




West Cliff Primary School - Covid Recovery Plan



During the autumn term 2020 West Cliff Primary School will be committing time to ensure that;

- Routines, expectations, standards, relationships and values are quickly re-established
- Well-being is central to all teaching and learning
- The focus on getting children 'back-on-track' both academically and emotionally is prioritised

The plan is split into three strands and covid catch up funding is referenced throughout (185 x £80 = £14800)

Pastoral Care	Tailored Curriculum	Routines and Expectations
<p>A focus on the child's wellbeing and the emotional impact of the pandemic and period of absence.</p> 	<p>Amending the curriculum so that any negative impact on attainment and progress can be negated as soon as possible whilst ensuring that children are able to re-engage with learning in the classroom in a way that is supportive and non-threatening.</p> 	<p>Planned opportunities to explicitly re-teach the routines and procedures in school that are there to keep them safe alongside explicit modelling and reinforcing of expectations.</p> 

The levels of support for each strand will be implemented in a tiered approach;

Universal support 	Focused support 	Targeted support 
<p>Elements of provision that are applicable and appropriate to all children in school. 'Quality First Teaching' being the standard across school.</p>	<p>Additional measures for groups of children that can be delivered through class provision or additional family contact.</p>	<p>Specific support for individuals or families which may involve external agencies, e.g. Compass, Early Help, Speech and Language Therapy.</p>

The following information outlines the actions that will be taken by staff at the various levels. Actions will be organised by strand and then by level of support so that there is a clear priority, purpose and direction of support.

Pastoral Care		
Universal support	Focused support	Targeted support
<ul style="list-style-type: none"> • RAG ratings of children during lockdown analysed and every child discussed with appropriate support identified • Daily circle used to discuss experiences • Classroom environments to be covid safe and welcoming • Trusted adult system to be re-established • Teach active used in lessons to ensure lots of active learning with teamwork 	<ul style="list-style-type: none"> • Social media and newsletters used to reach out to families to establish help required (some of this information was gathered during conversations in lockdown) • SLT to maintain/establish contact with families who have experienced trauma/change as a result of the pandemic, looking at what help they may need. • Acknowledge children who need respite from 'work' and need extra space. • Facilitate 'time-out space' within classrooms where necessary. • Where teachers feel it is appropriate for whole class 'down-time' then provide children with appropriate calming/release activities. 	<ul style="list-style-type: none"> • Compass Buzz support for those children/families identified. • Behaviour plans in place for identified children – whole staff to follow them • Meetings with parents to support and build relationships with new families/ anxious families • Compass Buzz provision extended to provide 6 afternoons of support (2 staff) • Referrals to external agencies where concerns have been identified. • Regular updates on CP/Vulnerable children shared with staff • Food parcels available for families in need

Tailored Curriculum

Universal support	Focused support	Targeted support
<ul style="list-style-type: none"> • Introduction of new curriculum written just before lockdown – focus on progression of skills • Modified curriculum hours agreed for each subject to allow time for pastoral support and blocks of curriculum time to use resources safely (music and art) • All staff to have highest expectations of all learners and work to ensure everyone is achieving age related expectations or above. • Teaching staff to be mindful that any perceived ‘drops’ in standards re not deliberate but that an upturn in standards requires deliberate practice. • A focus on excellent presentation and handwriting to re-establish high standards – not necessarily explicit sessions, but a heavily promoted class culture. • Phonics to be delivered regularly and rigorously, keeping to the letters and sounds plan • Regular reading sessions and lessons that foster the love of reading and book enjoyment and also focus on discussion to promote speaking and listening. • Writing to be regular and across the curriculum; lots of short burst to promote writing stamina as well as revision of sentence structure. • Spelling frame used in all classes • Maths - additional focus on number work. TT rock stars etc used to develop automaticity of recall of times tables. • Staff understand missing content in Maths due to lockdown and what content will be revisited (VL provided ths) • Computing curriculum emphasises online safety. • Teach active used across school to promote physical activity • Seesaw used in classrooms as a way of delivering work to children and marking work – familiarization will help should children have to go home 	<ul style="list-style-type: none"> • RAP sheets written with teachers to ensure learners are focused on their individual targets and well-supported with any developing academic or pastoral needs. • New format used for provision maps for children with SEND – these to be shared with parents before December • Pupil voice to be acknowledged and consideration given to the wishes of the child in terms of pace of learning (SEND) to ensure that they are not further disengaged. • Promote independent learning for those that have become reliant on adult support (through home-learning). • Ensure that appropriate groups receive curricular support but that scaffolding is withdrawn quickly so that emphasis is placed on children being independent learners. • Gaps in non-core curriculum to be addressed at the start of new topics i.e. where children have missed out on learning about the Romans, they will receive a brief catch up to put new learning into context • Teachers to provide remote learning through seesaw for children at home (see remote learning policy) • Early autumn assessments to support the identification of starting points and gap-analysis – use to identify target groups. • Workshops held in afternoons in Y5 and 6 to catch up on missing key skills 	<ul style="list-style-type: none"> • Children who have not engaged with home-learning to receive specific focus/interventions • Phonics catch up daily for all identified children (teacher employed additionally for 1.5 days to support this) • Additional teaching assistant employed in Y1/2 for 3 days a week to support with application of phonics into writing • Additional teaching assistant employed in Y5 for 2 mornings to support individual children with gaps • Full time TA support put into Y6 to support children with gaps

Routines and Expectations

Universal support	Focused support	Targeted support
<ul style="list-style-type: none"> • All staff to have highest expectations of all learners and to be responsible for exemplifying, promoting and highlighting our core values of Caring, Happy, Inspiring and achieving through interactions, behaviours and teaching content. • Restorative practice approach used consistently – ‘what happened?, who was hurt? How can you put it right?’ • Daily class assemblies supporting and re-visiting values and ethos. • All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period. • Use e mail to communicate across school – ensuring this is accessible during the school day. • Using new walkie talkies to communicate across playgrounds/ bus • Staff to model expectations of children – social distancing, hand sanitizing etc • Regular reminding of children not to pop bubble ! • Celebration certificates moved to facebook 	<ul style="list-style-type: none"> • Re-develop the use of rewards (raffle tickets, spinner etc) to foster good learning behaviour and attitudes towards one another. • Regular reminder for those struggling to distance and follow hygiene procedures. This is everyone’s responsibility, if children are not seen to be adhering then we are all to address it. • Specific group conversations or assemblies as required if there are children who are not following expectations. • Quickly identify children who are not attending as regularly as expected. • KH/PW to monitor attendance carefully and address issues promptly 	<ul style="list-style-type: none"> • Provide additional support materials and additional sessions for those who require it. • Behaviour plans to be implemented and followed by all staff consistently • Specific praise needs to be given to those children who have adapted well (in their own context), i.e. celebrate achievements, however small. <p style="text-align: center;">At all stages, we must acknowledge that some children will need more time than others to adjust and ‘return as normal’.</p>

Breakdown of Catch Up Funding (actual cost is far more than additional funding, but is taken from considerable carry forward from 2019/20)

Provision	Rationale	Intended impact	Cost
Compass buzz sessions extended by 4 additional afternoons – some sessions led by SENCO, others by highly trained ATA	Additional children were identified during and after lockdown. Children already struggling are struggling more in some cases. Sessions will be weekly rather than fortnightly	Children will feel safe and supported in school, concerns can be discussed with parents – home and school life will improve meaning children are in a place to learn	£4000
Food parcels/bank established to feed families in crisis	Some families are in great need and are unable/unwilling to access food bank	No hungry families – children are in a state to learn	Supported by parents – hopefully £0
Additional resources for Dorothy (bus) and classes to support with covid rules (why we can't hug...)	Resources are needed to support this unfamiliar situation	Children understand restrictions better	£200
Seesaw	This is platform that allows work to go to children and be returned to teachers. It allows uploading of videos etc	Remote teaching effective which should mean less lost learning time when children are at home	£2000
MDM I pad system	I pads can all be controlled centrally – apps can be added/removed, updates done	No interruption in learning should there be an issue when I pads are at home – this happened regularly during lockdown.	£2000
Spelling frame app	Spelling has declined during lockdown – this was trialed by Y6 pre lockdown and proved very successful	Spelling improves – demonstrated in independent writing and weekly and termly tests	£500
Writing resources for each class purchased to spark excitement about writing <ul style="list-style-type: none"> - Trips/stimulus? - Books ? - FS – mark making resources 	Children have largest gaps in writing -they are very enthusiastic in reading, but we want to replicate this in writing	Children are enthusiastic about writing , write for longer and quality improves	£2000
Phonics interventions and phonics coaching/support for teachers from RCC	Phonics is a big area of concern after lockdown – particularly Y1 and Y2. Work with phonics hub	All children caught up to current ARE by Christmas.	£8000

	means we have a very structured catch up plan in place with funded resources	Y2 phonics test in December – at least 89% Y1 test in June – over 90%	
Application of phonics intervention by ES	Once children can read phonemes they need to express them as graphemes – Y1 are a long way behind with this	Children can use phonic knowledge to write independently	£6000
New I pads for Y1	These were old and did not work well during lockdown as they would not update. If these were not needed for home learning we would not have replaced these this year as they were fit for purpose in school.	All children in Y1 can access full time remote learning if at home	£7500
New activity boxes purchased for each bubble for playground	Behaviour has been challenging for some children – increase in playfighting etc. Resources provided to give alternative games	Decrease in low level incidents – eg play fighting	£600
Teach Active programme purchased – how to make lessons active! Mapped to all Maths and English objectives – could be used for catch up groups and whole class.	Children have lots of energy! Some are over fizzing!	Children expending energy in a positive way!	£1500

Total cost £39700