**Introduction**

Westminster Primary has been extremely effective and responsive to the challenges posed by the current COVID-19 epidemic. We have supported children and families before, during and post lockdown, maintaining some of the best contact/attendance of vulnerable families in the country. Many of the lessons learned throughout this period have been used in the catch-up plan. This can only describe some of the activities that will be performed. More detail is found in the 6 point academy improvement/recovery plan.

The catch-up funding of £28k will be used to supplement the schools usual excellent provision. All of the extra income from this funding will be to provide temporary staff that will release time for the highly trained Westminster colleagues to provide focused interventions. The need is to be flexible and responsive at this stage. We are still in the data gathering stage - analysing the need and putting rapid response interventions in place. After half term, when we have a better understanding, we can dive much deeper into need and look for much better focused interventions/support. At the same time, improving our remote learning platform ready to rapidly respond to any local lockdown/isolations. Savings from previous year and reserves will be used (prudently as always at Westminster) to further support the plan. Leadership time is enabled/released due to the systems, process and procedures that have been introduced over the previous 3 years, resulting in a much more financially stable, calmer, responsive, focused and effective school. Intelligent use of time, prioritising need/actions correctly and granular analysis on actual need rather than perceived need results in time being made available to focus on what is important. The leadership’s experience and ability to understand the landscape and current guidance, along with being outwardly focused and having excellent communication lines to the highest levels in the DfE and authority, ensures we are able to maintain this level of response but also, keep in mind a healthy work/life balance for all colleagues, including senior leaders.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FCAT RAIS Catch up plan Section 1 Leadership** | | | | | | | | |
| **Actions** | **Who/ When** | **Cost**  **(catch up funding)** | **Cost**  **(current budget)** | **Cost**  **(reserves)** | **Success Criteria** | **RAG 1** | **RAG 2** | **RAG 3** |
| Ensure RISK assessment is in place and valid (extra cleaning needed time and resources) | SF/RF |  | Time  Cleaning Costs (SBM tracking with cost centres) | £500/month extra | RA is approved by FCAT (JT/GF)  RA read by al staff  RA updated frequently  Cleaning schedule updated and increased. |  |  |  |
| Timetable is adjusted to ensure social distancing | SLT |  | Time |  | Social distancing is maintained at key times (Start/end of school, breaks and lunch)  Staffing levels appropriate |  |  |  |
| Leadership is dispersed and visible around school to support colleagues operationally. | SLT |  | Time |  | Staff feel supported  SLT have a real oversight of any operational issues and can intervene quickly |  |  |  |
| For assistant heads and TLR holders to closely monitor interventions, ensuring they adhere to the FCAT way and are expectant and reviewed frequently for impact. | WLT |  | Time |  | Interventions evaluated early  Impact measured quickly  Accelerated learning |  |  |  |
| To prepare/“future proof” the school against future lockdowns | SLT |  | Time  Costs in curriculum for resources |  | Distance learning available for local lockdown  Isolating children access quality education |  |  |  |
| **FCAT RAIS Catch up plan Section 2 Curriculum** | | | | | | | | |
| **Actions** | **Who/ When** | **Cost**  **(catch up funding)** | **Cost**  **(current budget)** | **Cost**  **(reserves)** | **Success Criteria** | **RAG 1** | **RAG 2** | **RAG 3** |
| Gaps in learning – cause by lockdown - rapidly assessed  To develop “light touch” effective formative assessment and understanding of the needs of the pupils to ensure responsive teaching | SLT/Teachers |  | Time |  | Teaching staff are aware of significant gaps in learning caused by lockdown |  |  |  |
| Curriculum planning modified to include strategies & interventions for “catch up”. | SLT/Subject lead |  | Time |  | Identified gaps are filled rapidly by high quality interventions/support |  |  |  |
| Extra capacity to deliver interventions bought in for the short term. WIll need to pull from reserves after Easter | Supply – initially until Christmas | 1 x teacher £15k  2 x TA  £13k |  | Post easter  £9k  £8K | Interventions run without interruption.  Capacity allows interventions and teaching even if permanent colleagues isolate. |  |  |  |
| Update infrastructure in school to cope with demands of remote learning AND day to day traffic. Wifi & network upgrade | SLT  IT |  |  | £8000 | External/Internal networks can cope with the traffic.  Remote learning can take place alongside normal lesson. |  |  |  |
| Purchase of Year 3 chrome books in case of lockdown or isolation. Also, reduces need to mark books | LF/IT |  |  | £13000 approx | Children have access to virtual learning during isolation or lockdown.  Reduction in need for close contact.  Reduced absence due to need to isolate |  |  |  |
| Purchase of “hardcopy” resources for children without internet access or younger children | SLT |  |  | £6000 | CGP  Pens/pencils etc. |  |  |  |
| Purchase of individual resources for children in Y1-Y6 |  |  |  | £2000 | Pencil cases, pens, crayons etc. |  |  |  |
| Additional individual resources for EYFS |  |  |  | £2000 | Sand, playdoh and other resources that would usually be shared |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FCAT RAIS Catch up plan Section 3 Behaviour** | | | | | | | | |
| **Actions** | **Who/ When** | **Cost**  **(catch up funding)** | **Cost**  **(current budget)** | **Cost**  **(reserves)** | **Success Criteria** | **RAG 1** | **RAG 2** | **RAG 3** |
| Behaviour team redeployed to support new bubble structure | SLT |  | 3 x Learning  Mentors  SLT time |  | Identified children have support and early help with challenging behavior |  |  |  |
| To ensure attendance is in line with national expectations/PA improved and the attendance gap reduces for SEND/disadvantaged children | Family team |  | Time |  | Attendance (non-covid) is at 95% plus.  Support for families who are isolating. |  |  |  |
| To continue the work with Nurture UK and the development of the chimp corner to enable all children to self regulate and learn positively | SEN/Pastoral team |  | Time  Boxall costs (hopefully free as part of REACH project) |  | All children have a voice  All children able to talk about their experiences in a safe place Less exclusions  Reduction in behavioural incidents |  |  |  |
| School councilor to work with children to help with mental health post covid. |  |  | £7200 |  |  |  |  |  |
| Work with Kindness coach post lockdown to further improve behavior and awareness of own and others feelings. | JM  Pastoral team |  | £3k (JM)/term  Time |  | Children are able to talk rather than physically react to their challenges.  Children think before acting |  |  |  |
| **FCAT RAIS Catch up plan Section 4 Personal Development** | | | | | | | | |
| **Actions** | **Who/ When** | **Cost**  **(catch up funding)** | **Cost**  **(current budget)** | **Cost**  **(reserves)** | **Success Criteria** | **RAG 1** | **RAG 2** | **RAG 3** |
| Middle & Subject leaders support return curriculum | All staff |  | Time  CPD (£1200) |  | Curriculum remains broad and balanced further adding to cultural capital. |  |  |  |
| To ensure the children are settled and in the correct mind set for learning. | Pastoral & PHSE leads  Ed Div (See behaviour section) |  | Time  CPD (£300) |  | Ethos of the school is maintained. Children are supported to return to school in a calm and purposeful manner |  |  |  |
|  | | | | | | | | |
| Totals  (assume extra staffing etc. to end of year) | | **£30,0000** | **£11700** | **£53,000** |  | | | |