

Duke Street Primary School Covid Recovery Plan

Note: Look at EEF guidance doc

Government Catch Up Funding – Autumn £15,540 plus £11,000 summer term Total = £26,540

Teaching and Whole School Strategies

Action	Intended Outcome/Impact	Cost	Staff Lead	Comments
<p>Remote Learning Policy</p> <p>Complete a remote learning policy and set protocols which will enable work and lessons to be delivered remotely in the case of a lockdown, bubble closure and individual pupil/staff isolations.</p>	<ul style="list-style-type: none"> High quality teaching and learning to continue at home. High level of pupil/parent engagement. 	£0	SR	
<p>Access to remote Learning</p> <p><i>Parent feedback suggests that children lack devices at home and are unable to access remote learning when this is on line.</i></p> <p>Purchase devices to ensure all children have access to remote education.</p> <p>Ensure all households have access to sufficient internet to allow access to remote learning.</p> <p>Provide paper copies to families who are struggling to navigate technical devices.</p> <p>Purchase devices to support staff delivery of remote learning and support daily staff feedback to pupils.</p> <p>Staff training on Seesaw and Zoom.</p>	<ul style="list-style-type: none"> All children to remain engaged in high quality remote learning. All staff have access to devices to enable them to support remote learning. All staff to have access to mobile phones to support home learning and family wellbeing calls. Continuity of quality education for all children throughout the pandemic. All children throughout the year have access to quality remote learning and make good progress. 	<p>Pupil Tablets Lenovo 67.80 x15 = £1017.00</p> <p>Pupil Tablet cases 10.99 = £164.85</p> <p>Staff Graphics Tablets pen x6 = £240</p> <p>Staff Mobile Phones x 3 £15 each = £45</p> <p>Staff Mobile phone data = £54</p>	KP ER	

<p>TA training to support remote learning. (Reading Eggs, Zoom, TTRS and Numbots)</p>				
<p>Maths Recovery all classes</p> <p>To provide High Quality Teaching for All</p> <p><i>Maths assessments demonstrate variable gaps in the children's essential maths skills.</i></p> <ul style="list-style-type: none"> Formative assessment using 10 essential year group objectives gap analysis, ongoing teacher assessment and termly test analysis used to inform planning. Termly planning adapted to plug gaps identified Sept'20 & March '21 Planning to focus on 10 essential skills identified for successful Maths progression. Purchase Red Rose Maths (Y1 & 2) to further increase Mastery teaching in KS1. (Dec 2020) School Enrolled on Mastery Readiness Programme Dec 2020 with North West Maths Hub. (Y3&4 staff) Purchase Red Rose Maths (Y3) to further increase Mastery teaching in KS2. (Sept 2021) EYFS timetable and staffing reviewed to allow for increased indoor and outdoor maths provision support. EYFS outdoor area redeveloped to facilitate core number teaching. Quality staff subject knowledge training planned around aspects of teaching for Mastery 	<ul style="list-style-type: none"> Summer Term assessments show that more children are working at ARE. All children are prepared for their next year group's Maths curriculum. Year 1 and 2 following teaching from January 2021 through a full Maths Mastery approach. Year 3 and 4 staff prepare for teaching following a Mastery approach in Sept '21 and Sept '22 Year 5 and 6 staff trial the use of mastery teaching lesson components. 	<p>Purchase of Red Rose Maths (Y1&2)</p> <p>TOTAL £1080</p> <p>Red Rose Mastery Maths for Year One (Materials and Training) £580</p> <p>Red Rose Mastery Maths for Year Two (Materials only) £500</p> <p>September '21 Purchase Red Rose Maths (Y3)</p> <p>£580</p>	<p>SR</p> <p>Class teachers</p>	
<p>Phonics</p> <ul style="list-style-type: none"> Policy updated and new structure implemented: <p>Phonics session consistently follow the structure of:</p> <p>*Revisit/Review –</p> <p>*Teach</p>	<ul style="list-style-type: none"> Increased % of children passing Year 1 phonics screening check Increased % of children passing Year 2 phonics screening re-check Daily high quality phonics lessons delivered to all children. 		<p>JR</p> <p>AP</p> <p>EYFS &KS1 staff</p>	<p>AP in afternoons replaced by WC in Spruce class pm.</p>

<p>*Practise</p> <p>*Apply</p> <ul style="list-style-type: none"> • JR (Phonics SL) attended training sessions relating to phonics, Bounce Back and Bounce Back Boost through Lancashire on how support children and help close the gap. • Bounce Back Phonics – scheme purchased and introduced to help close gaps, particularly for children in years 2&3 who did not pass the screening test when in year 2. • Bounce Back Phonics Boost later purchased to help support identified children further. This scheme is used for identified children in year 3 who are still working below age related expectations. • Spring 2 – all children in years 1 (and children in year 2 who are working below expectations) screened and boosting intervention put in place for summer 1. Intervention sharply focused to help close gaps and help these children make good progress ahead of further screening in July. 	<ul style="list-style-type: none"> • Daily access to quality phonics in the EYFS outdoor provision. 			
<p>To provide High Quality Teaching for All</p> <p>English assessments and NFER analysis demonstrate variable gaps in the children’s essential reading and writing skills.</p> <ul style="list-style-type: none"> • Tracking and close monitoring of the English progression document, alongside the NFER analysis to ensure that planning is used to maximise opportunities in the classroom and to cover relevant skills that are specific to the needs of the children. 	<ul style="list-style-type: none"> • Increased percentage of children reach the expected standard in reading and writing. • Planning is tailored to the needs of children and caters for gaps in learning. • Medium term plans offer support and guidance for teachers to ensure all opportunities are maximised. • High quality SPaG starters to be delivered daily in KS1 and 2. • Increased opportunities to read daily. • Promote pleasure for reading. 	<p>Lancashire Bridging Units 3x£30</p> <p>£90</p>		

<ul style="list-style-type: none"> • Non negotiables (key in skills in reading and writing) identified within each department to ensure a clear focus for the summer term. • MTPs created in each department to ensure coverage of key skills and to allow opportunities to revisit key objectives from the national curriculum – allowing opportunities to allow for ‘sticky’ learning and further opportunities for children to embed and deepen their knowledge and understanding with a certain area • I Model introduced (March 2021) to allow further opportunities to develop SPaG related objectives. High quality planning and teaching to be tightly focused to help all children engage in learning, using a wide of strategies to develop understanding and help the children apply key skills into their writing. • Timetables adjusted to ensure efficient time is planned for reading and writing throughout the school day. Timetables to include GR, English session, spellings, handwriting, Progress Groups, ERIC and class novel time on a daily basis. • EYFS outdoor area redeveloped to facilitate and allow further teaching and exposure to reading and writing activities. • English - bespoke training starting in September 2020 via the English Consultancy Team. • English consultants to deliver training to teaching staff and teaching assistants to ensure high quality teaching and learning. • Introduction on KLIPS to improve planning, teaching and outcomes and assessments to be updated to improve standards overall. 	<ul style="list-style-type: none"> • Outcomes at the end of EYFS show increased percentages of children achieving ELG in reading and writing. • Staff training and support facilitates high quality planning (Lancs consultants) to improve pupil outcomes in English. 	<p>Lancashire English Consultant support £3500 x12 sessions throughout the school year</p>		
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Targeted in school support

Action	Intended Outcome/Impact	Cost	Staff Lead	Comments
<p>EAL Support</p> <p><i>Key EAL children identified as not being on track to reach expected standard to receive support from EAL TA.</i></p> <ul style="list-style-type: none"> EAL TA employed for 4 days per week (24 hours) to support in class. 	<p>EAL children have improved engagement and understanding in Maths and English lessons.</p> <p>Increased percentage of EAL children reaching expected standard.</p>	<p>12 month contract April '21 - April '22</p> <p>4 days per week (24 hours) @£16.30 for 41 weeks</p> <p>Total £16,039.20</p>	AB	
<p>Maths Recovery (Chn just below ARE)</p> <p><i>Key children identified as not being on track to reach expected standard.</i></p> <ul style="list-style-type: none"> Pre learning sessions to take place weekly (led by class teaching assistant) ahead of new content to ensure children have sufficient knowledge to be able to successfully access teaching. These will focus on securing previous year group and previous term's objectives. Progress group sessions to take place each day (led by Class teacher) to address any misconceptions during lessons. Y3&4 Children not on track to pass multiplication check to access additional support from Class TA, focused on 	<p>Increased percentage of children reaching ARE.</p> <p>Increased percentage of children accessing independent daily tasks successfully.</p> <p>Increased percentage of children able to successfully access the Y4 multiplication check.</p>	<p>Ipads purchase to allow each class to have regular access to Numbots/TTRS and other online resources. £9,562.03 (half cost with English)</p>	Class Teachers	

<p>Multiplication following CPA representations alongside recall.</p> <ul style="list-style-type: none"> TTRS and Numbots used regularly to develop children's understanding and recall of basic number and multiplication facts. 				
<p>English Recovery (Chn not on track to reach prediction)</p> <p><i>Key children identified as not being on track to reach expected standard.</i></p> <ul style="list-style-type: none"> Progress groups to take place daily to clarify misconceptions and support children who have not achieved the daily objective ahead of the next lesson. Progress group to be delivered by the class teacher by ERIC and class novel time Reading Eggs – every class to plan for Reading Eggs time to allow all children to access the online scheme (weekly timetable put in place) Devices x6 for every class and devices purchased during remote learning to be shared between classes so that all children have access to Reading Eggs / Numbots and further online resources throughout the school week. 	<p>Increased percentage of children reaching ARE.</p> <p>Increased percentage of children achieving the learning objective successfully.</p> <p>Increased level of engagement with home reading</p>	<p>Ipads purchase to allow each class to have regular access to reading eggs and other online resources.</p> <p>£9,562.02 (half cost with maths)</p> <p>Reading Egg scheme £1650.00</p>	<p>Class teachers</p> <p>TAs</p>	
<p>Phonics</p> <ul style="list-style-type: none"> X2 sessions in EYFS Intervention timetable put in place to support identified children who are currently not on track to reach their prediction (KS1) 	<p>Enhanced support for children who did not pass phonics screening check in Y1 and Y2.</p> <p>Increased % of children in reception secure in phase 3 and 4 phonics.</p> <p>Intervention allows for catch up so that more children reach the expected standard for Y1 phonics screening.</p>	<p>Phonics Intervention Bounce Back £60</p> <p>Bounce Back Boost £25</p>	<p>AP</p>	<p>AP in afternoons replaced by WC in Spruce class pm.</p>

		<p>Phonics intervention training £85</p> <p>Systematic Synthetic phonics phase 1-5 training £30</p> <p>EYFS & KS1 Outdoor Phonics resources</p> <p>EYFS £258.90 KS1 £121.85</p> <p>Whole school intervention resources £254.75</p>		
<p>Reading lowest 20%</p> <ul style="list-style-type: none"> • March 2021 – all children reassessed to ensure on the correct colour band after the second lockdown. • Lowest 20% of readers in every class identified and a plan put in place to ensure these children read every day on a 1:1 basis. • Welfare assistants to work an extra half an hour every day to provide this support. Adults to listen to identified children every day before listening to every child in the class read by the end of the week. • Reading at Home – continue to monitor whole school ensuring that all children have access to reading books (in a COVID secure way) from school and Reading Eggs. 	<p>Children to have access to the correct level of books in order to aid sufficient progress.</p> <p>To support and allow further opportunities for the lowest 20% of readers with the view to increase their personal progress.</p> <p>Increased % of children reaching ARE in reading.</p>	<p>Cost of 1 ½ hours a week extra from WC & NS</p> <p>146 days £2584 x 2 = £5168</p>	<p>WC throughout EYFS and KS1 school every morning</p> <p>NS</p> <p>RS</p> <p>VH</p>	

Targeted Additional bought in support

Action	Intended Outcome / Impact	Cost	Staff Lead	Comments
<p>English as an Additional Language</p> <p>Targeted programme of EAL support for identified children in Y6, Y4, Y2 and Y1 who are at risk of not meeting ARE.</p>	<p>Increased percentage of EAL children reaching expected standard.</p>	<p>5 lots of 15 hours £731.25</p>	<p>BR AB</p>	<p>With LCC EAL Brian £146.25 for 15 hours 1:3</p> <p>(FA, HF, FF 1:3)</p> <p>(AK, OK, IF 1:3)</p> <p>(MA (Y1) 1:1)</p> <p>(Zain (Y4) 1:1)</p> <p>(KA (Y2) 1:1)</p> <p>5 lots of 15 hours £731.25</p> <p>Bought in through LCC EAL NTP team.</p>
<p>Maths Recovery (Children with significant maths gaps)</p> <p>Key children identified for 1:1, 1:2, 1:3 tutoring using ECT.</p> <p>Intervention, led by RLT supported by Maths subject leader, to take place during summer 2 to ensure appropriate high quality recovery takes place. This will help children to close gaps and further develop understanding of key mathematical concepts.</p>	<p>Children in Y1 and Y2 highlighted as not on track to reach their prediction and working below ARE to make accelerated progress to close gaps in learning.</p>	<p>ECT Spinal point 1 £115 per day + on costs</p>	<p>RLT SR</p>	

<p>English Recovery (Children with significant maths gaps)</p> <p>Key children identified for 1:1, 1:2, 1:3 tutoring using SLT and ECTs.</p> <p>Intervention, led by the English subject leader and ECT, to take place during summer 2 to ensure appropriate high quality recovery takes place. This will help to extend and develop children's knowledge and understanding of key skills and help them to apply these skills when reading and writing.</p>	<p>Targeted children identified in KS1 & 2 as not on track to reach their prediction to make accelerated progress to close gaps.</p>	<p>ECT Spinal point 1 £115 per day + on costs</p> <p>KP time TBC</p>	<p>KP AY</p>	
<p>SEN Recovery</p> <p><i>Increased number of children needing access to SALT and EP.</i></p> <p>Increased SALT involvement</p> <p>Increased EP involvement</p>	<p>SEN children make expected progress of better. EHCP referrals are accepted and passed by panel.</p> <p>Additional funding for EHCP children is received.</p>	<p>SALT £1800 additional cost</p> <p>EP £3000 additional costs</p>	<p>LR CN VM</p>	

Wider Strategies

Action	Intended Outcome / Estimated Impact	Cost	Staff Lead	Comments
<p>Attendance support</p> <p>Outreach staff and TAs trained on</p> <ul style="list-style-type: none"> - Attendance tracking 	<p>A team of staff are available to support families throughout lockdown with technical, emotional and engagement support.</p>	<p>£0</p>	<p>ER TAs</p>	

<ul style="list-style-type: none"> - How to engage with key families - Engagement tracking - TTRS/Numbots/Reading Eggs training 				
<p>Behavioural, social and emotional support</p> <p>Set up an online worry box.</p> <p>Ongoing nurture support to identified children.</p> <p>CANW referrals made for children needing emotional support.</p> <p>Potential behaviour support through INSPIRE to support a pupil with extreme behaviour.</p>	<p>To provide additional approaches to mental health support of pupils.</p> <p>To further improve the well-being of the school community.</p>	<p>EH - Foundation drawing and Talking Therapy training £225</p> <p>Inspire 12 week program £830 TBC</p>	<p>NW</p> <p>EH/LC</p> <p>All staff</p> <p>ER</p>	
<p>Family Support</p> <p>Quick referrals made to services for families in need during the pandemic</p> <ul style="list-style-type: none"> - Food banks - Weekly milk and veg deliveries - Asda vouchers and donations - Electrical appliances - Carpets - Beds - Debt management support - Clothing vouchers and uniform purchases. 	<p>All families (including our most vulnerable) have access to basic needs throughout the pandemic.</p>	<p>£0</p>	<p>ER/RVK/CD</p>	
<p>Forest School / Outdoor Learning</p> <p><i>Feedback from staff and outreach teams highlight the need to increase children's engagement with outdoor activities due to increased use of tech time during lockdowns</i></p>	<p>Children to gain wider experiences beyond the classroom and home environments.</p> <p>Improved relations between peers.</p>	<p>Bucket school buckets £55</p>	<p>EH</p> <p>NA</p> <p>RA/EF</p>	

<p>Targeted Forest School support for key year groups with friendship/social needs due to the impact of lockdown.</p> <p>Outdoor learning days planned for each class to allow all children increased access to outdoor activities.</p>				
<p>The Hub</p> <p><i>Pupils starting school in reception have increased SEN needs identified by staff and SENCo.</i></p> <p>Children with high levels of SEN needs access provision in the SEN hub.</p>	<p>Specialist support in place to cater for individual needs.</p> <p>SEN children achieve their personal targets.</p> <p>SEN children make good progress.</p>	<p>LR £xxxx</p> <p>TA support £xxxxx</p>	LR	

Overall Costings	Covid Catch Up funding allocation (DfE)	School fund allocation
	<p>Autumn Term '20 £15,540</p> <p>Summer Term '21 £11,000 Total = £26,540</p>	<p>Budget 2020-21 =</p> <p>Budget 2021-22 =</p>