

# *Hurley Primary School Covid Recovery Plan- 2020-2021*



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## COVID RECOVERY PLAN COSTED SUMMARY

Learning /Wellbeing Costs	
Item	Cost
After School Booster groups Y2-6	£6,600
Teaching Reading Skills training	£1,000
PE lessons and catchup time	£11,000
Early Help and DSL Training	£350
Remote learning setup	£3,000
Maths Catch up sessions	£350
Additional teacher and support in Y6	£5,000
Additional Teacher employed	27,600
<b>TOTAL COST OF ABOVE STRATEGIES</b>	<b>£54,900</b>

Safety Costs			Total Cost
Item	Cost		
Covid Safety in school	£12,000		
<b>TOTAL OVERALL COST</b>			<b>£66,900</b>

## [Covid Recovery Plan- 2020-2021](#)

<b>Area to Address</b>	<b>What doing</b>	<b>Finance</b>	<b>Monitoring</b>	<b>Timing</b>	<b>Impact</b>
<u><a href="#">Covid Safety in school</a></u>	<p>SMT - Adjust the current risk assessment to account for whole school return in September 2020. Review risk assessment and adjust school procedures and protocols to fit current Covid situation. Review with staff prior to children returning and continue to monitor, review and adjust.</p> <p>(See Appendix below)</p>	£12k (£6k claimed back from govt Covid costs)	SLT	By 2.9.20 and then ongoing	Children have returned to school safely. As of November 2020, there have been no recorded cases in HPS, maximising attendance.
<u><a href="#">Covid Subject coverage expectations</a></u>	<p>To facilitate additional Catchup sessions, we need to reduce the wider curriculum in order to ensure that more time can be allocated to enabling children to catchup their basic skills in reading, writing and maths. However, It is important this reduction is planned so as to ensure a balanced curriculum can be implemented whilst also making room for the necessary catchup work to take pace.</p> <p>Follow link for temporary subject allocations <u><a href="#">Covid Subject Coverage</a></u></p>	N/A	HT /SLT subject leaders	Sept 20 - July 21	<p>Additional Time created to enable children to catchup on essential knowledge and skills in English and Maths</p> <p>Whilst maintaining a broad &amp; balanced Curriculum</p>
<u><a href="#">Remote Learning</a></u>	<p>Pupil access to tech, pupil engagement, parental support and teachers' ability to set easy to access work were all issues during the first lockdown. To address this for future lockdowns or for when a bubble bursts, HPS are investing in training for Google classroom, Oak academy, Purple Mash and</p>	Approx £3k in SMT time and costs	HT	Autumn term	KS2 are fully prepared (as far as possible) for a bubble lockdown. Prep for KS1 and EYFS is ongoing.

Area to Address	What doing	Finance	Monitoring	Timing	Impact
<p>Many of our children struggled with home learning during lockdown.</p>	<p>other online platforms. Several staff meetings have been dedicated to providing teachers with training on how to access and use these resources.</p> <p>A new Remote Learning Policy has been written and there has been significant work in setting up relevant accounts so that children can access online resources at home.</p> <p>Instructional videos for parents are being created.</p> <p>Online resources such as TT Rockstar's, Numbots and Spelling Shed have been renewed and promoted further.</p>				

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<a href="#"><u>Additional teacher</u></a>	A decision was made in the Summer term to employ an additional teacher to enable the assistant headteacher and an experienced teacher for 0.4 to be non-class based.	£30,000			
<a href="#"><u>Baseline Assessments</u></a>	Four year groups (Y3-6) have not been in school for 6 months and Y1 and Y2 had a disjointed return to school with some returning and others not. We need to assess the pupils' current understanding of the concepts from the previous year group and highlighting any specific gaps. Teachers will all conduct baseline tests within the first half-term. Y3-6 will provide children with assessments from their previous academic year. Years 1 and 2 will make assessments against the previous year's expectations. Reception class will be baselined as is normal procedure.	-	SLT	Half-term	Significant areas of weaknesses have been identified. Staff are using this information to inform their future planning and interventions.

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<p><a href="#">Phonics Catchup</a></p> <p>Raising Phonics Attainment</p>	<p>Children in Y2 did not complete the phonics check in June 2020. Therefore, government require Y2 children to take this in December (and repeat if they do not pass in June.) This term, phonics teaching will be conducted in Year 2 once everyday and phonics support will be planned for those children who are not achieving the expected standard. Year 2 staff – PS and DB will provide this during lesson time.</p>		SLT	December 9 <sup>th</sup> and then June 2021	<p>Expected pass rate was 39%. As of Dec 2020, pass rate is 65%. This is expected to rise to 87% by the end of the academic year. This class were a low attaining class in reception 65% GLD.</p>
<p>Raising Phonics Attainment (Pt 2)</p>	<p>Phonics Catch-up sessions - To further support less able, a new phonics club will be set-up for 1 hour per week after school to help children who struggle with phonics</p>	<p>Weekly 1 hour teacher and TA for 30 weeks</p>	SLT	<p>Over a half-term, roughly 7 lessons</p>	<p>Only initial impact which has supported the impact on phonics in general.</p>

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<p><a href="#">Reading Catchup</a></p> <p>Many children have not made progress/gone backwards in reading as books were not able to be sent home during first lockdown and some children have limited home resources.</p>	<p>Ensure reading remains at heart of curriculum and continue to promote reading reward scheme.</p> <p>Staff provided training on Instructional Teaching of Reasoning Skills delivered by the Educational Psychology Service. 3 x 1hr training sessions which all teachers and TA's received. Following this, resources for baselining and assessing progress were purchased</p>	<p>Training and staffing time £1k</p>	<p>SMT</p>	<p>Baselining Aut 2 and then begin sequence in Spr 1</p>	<p>Many children and parents are continuing to engage with reward scheme. Teachers raised a concern over the quality of some children's understanding.</p> <p>Staff appear positive about the process – as with everything at the moment, time and space are presenting as barriers to the process.</p>
<p>Reading (cont)</p>	<p>Daily independent reading is encouraged. Each child will be heard read each week in school by an adult and record this into reading records. Children reminded and shown how to change books, and this is monitored to ensure regularity of changing books at appropriate level. Teacher and TA are accountable for this and to keep relevant records.</p> <p>Continue with whole class guided reading</p>		<p>SLT to check reading records</p>		<p>Behaviour for learning to increase. Regularity of reading to be re established</p>

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<p><b>Writing Catchup</b></p>	<p>As writing is more progressive, staff to continue with planned curriculum but identify gaps through assessing children's writing.</p> <p>Writing Assessment Grids will be completed which will identify GAPS and highlight WEAKNESSES for both the class and individual pupils</p> <p>Spelling to continue as planned.</p>		<p>SLT and subject leader Monitor planning and work scrutiny-feedback to support progress</p>		<p>Big gaps in children's spoken language.</p> <p>Spelling is not appropriate for some groups so adjusting spellings for children with more gaps. Adopting strategies from Teaching Reading skills for weakest spellers.</p>
<p><b><u>Maths Catchup</u></b></p>	<p>Maths – staff to use Ready to Progress document to assess children's understanding of topics to come and allow for catch-up lessons to planned in order to address these areas.</p> <p>Children to double up on maths targets – one from previous year and one from this year, to be taught in maths meeting times.</p> <p>White Rose maths subscribed to for premium content. Provides more resources for the staff, very useful videos for remote learning and uses a master structure approach.</p>	<p>£350</p>	<p>MH JF</p>	<p>Termly check</p>	<p>WR is being well used by staff.</p>

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<p><a href="#"><u>After School Catchup</u></a></p> <p>Low basic skills for less able and those children who could not/would not access home learning during lockdown</p>	<p>Year 6 will start booster for all children early in the Autumn term, instead of the Spring, to address core skills in maths, grammar and reading.</p> <p>Year 3-5 will use assessments to select children who need support in key maths and English skills. These will be partially addressed in a one hour support learning club to start after Autumn half term.</p>	<p>30 weeks @ 2 hour for 1 teacher and 2 TA</p> <p>30 weeks @ 1 hour for 1 teacher and 1 TA</p> <p>Total cost £6.6k</p>	<p>SLT</p>	<p>Review each HT</p>	<p>Year 6 – children developing fluency in key skills.</p> <p>Y3-5 – continue to assess.</p>
<p><a href="#"><u>Small Group Catch-up Time</u></a></p> <p>Low key skills and gaps in learning from lockdown.</p>	<p>All children from EYFS to Year 6 will have small groups PE lessons delivered by PE coaches. During these times, half the class will have PE, while the other half received small group tailored support. These groups will then swap over so all children receive a quality PE session and further support on issues.</p>	<p>£11k</p>	<p>SMT – to review children’s progress each half term.</p>	<p>Once a week per class</p>	<p>Children are enjoying high quality PE aimed at ensuring they get regular exercise. Small group work – IMPACT?</p>

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<p><u><a href="#">YEAR 6 Support</a></u></p> <p>Children from Year 6, despite excellent provision from BS during lockdown in Year 5, had some of the largest gaps in learning.</p>	<p>To close gaps in a critical year group, an additional maths teacher (LB/MH) is being used to support the lower ability mathematicians every day and some English lessons. From Spr 1, further support for English will be provided by MH (as long as MH isn't needed to cover gaps due to absences).</p>	<p>Approx £5k</p>	<p>HT</p>	<p>All year</p>	<p>Lower ability maths group are making good progress but gaps from poor</p>
<p><u><a href="#">Safeguarding and Early Help</a></u></p> <p>Upsurge in pupil disclosures and child safeguarding cases</p>	<p>There has been a significant increase in the number of child disclosures relating to safeguarding concerns – therefore we will train up MT to be a third DSL so that he can report issues and deal with them. All TA's and MH will receive Early Help training in order to allow them to begin Early Help with families who wish to take on the process.</p>	<p>2 hour remote learning session. 10 x £20 = £200 + £150 for DSL</p>	<p>SLT</p>	<p>Autumn 1 – pm 2 hour training session</p>	<p>TA's are ready to be able to lead Early Help with support from those with experience of the process.</p>

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<p><a href="#">Behaviour for Learning</a></p> <p><a href="#">Attendance</a></p>	<p>Establish the expectations in the class and school of the new normal - walking up and down corridors, coming in and out of school etc.</p> <p>Focus on home learning expectations and giving children opportunities to do this work in school.</p> <p>Attendance and punctuality to be strictly monitored and supported with school procedures on a daily basis.</p>		<p>Class and school expectations- SLT and class teachers and TA's</p> <p>Attendance- GM And CSAWS</p>	<p>On going</p>	<p>Children have returned to school well and are learning well. Attendance, on the whole has been high, and persistent absence has been closely monitored.</p>
<p><a href="#">Healthy Exercise</a></p> <p>Low quality exercise for many children.</p>	<p>Due to children being indoors and less active over this time it is even more essential that children are engaging in high levels of physical activity and establishing good active behaviours for later life.</p> <ul style="list-style-type: none"> <li>• PE will be taught by coaches</li> <li>• Games at break and lunchtimes promoted.</li> </ul>		<p>SLT and subject leader</p>	<p>Whole year and beyond</p>	<p>Children are physically active every day-</p>

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<p><a href="#"><u>PSHE and Wellbeing</u></a></p>	<p>The Jigsaw curriculum, which covers issues linked to mental well-being will be a priority lesson and taught every week.</p> <p>Staff have been made aware of the fact there are likely to be greater needs for them to monitor and address. In January, the life caravan will be visiting virtually and conducting age-appropriate sessions with Y1-6 on mental and physical wellbeing.</p> <p>Mental Health Week for February School has entered Big Voices for this week</p> <p>Mindfulness programmes to be incorporated</p>	<p>£500 for life caravan</p>	<p>SLT and subject leader</p>		<p>Children are aware of the world around them and how they can feel well and happy during tough times</p>