

# Huncote Primary Covid Recovery Plan

## School overview

Metric	Data
School name	Huncote Primary School
Pupils in school	190
Proportion of disadvantaged pupils	10.5% (20 pupils)
Pupil premium allocation this academic year	£25,580
Catch-Up premium allocation this academic year	£15,200
Academic year	2020-2021
Publish date	Sept 2020
Review date	July 2021
Recovery lead	Rachel Cumberlidge
Governor lead	Jacqui Stretton

## Disadvantaged pupil attainment Spring 2020 % at expected level / % at greater depth

Measure	EYFS (2 pupils)	KS1 (6 pupils)	KS2 (7 pupils)
Reading	0 / 0	83 / 17	86 / 57
Writing	0 / 0	67 / 17	57 / 43
Maths	0 / 50	100 / 17	86 / 29
RWM Combined	0 / 0	67 / 17	57 / 29

## All pupils attainment Spring 2020 % at expected level / % at greater depth

Measure	EYFS	KS1	KS2
Reading	79 / 21	79 / 17	88 / 46
Writing	76 / 10	72 / 7	81 / 27
Maths	72 / 7	83 / 14	92 / 23
RWM Combined	66 / 7	66 / 3	73 / 19

## Strategy aims for Recovery phase

Measure	Score	Target date
Pupils successfully settled back into school and are emotionally well	Learning walks show high levels of pupil conduct and engagement	Oct half term
Pupil's emotionally able to learn	All pupils engaged in learning, learning conduct is consistently good	Dec 2020
Meeting expected standard in KS2 (Yrs 3-6)	% at expected level in RWM is equal to spring 2020 or higher	Dec 2020
Meeting expected standard in KS1 (Yrs 1&2)	% at expected level in RWM is equal to spring 2020 or higher	Dec 2020
Phonics	Year 2 Vast majority (80+%) meet threshold Year 1 80+% on track (mock assessment)	Dec 2020 Dec 2020

## Teaching for the Recovery Phase

### Overarching objectives:

- Using time to maximum effectiveness
- Spaced repetition
- Clear expectations – we expect the vast majority of pupils at Huncote to meet the expected level by the end of the year

Measure	Activity
Priority 1 - pupil well being	<ol style="list-style-type: none"> <li>1. Weekly well-being focus plans</li> <li>2. First half-term (8 weeks) Jigsaw planning for PSE return to school</li> <li>3. Jigsaw planning for assembly and SEAL/PSHE</li> <li>4. Whole school topic on book 'Umbrella' first week/s</li> <li>5. Daily physical activities – Go Noodle, Running Track, PE</li> <li>6. Plan for use of outdoors to support well being</li> <li>7. Continued use of Route to Resilience scheme</li> <li>8. Team point scheme across the school</li> <li>9. Alternative scheme for older children to have a sense of responsibility, engagement with the wider community</li> <li>10. Vulnerable children, looking for signposts, checking in LSA and CTs</li> </ol>
Priority 2 - rapid catch up in Reading	<ol style="list-style-type: none"> <li>1. Baseline assessment for all pupils in reading KS1 – Phonics assessment (JC/ SN), individual read, KS2 – PIRA Reading Test in first 2 weeks</li> <li>2. Gaps/plan for individual pupils in place and shared with parents through ISPs and first report for Parents Evening.</li> <li>3. High focus on PP positive discrimination strategies</li> <li>4. Focussed daily phonics sessions in all EYFS &amp; KS1 classes, continual provision throughout the day focusing on phonics/reading</li> <li>5. Key word lists for EYFS, Common exception words in Yrs 1,2,3,4</li> <li>6. Yrs 2-6 Weekly Spellings</li> <li>7. Shared reading with targeted objectives daily plus story-time</li> <li>8. Year 2 phonics check by Oct 12th– targeted homework provided</li> <li>9. Interventions for phonics and Reading across the whole school</li> </ol>
Priority 2 - rapid catch up in Writing	<ol style="list-style-type: none"> <li>1. Summer Term teaching gaps identified, Autumn medium term plan written to include rapid teaching of missed skills.</li> <li>2. Baseline assessment for all pupils in writing for each unit of work</li> <li>3. Yrs 2-6 complete an independent write by 8<sup>th</sup> Oct.</li> <li>4. Plan to connect curriculum areas where possible to max effective use of time.</li> <li>5. Plan opportunities to review key skills across the week through quizzing</li> <li>6. High focus on PP positive discrimination strategies</li> <li>7. Gaps/plan for individuals in place and shared with parents as above.</li> <li>8. Interventions for Writing across the whole school</li> </ol>

Priority 2 - rapid catch up in Mathematics	<ol style="list-style-type: none"> <li>1. Summer term teaching gaps identified, Autumn term plan written to include rapid teaching of missed skills.</li> <li>2. Baseline assessment for all pupils in Maths Yrs 2-6 complete a PUMA Test in first 2 weeks</li> <li>3. Use previous end of unit check from the previous year group spring/ summer term, in every strand of maths before beginning the next unit to identify any gaps that need pre teaching if not covered/revised in the unit.</li> <li>4. Plan opportunities to review key skills across the week through quizzing</li> <li>5. High focus on PP positive discrimination strategies</li> <li>6. Gaps/plan for individuals in place and shared with parents as above</li> <li>7. Targeted differentiated homework focusing on gaps identified – times tables, number bonds, Numbots</li> <li>8. Interventions for Maths across the whole school</li> </ol>
Barriers to learning these priorities	Staff and pupil availability due to illness and/or covid isolation requirements.
Projected spending	Baseline Assessment Tests & Termly Tests - £640 LSA intervention 7 cover for teacher intervention- £10,290 Maths Teacher intervention - £2,200 PSHE /RSE Jigsaw Resources (funded from PE grant) £1825 Reading Books for lower end of school - £1000 Range expansion of Reading Books for Year 5/6 - £500 Alternative Reading Scheme for reluctant readers in KS2 - £500

### Targeted Support for the Recovery Phase

Measure	Activity
Priority 1- pupil well being	<ol style="list-style-type: none"> <li>1. Additional small group ELSA sessions for identified pupils ( x2 weekly in Autumn term funded from PP grant/ LAC grant)</li> <li>2. Mindfulness/breathing techniques used in class alongside e.g. Cosmic Yoga</li> <li>3. Monitor DSL referrals with school nurse in mind</li> <li>4. One Page Profiles for those children requiring extra support</li> </ol>
Priority 2 - rapid catch up in RWM	<ol style="list-style-type: none"> <li>1. Frequent reading with adults for targeted pupils</li> <li>2. Differentiated homework</li> <li>3. Reading Intervention groups</li> <li>4. Writing Intervention groups</li> <li>5. Maths Intervention groups</li> <li>6. Maths small group catch up sessions by extra teacher</li> </ol>
Barriers to learning these priorities address	Staff and pupil availability due to illness and/or covid isolation requirements.
Projected spending	Included in the above

### Wider strategies for the Recovery Phase

Measure	Activity
Priority 1- well being	SLT support for parents weekly when issues identified, implement a pastoral plan and refer to other support agencies as needed.
Priority 2 – Rapid catch up	Continued home school liaison and parent support/engagement through parent contact throughout the Autumn Term – e mail contact available at all times. ISPs shared with parents Parent Evening Reports focussed on gaps and plan

Barriers to learning these priorities address	Parent engagement
Planned home learning in the event of groups needing to self-isolate due to Covid+ case.	<p>This plan is based on what worked well for Huncote's families during the initial lockdown and so supports family understanding and engagement. Work will be available immediately for pupils to access at home. All year groups plan weekly for home learning with links to Oak academy (where suitable) and activities for RWM and topic. Printed materials will be available for all families who need it, families can request that this is delivered when necessary. Class e-mails set up so parents can e-mail daily for support with work set, staff will then reply via e mail to support if needed. Folder prepared in the reprographics room to include:</p> <ul style="list-style-type: none"> <li>• Parent letter ready giving information on home learning and how to access support, to be sent in the event of groups being unable to attend. Any worksheets/paper based copy of activities.</li> </ul> <p>Year group e mails updated to include:</p> <ul style="list-style-type: none"> <li>• Parent contact details for each class prepared and ready in the group folder for teachers. Staff will contact families at least once each week to support in the event of groups self-isolating.</li> </ul>
Projected spending	Dedicated staff time – staff meeting/SLT

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	High pupil and staff absence rates due to Covid	None
Targeted support	High pupil and staff absence rates due to covid	None
Wider strategies	Parental engagement	Contact made as often and where possible. Encouragement given. Some families encouraged to attend school.