



School Improvement Plan: Supplementary Recovery Plan

September 2020. £80 per pupil recovery funding based on 161 pupils total = £12,880

Total spent £12,790 to date

Recovery Targets	Link to SIP Objective:	Action to be taken	Actioned by	Term planned	Funding allocated	Impact	RAG
1. To implement the recovery curriculum for all pupils							
See all aspects of Priority 2, 3 and 4							
<ul style="list-style-type: none"> All children feel safe and secure in school and there are high levels of attendance 	Priority 3.2 Priority 2.1 and 2.2	Communication from HT Video welcome from staff Behaviour expectations and processes updated Introduction of new school rules based on feedback from staff and parent forum Wellbeing scale to be introduced and Leurvans scales used termly Term 4: Welcome back video for all pupils, welcome back CW, welcome back balloons & stickers. Term 6: Attendance awards weekly in Friday collective worship.	JL DHT	Before term 1 Term 1 & 2	£250	High levels of attendance on day 1 Parents report children happy 3 Be school Rules introduced Good to be Green resources introduced Raising staff awareness of catching pupils being good based on P Dix work HT led parent forum: Behaviour process Term 4 update: High level of attendance on 8 th March all children returned to school apart from 2 who are moving to	

						Spain and 1 who is still in NZ. Term 6 update: Attendance remains high no cases of covid requiring isolation.	
<ul style="list-style-type: none"> All children are able to share feelings of anxiety 	Priority 3.2 & 4.4	<p>Recovery curriculum for 2 weeks pl including time to talk sessions</p> <p>FLO appointed and given 1.5 days per week to focus on talk time with specific children and planned</p> <p>Play therapist appointed for specific children</p> <p>Fegans counselling for specific children</p> <p>Additional TA appointed to support specific pupils</p> <p>ELSA training for 1 TA</p> <p>Term 3 & 4 update: See remote learning expectations in relation to daily contact.</p> <p>Term 5 & 6 extend play therapy if needed.</p> <p>ELAS to complete training</p>	JL JR SENCO	Term 1 Ongoing throughout the year	£1300	<p>On going high levels of attendance.</p> <p>Parent emails reporting a happy return to school.</p> <p>Term 4 update: Vulnerable children attended school during lockdown, regular contact was enabled during lockdown and opportunities for children to talk on a daily basis with teachers and TAs.</p> <p>Play therapy reinstated during lockdown.</p> <p>Feegans counselling running again. School council during lockdown (see notes)</p> <p>Term 6 update: ELSA has now completed training and is running circle of friends groups weekly. FLO continue to support vulnerable families and children. Feegans and play therapy continue, extended numbers of children added to play therapy</p>	
<ul style="list-style-type: none"> All children are able to self-regulate age appropriately 	Priority 3.2 Priority 2.2	<p>Introduction of Zones of Regulation throughout school</p> <p>Term 4: Use Zof R as part of recovery curriculum & welcome back CW</p>	SENCO	Term 1	£80	<p>Programme running throughout the school</p> <p>Z of R displays in each classroom</p>	

		<p>Term 6: Zof R fully embedded and woven into rules and new school values to be lined into new school vision.</p> <p>SENCO to monitor and support role out of new PSHCE curriculum</p>				<p>Term 4: all classes using Zof R and children able to articulate this.</p> <p>Term 6: vision agreed by governors and values have begun to be discussed in communication with parents and weekly CW with children.</p> <p>SENCO carried out learning walk for new PSHCE</p>	
<p>2. To assess and mitigate the impact of lockdown on the children's academic progress</p> <p>See all aspects of Priority 1 and 4</p>							
<p>All staff are aware of the gaps in the children's knowledge, which need to be addressed</p>	<p>Priority 1.1</p>	<p>Baseline assessments to be carried out</p> <p>Consistent approach to assessment and data across the school</p> <p>Purchase of assessments including CATS</p> <p>New data tracking system to be implemented</p> <p>Term 4: week 2 spring term assessments followed by updates to class provision maps. PPMs planned</p> <p>Term 6 update: use assessment data to inform transition discussions.</p>	<p>JL</p>	<p>Term1 ,2,4,6</p>	<p>£2600</p>	<p>Purchase of INSIGHT</p> <p>Baseline assessments completed and uploaded.</p> <p>Provision maps updated with pupil needs.</p> <p>Term 4: All classes carried out assessments and whole staff writing moderation took place.</p> <p>Interventions started. HNF application started for 3 children.</p> <p>Term 6 update: assessments completed and used to inform parents via reports of next steps. Transition discussion between staff for classes moving up.</p>	
<p>A programme of 'catch up' put in place for all children and vulnerable children are given additional support as appropriate</p>	<p>Priority 1.1, 1.2 &1.4</p>	<p>Accelerated reader program installed throughout the school</p> <p>Early morning catch up sessions planned and assessed for impact</p>	<p>JL AC</p>	<p>Term 1 & 2</p>	<p>£8560</p>	<p>Comprehensive catch up programme running and beginning to show impact on progress especially reading.</p> <p>PPA identified.</p>	

		<p>Provision maps to show entry and exit data to assess impact of interventions.</p> <p>Pupil premium ambassador identified</p> <p>NTP accessed by school for PP children</p> <p>Term 3& 4: Monitoring of engagement during lock down and RAG rating of engagement. early morning and after school catch up to begin following assessment week.</p> <p>Term 6: evaluation of impact of the booster groups and tutoring groups to inform next steps for vulnerable children</p>				<p>NTP accessed and DA pupils identified for targeted catch up.</p> <p>Term 4: based on term 3 RAG ratings and term 4 assessment and moderation pupils invited to 8:30am interventions and 4 teachers running after school tutoring catch up for all identified DA children plus others who showed lower levels of engagement during lockdown.</p> <p>Term 6: data evaluated and groups planned for DHT to support in term 1, booster 8:30am groups planned for term1.</p> <p>New ECT appointed to release DHT from class next academic year to support further catch up for vulnerable pupils.</p> <p>Discussions with parents of vulnerable children about measures needed for next academic year.</p>	
<p>The 'catch up curriculum' forms part of a broader curriculum including arts and PE and verbal feedback and written methods used effectively to support pupils' learning and progress</p>	<p>Priority 4.1 & 4.2</p>	<p>Subject leaders to monitor curriculum delivery and standard of outcome</p> <p>Development of planning for the curriculum</p> <p>Increase levels of time spent outdoors and in PE activity.</p> <p>Term 3: expectations set for staff feedback both verbally, and written on remote learning.</p> <p>Term 4: To monitor books and carry out lesson drop ins .</p>	<p>Subject leaders</p>	<p>Ongoing</p>		<p>Lesson observations carried out in term 1 for English, term 2 for maths and book looks in term 2.</p> <p>Feedback given to staff and expectations set</p> <p>HT attended 11+ Appeals day and feedback to staff</p> <p>Double PE provided by sports coach.</p> <p>All classes carrying our daily mile.</p> <p>All classes accessing FS.</p>	

		<p>Term 6: to continue to monitor the curriculum and develop where necessary to ensure engagement for all. To have started farm school to include the garden to engage all pupils.</p>				<p>Additional FS teacher being trained. Term 3 & 4: FS continued during lockdown. Feedback was given on work and clear expectations were given for the amount of feedback parents should expect. Feedback developed in the form of recorded messages on work form teachers using Mote, written feedback and verbal feedback in live class sessions. During lockdown and range of classrooms were created and regularly added to so that on a Friday afternoon sessions planned to focus on arts, music, and humanities. Yoga sessions provided for all during lockdown. Term 6: visits to take place to three other schools to look at phonics programmes and creative approach to the curriculum and how this can engage the most vulnerable and challenge more able. Farm school started including visit planned to school with established farm school. Gardening club started on a weekly basis.</p>
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3.To provide a safe environment for children and adults

See aspects of Priority 2, 3, 4 and 5

<p>All government guidelines have been adhered to in relation to COVID 19 (see risk assessment) and Regular updates to RA and communication in relation to this with parents.</p>	<p>Priority 4.3 and 5.4</p>	<p>For a comprehensive RA to be in place for September 2020 shared with parents by the end of August</p> <p>To carry out termly RA updates or when significant changes take place to impact on the RA</p> <p>To claim for covid costs</p> <p>To ensure supplied cleaning products are kept up to date</p> <p>To create a larger classroom for Leopards.</p> <p>Term 3 & 4: RA to be put in place in line with Gov guidance for lockdown and reopening.</p> <p>Term 5 & 6: RA to be put in place in line with Gov guidance for lockdown and the roadmap on an end to restrictions.</p>	<p>JL MH SB</p>	<p>Ongoing</p>	<p>Cost of CV19 related supplies current claim for this £6000 Additional claim to be submitted. Wall cost - £2500 to be claimed as part of covid claim Cover for vaccines Emma S overtime costs.</p>	<p>RA have been regularly updated to reflect changes in guidance and levels of local and national lockdown.</p> <p>Parents fully informed via study bugs, communication outside the school.</p> <p>New notice board added and weekly updates shared.</p> <p>Weekly updates with staff and check ins with staff. HT monitoring compliance to all aspects of RA on a daily basis.</p> <p>Comprehensive systems in place with receptionist to monitor illness and documentation on return to school.</p> <p>Leopard class now back in their enlarged room.</p> <p>By term 2 Lunches being served in the hall in bubbles</p> <p>All bubbles currently open New cleaner appointed.</p> <p>Term 3&4: see RA updates during lockdown and on return from 8th March.</p> <p>School remains covid free.</p> <p>All staff abiding by RA and engaging in Testing.</p> <p>Term 5 & 6 update: no cases of covid. Taff continue to engage in testing. All staff fully or partially vaccinated. Cover has been provided to staff needing to have vaccines during school day.</p>
<p>4.To ensure an accessible, comprehensive system for remote Learning for all is in place</p>						

Priority 1 and 3

<p>Opportunities for parents meeting via a remote platform to ensure face to face meetings are minimal without loss of communication</p>	<p>Priority 1.3</p>	<p>To investigate product on the market and then introduce a communication platform with parents for virtual face to face meetings Term 5: School cloud will be used to run PE week which staff will arrange at their convenience and run from home if they wish. Term 6: year 5 school cloud meetings to be offered for secondary transition discussions.</p>	<p>JL SBM</p>	<p>Term 1</p>	<p>£250 Cost of school cloud.</p>	<p>Purchase of school cloud Parents evening planned and booking system open Term 2: very successful PE took place via school cloud. Term 5 & ^ update: further school cloud meetings held with parents. SENCOP found that zoom was best platform for SWN meetings as it allows multiple participants.</p>
<p>To reduce paper being passed between home and school through online learning</p>	<p>Priority 1.3</p>	<p>To investigate products on the market. To consult with parents EYFS profile Term 6: To move to Tapestry for EYFS profile</p>	<p>JL</p>	<p>Term 1 & 2</p>	<p>£2000</p>	<p>trials of various products. Purchase of My Maths TT Rockstars Espresso EYFS profile Term 3 & 4: a variety of resources used in lockdown to support learning worked very well and will continue to be used to support paperless learning and homework. Term 6: It has been decided to stay with existing EYFS platform in light of curriculum changes. GC continues to be used for HW and other communication including updates on the year 6 residential learning.</p>
<p>To introduce GC along with training for all</p>	<p>Priority 1.3</p>	<p>To investigate products on the market. To consult with parents To write a remote learning policy</p>	<p>JL</p>	<p>Term 1</p>	<p>£2000 (cost covered by gov grant)</p>	<p>Full GC training for all staff. GC in use for setting home work. All staff planned 3 weeks ready for a case of isolation or lock down.</p>

		<p>To ensure all children have access to remote learning</p> <p>Term 1&2: Training for all staff on GC.</p> <p>Term 5&6: Development of GC as a tool within classrooms.</p> <p>Continued support to be accessed from GC trainer on use of Chrome books in class to enhance the curriculum</p>			<p>Cost of new chrome books.</p>	<p>Remote learning policy written</p> <p>HT led parent forum re Remote learning.</p> <p>Old school laptop rebuilt by IT technician</p> <p>Survey carried out and all parents without access to computer were provided with them. List of pupils who need paper packs held in office.</p> <p>Term 3 & 4: GC worked very well for remote learning. Superb support offered to parents from office staff when needed.</p> <p>Very high levels of engagement (see survey & RAG data)</p> <p>11 Chrome books secured from the government initiative for use in school going forward.</p> <p>Term 5 & 6 update: 12 new chrome books ordered and being trialled in Leopard class.</p>	
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