 term to focus on previous year groups arithmetic expectations • Mental maths sessions Autumn 1 to focus on previous year groups mental maths objectives • Y1 securing ELG prior to moving onto National curriculum objectives in Autumn 1 • Use of science lessons and science work in science week to deliver first-hand and real life contexts of teaching statistics and data handling and free maths curriculum time for catch up • Topic webs show links that can be made to maths units to show maths in real life context (continue to develop this) • Book scrutinys early to identify sequences of work are being followed • Develop the tracking and monitoring of arithmetic across the school • To develop whole school approach to multiplications facts in lead up to the multiplication check in Year 4. • Develop MTP for EYFS in line with new ELG. <p>See School maths catch-up curriculum - Appendix 4</p> <p><u>Wider curriculum</u></p> <p><u>PHSE</u></p> <p><u>To ensure that planning of PSHE addresses the current pandemic and enables children to understand the current situations</u></p> <ul style="list-style-type: none"> • Covid 19 is integrated into PSHE planning to enable the children to understand the current situation etc. • Circles to take place and discuss children's emotions and thoughts about Covid 19. • PSHE to be taught weekly as a non-negotiable. • Covid 19 to be taught initially in the Autumn term with apriority of Mental and Physical health. (Initially start with hygiene and procedures) <p><u>To provide a bespoke curriculum by implementing the new government guidance in relation to RSE.</u></p> <ul style="list-style-type: none"> • Ensure that detailed a LTP and MTP's are provided to teachers to ensure that the children are accessing new RSE statutory objectives. • Ensure that the RSE curriculum has a specific emphasis on mental health during the Autumn Term (in light of the recent pandemic.) Ensure that this taught with clear to the curriculum topic. <p>See PHSE MTP -Appendix 5</p> <p><u>EYFS</u></p>	<p>Miss J Watson</p> <p>Miss J Watson</p> <p>Miss Degg</p>	<p>Autumn 1</p> <p>Autumn 1</p> <p>Autumn 1</p>
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	<p><u>Further develop the continuous provision, ensuring activities link appropriately to children's immediate needs</u></p> <ul style="list-style-type: none"> • Implement an effective baseline strategy that ensures evidence is collated for all across the areas of learning • Hold planning meetings weekly to map out the provision, paying particular attention to the progression from F1 to F2 in activities. • Use the early adopter's framework as the forefront of planning objectives for provision activities - these objectives should be clearly displayed on planning & environment. • Develop staff knowledge of early adopter's framework through regular meetings and discussions • Implement staffing rotas and areas of specific focus each day so that staff can ensure teaching has an impact on play. • <p><u>Develop the PSHE curriculum to ensure good coverage and that the needs of the children are met in line with Covid and mental health.</u></p> <ul style="list-style-type: none"> • Develop PHSE curriculum to address the issues surrounding COVID <p>Develop class blogs to evidence our PSHE lessons</p> <ul style="list-style-type: none"> • Promote PSHE in the environment by showcasing children's learning. • Evidence how class circles are used effectively to support children's immediate needs (blogs). <ul style="list-style-type: none"> • Trust documents to be used that identify End of Year key objectives for EYFS to support early assessments. • Initial focus in EYFS on communication, PSD and development of daily routines. • All pupils baselined on entry to ascertain starting points for All areas • Initial phonics assessment of pupils on entry (if they are able to access this) • All pupils to be assessed at the end of phase 2 to inform groupings <p><u>Year 1 Transition</u></p> <ul style="list-style-type: none"> • Previous F2 teachers to work alongside Y1 teacher to assist with curriculum, transition and provision planning. • Previous teachers to support baseline assessment of children in year 1 against Development Matters and map out weekly focused challenges for independent learning time. • Use Trust guidance on how provision should be developed in Y1. • 1:1 reading daily • Brenda Iveson Reading Recovery lead to work in year 1 every afternoon • Teachers are assessing against the foundation profile and identifying gaps for pupils through observations and pupil talk, as per Section 3 of the DfE guidance. <p>See HCAT Y1 guidance - Appendix 6</p>	Mrs Rafferty	Autumn 1
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<p>Have a clear plan to return to a full, broad and ambitious curriculum across all subjects.</p>	<ul style="list-style-type: none"> All subjects will be returned to our original long-term plans for the start of Summer 2021, ahead of government guidance. School MTP have identified any missed knowledge and missed skills. Documents will be used to support return to full curriculum. Any pupils identified as under achieving in core subjects by end of Autumn 2 will continue with additional core lessons in the afternoons. These will be on a rotational basis, so pupils still access all foundation subjects. In Science missed knowledge and skills to be identified and built into the Science curriculum from Autumn 1 <p>See Schools skills progression documents - Appendix 7 See schools Science MTP - Appendix 8</p>	<p>Mrs Bullen / Miss Degg</p> <p>Miss Batty</p>	<p>Autumn and Spring</p>
<p>Develop remote education so that it is integrated into school curriculum planning.</p>	<ul style="list-style-type: none"> Mrs Clixby to produce basic skills packs for core and SEND pupils that go home immediately with the pupil for the first three days Planning by teachers to be uploaded weekly for longer self-isolation for Mrs Clixby to create bespoke learning packs for each year group once isolation is past 3 days Welfare checks are built into the 14 days from the welfare team for vulnerable children Check ins are built into the 14 days by the SENCO for all children with an EHCP Home learning flow chart in place for cases of bubble closure All pupils to be given an exercise book and basic stationary, in preparation for self-isolation or lockdown. Mrs Clixby to map Oak academy and BBC videos to foundation school plans. Teachers to identify videos that match their phonics and maths weekly. Home learning packs produced and available on school website for each year group were children are isolating. Tapestry to be used and developed as an online platform for Foundation Stage Seesaw to continue to be used for KS1 and KS2 Trust online platform will be rolled out to Year 6 initially and then Year 5. Reintegration plan for children returning from isolation. Survey the children's perspective regarding their access to work. Family consultation/survey to gather intelligence to support swift adjustments as necessary. <p>See home learning flow charts - Appendix 9 See home learning online and paper packs - Appendix 10</p>	<p>Mrs Clixby</p>	<p>Autumn 1</p>
<p>Have clear systems in place to identify and support pupils who display</p>	<p><u>To continue to provide high quality and targeted Emotional Wellbeing support</u></p> <ul style="list-style-type: none"> Two emotional wellbeing workers within the school will ensure check ins with all vulnerable children on return to school Early identification of children who are displaying anxieties through Covid bespoke PHSE problem - immediate referral to the emotional well being team for 1:1 support. PHSE lead to disseminate training from the National Wellbeing for Education Return programme. 	<p>Mrs Leedham / Miss Kelly</p>	<p>Autumn 1</p>

<p>challenges in behaviour or require emotional support.</p>	<ul style="list-style-type: none"> • Daily check-in circles. Specific focus linked to Covid PHSE curriculum on return • Staff logging on CPOMs any changes they notice in children for wellbeing team to follow-up. • Identified areas for specified pupils to be able to access (safe spaces). • Enhanced PSHCE curriculum developed this year • Feelings ladders in all classrooms and check in welfare circle every morning <p><u>To continue to embed tightly monitored behavior support plans to ensure targeted support</u></p> <ul style="list-style-type: none"> • Weekly behavior surgery for all staff to access with behavior lead • Behavior support plans to be closely monitored by SLT to ensure they are updated and being followed • SLT to monitor QFT to look at provision for children on behavior support plans • Training for new staff on the behaviour graduated response • Ensure targets on behaviour plans are tight and meet the needs of the children <p><u>To identify and ensure recovery of children with an EHCP or are on the SEN register for SEMH and communication.</u></p> <ul style="list-style-type: none"> • Children with additional needs (e.g. ASD and SEMH needs) will be identified by the SENCO and a Covid Recovery plan for each child put in place • Risk assessments put in place for all children with additional needs • Covid recovery plans and ongoing assessments to ensure catch up on elements of childrens targets concerning SEMH and communication and interaction <p>See Trust amended behaviour policy and school approach - Appendix 11 See Trust amended bereavement policy - Appendix 12</p>	<p>Mrs Bullen / Mre Leedham</p> <p>Mrs Hird</p>	
<p>Have clear systems and strategies in place to support pupils in returning to the structured environment of schools and with attendance.</p>	<p><u>To develop the whole school behavior reward and values system to fit with the operational changes due to Covid</u></p> <ul style="list-style-type: none"> • Phase meetings around individual Wonga rewards to devise updated program • Full staff meeting to launch • Launch new behavior system with Wonga rewards • Relaunch the three Rs in phase assemblies • Circles from week 4 to focus on the three Rs and all classes develop what each R looks like • Whole school display to reinforce values • Mini Wonga shops set up in each bubble • Large Wonga shop for the whole school • Wonga rewards to include experiences for children within the bubbles <p><u>Returning to school</u></p>	<p>Mrs Bullen</p>	<p>Autumn 1</p>

	<ul style="list-style-type: none"> • Effective communication with parents regarding new routines to talk to children about • Letters from new teachers prior to term starting. • Transition week to be done the first three days back to ensure ethos and settling into new classroom - non negotiables checklist for transition week produced • Risk assessment in place and updated in line with new guidance • Guidance book produced in line with risk assessment • Regular updates to staff and pupils on updated guidance <p>Attendance (see separate priority 5 for detailed actions on attendance)</p> <p>See Trust amended behaviour policy and school approach - Appendix 11</p>		
<p>Identify, address and support SEND specifically to catch up addressing any gaps in knowledge, skills or individual EHCP provision.</p>	<p>Develop and implement a catch up curriculum for SEND pupils within the Burrows following Covid-19;</p> <ul style="list-style-type: none"> • Take careful consideration for pupils targets which may have regressed and need to revisit e.g. with regards to SEMH. • Implement the HCAT phonics catch up programme. • SEN support pupils - begin a catch up curriculum for core subjects to close gaps; maths, reading and writing appropriate to each child's level of development within the Burrows. • EHCP pupils - SENCO to review individual targets and plan for interventions where needed, provide break out spaces, sensory breaks, access to the burrow (for pupils within mainstream classes) where needed. Developmentally able and high functioning pupils to implement catch up curriculum suitable to their class. • Ensuring all chn on the SEND register are receiving support and chn who did not make GLD and expected progress are receiving catch up interventions • CPD for Burrow staff linked to specific needs of the children. <p>Develop a risk and recovery plan for all children with an EHCP to clearly outline what provision is in place for them to catch up and how this will continue in the event of school closure</p> <p>Ensure ongoing assessments are updated regularly to reflect the pupil's current targets and ensure the teacher's plans include SEN pupil's targets and that they reflect how children will be caught up due to Covid-19.</p> <p>Continue to use a whole school tracking system to monitor all SEND pupils and those pupils who are receiving additional support.</p> <ul style="list-style-type: none"> • Plan targeted interventions for all children requiring catch up or specific areas of need due to Covid-19, ensuring all chn on the SEND register are receiving support and those with concerns of regression. • Pupil progress meetings to track the impact of interventions and QFT. <p>Continue to embed the use of the graduated approach - with a focus on NQTs, RQTs and early career teachers and new staff to the school ensuring the quality of one page profiles and staff are accountable for ensuring these are ongoing and kept up to date.</p>	<p>Mrs Hird</p>	<p>Autumn 1</p>

	<p>Continue to receive support for staff from SENCO and outreach teams such as Northcott, Downright special and Tweendykes</p> <p>See EHCP plans - Appendix 12 See risk and recovery assessments - Appendix 13 See de-escalation plans - Appendix 14</p>		
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Monitoring arrangements (See Termly Priorities)

<p><u>Autumn 1 Milestones</u></p> <p>All pupils continue to be taught a broad range of subjects.</p> <p>Remote learning systems, including tracking and monitoring are established. It is aligned with some of the key skills and knowledge that are being taught in the classroom.</p> <p>All families are confident in the work of the school and are only taking absence to self-isolate in line with Government guidelines or are genuinely ill. Re-engagement action plans are in place for all identified families.</p> <p>Plans in place for all pupils who display challenges in behavior or require emotional support.</p>	<p><u>Autumn 2 Milestones</u></p> <p>Monitoring of remote learning indicates that provision is effective, aligned well with the school curriculum and children learning from home are still making good progress.</p> <p>Rates of attendance are consistently in line with national for all groups.</p> <p>Number of children requiring continued support through re-engagement plans reduced.</p> <p>Staff report that additional supervision is positively impacting on the content and pacing of their curriculum.</p> <p>Early indications from assessments are positive and demonstrate the impact of catch up funding and the school's approach.</p>	<p><u>Spring Milestones</u></p> <p>Mid-year assessments demonstrate that the majority of children have made at rapid progress in core subjects and numbers on track to meet end of year AREs are at least in line with Feb 2020's assessments.</p> <p>Wave 2 and 3 interventions that are required during the Summer are identified.</p> <p>Re-engagement plans discontinued. Number of pupils requiring additional emotional/behaviour support reduced.</p> <p>Catch up funding has been used effectively to support the whole school's recovery.</p>	<p><u>Summer Milestones</u></p> <p>Children return to full curriculum.</p> <p>All children previously ARE are working at their ARE for 2020.21</p> <p>Some disadvantaged children have made more rapid progress and have now met the ARE for their year group.</p>
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Focus Priority 1b: Additional Funding			
Key Performance Indicators			
Whole Trust Objectives	School Specific Actions	Responsibility	Timeframe
<p>Schools to identify and allocate additional funding to support pupils in their return to full time education.</p>	<p>The information below outlines how the use of Catch-up funding improves classroom pedagogy, provides targeted support and supports additional whole school strategies.</p> <p>Quality of teaching for all (Quality First Teaching)</p> <p><u>All pupils attend in line with all pupils nationally and be punctual for school</u></p> <ul style="list-style-type: none"> • Additional attendance officer / emotional well being worker support • Whole school attendance focus - including incentivisation programme linked to responsibility within the reward structure <p><u>All pupils regain the stamina and work ethic prior to lockdown to sustain learning throughout the full school day</u></p> <ul style="list-style-type: none"> • Character skills and attributes explicitly identified and praised across whole school (responsibility and resilience key values) through Character curriculum and resources such as the Young Minds Academic Resilience Framework <p><u>All pupils have sufficient opportunity to access regular basic skills revision and instruction, including access to high quality spoken English</u></p> <ul style="list-style-type: none"> • Reading Recover teacher to work every afternoon in Year 1 • 2 x speech and language teacher to work in foundation stage and KS1 • 30 minutes extra basic skills lessons (reading) in Key Stage 2 • Extra SWOT reading session in Year 2 every day • Intervention afternoons in all year groups with extra teachers employed for catch up in reading, writing and maths • Implement a 'tried and tested' talk for learning intervention alongside universal strategies. Nuffield Early Language Intervention (NELI) <p><u>All pupils rapidly recover Reading skills (including phonics) so they meet or exceed ARE</u></p> <ul style="list-style-type: none"> • Additional teachers deployed to teach phonics during whole class sessions in F2 to Year 3 • Three additional teachers deployed to teach reading in years 1 - 6 • Year 6 SATs paper analysis to identify gaps Autumn 1 • Year 3 - 5 SATS papers to identify gaps in Autumn 2 • 1:1 tuition in Year 5 and 6 • Reading recovery teacher deployed every afternoon in Year 1 • Additional TA support in Foundation Stage to Year 2 to ensure every child reads to an adult every day. 	<p>Mrs Bullen</p>	<p>Immediate and ongoing through Autumn and Spring</p>

	<p>Targeted support <u>Children who take periods of absence due to self-isolation or local lock down access remote education that it is integrated into school curriculum planning.</u></p> <ul style="list-style-type: none"> • Mrs Clixby provided allocated time to coordinate the school's approach. • Remote learning to have a large emphasis on basic skills and reading <p><u>Pupils identified as requiring additional 1:1 support in reading/ writing or maths (WAVE 3)</u></p> <ul style="list-style-type: none"> • ASAs and teachesr 1:1 support following bespoke programmes <p>See Catch Up Plan for full details of spending allocation - Appendix 15</p>		
<p><u>Monitoring arrangements (See termly priorities)</u></p>			

Priority 2 - Leadership and Management

Ensure that school operations are highly effective in line with Covid Guidance

Trust actions / Support

Central Covid risk assessment in place with trust wide measures identified.

Central policies on systems to report suspected and confirmed cases of Covid.

Amended policies as a result of COVID.

Trade Union consultation

Whole Trust Objective	Specific Actions	Responsibility	Timeframe
Schools across the trust to regularly update premises and operational risk assessments and disseminate clearly to all stakeholders in line with government and DfE advice/guidance.	<ul style="list-style-type: none">• Whole School Risk Assessment written by SLT via consultation with staff, following DfE guidance.• Union consultation on new revisions in-line with Trust schedule.• Staff to inform SLT of any issues arising that would require amendments to the risk assessment.• Staff and pupil circles used to reflect on school implementation of risk management.• SLT to update Whole School Risk Assessment as required.• Whole School Risk Assessment review - standing agenda item on weekly SLT.• Amendments communicated to staff and families weekly via text, social media, letter.• Updated Whole School Risk Assessment to be made available on school website.• Amended behaviour, safeguarding/child protection policies in place.• All interim policies available on website, in the staffroom and implemented through staff meetings.• Personal Risk Assessments in place for all staff identified as clinically extremely vulnerable or who have identified additional personal circumstances, including increased anxiety, that requires them to have a Personal Risk Assessment in place. <p>See Whole School Risk Assessment - Appendix 18 See template Personal Risk Assessment - Appendix 19</p>	Mrs Bullen	Autumn and ongoing

Monitoring arrangements

SLT and site facilities officer to complete weekly site walks to monitor implementation of the risk assessment.

Trust supported monitoring half termly. (CEO/SIP)