

St Peter's Primary Covid Recovery Plan

Whatever the projected impact of Covid-19 on pupils' learning and the continuing disruption to the daily work of schools, what matters now is how we respond in the upcoming academic year. An evidence-informed response can help in restoring vital learning routines and ensure both pupils and teachers will have the best chance of success in a school year unlike any other.

Professor Becky Francis , EEF CEO

Adopting a tiered approach

The tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary throughout the school year as priorities change. However, the idea of tiers of support can offer a useful framework for thinking

about how to balance different challenges created by whole school returns. Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference.

Figure 1: The tiered model for school planning



1 Teaching

For example

- Professional development programme
- Supporting Early Career teachers
- Assessment
- Effective remote learning

Action	Timescale	Cost	Aim and expected outcomes	Review and impact:
Visualisers in all classrooms to support modelling and assessment	November	21 x £139 £2919	To enable teachers to model work and also use for whole class assessment. This will mitigate changes in layout of classrooms that make modelling more challenging. Visualisers will also be essential in the event of bubble/school closure so that teachers can model work remotely. <ul style="list-style-type: none"> • Improved outcomes for pupils. • High quality whole class feedback and assessment. • Enhanced remote learning provision in event of bubble/ school closure. 	
Assessment Essentials CPD for all teachers and HLTAs	October – March 2021	26 x £65 £1690	To improve teacher assessment as AFL is a key tool to improve pupil outcomes.	
Additional decodable reading books in FS and KS1	November 2021	£1000	To fill gaps in reading books available as a result of Covid school closures in Summer 2020 and as a result of having to quarantine books.	
Appointment of Remote Learning Leader	November – July 2021	£1000	To support provision of high quality remote learning for St Peter's. <ul style="list-style-type: none"> • Pupils who are self -isolate remain active learners and outcomes do not drop • Support whole school in the result of bubble/ year group or school closure • Support all staff in Teams competence so that they can confidently deliver remote learning 	
Support for NQTs and RQTs in mastery maths	September – July 2021	JN 10 days £3,080	To support our novice teachers to develop their understanding of mastery maths and ensure that quality first teaching is consistent in all classrooms.	

Subscription for Years 5 and 6 to My Maths online programme to be used to support home learning.	November - July 2021	£435	To ensure pupils access high quality home learning to support their learning in maths. Improved outcomes for pupils in maths to ensure they are on track to achieve FFT predictions.	
TOTAL		£10,124		

2 Targeted academic support
For example

- Structured interventions
- Small group tuition
- One to one support
- Effective deployment of Teaching Assistants
- Reading interventions

Action	Timescale	Cost	Aim and Expected Outcomes	Review and Impact
Release a year 3 teacher for one afternoon a week to deliver year 3 catch up programme (in response to gaps identified from QLA of KS1 SATs)	November – December 2020	0.2 LA £614	To enable class teachers in year 3 to deliver a bespoke 6 week catch-up programme for identified pupils in their classes. <ul style="list-style-type: none"> • Identified children make accelerated progress and get back ‘on track’ by January 2020 	
Additional adult support in Y6 in response to outcomes to lead small group interventions.	January – 20 th May	0.4 Cat Dane HLTA £3712	To have additional adult support for small group intervention: <ul style="list-style-type: none"> • Pre teaching • Post Teaching • Gap filling (as identified as outcome of TA and Y6 SATs suite outcomes). • Guided groups during lessons. • Improved outcomes for pupils to ensure they are on track to meet FFT outcomes. 	
Small group intervention in maths and English in Y3 and 4	January - April 2021 in the first instance.	KW M6 (4 days 12.30 – 4.30	To have additional adult support for small group intervention: <ul style="list-style-type: none"> • Pre teaching • Post Teaching • Gap filling (as identified as outcome of TA and Y6 SATs suite outcomes). 	

		1 day 12.30 – 3pm) hours planning T3 £4934 T4 £4934 T5 £4934 T6 £5284 £20,086	<ul style="list-style-type: none"> • Guided groups during lessons. • Improved outcomes for identified pupils in key curriculum areas. 	
Lexonic subscription	November – July 2021	£2200	To accelerate reading, spelling and vocabulary progress in Years 5 and 6 (on average 27 months progress in a 6 week intervention programme) <ul style="list-style-type: none"> • Accelerated progress in reading, spelling and vocabulary for children in Y5 and 6 	
Pre teaching for targeted groups of pupils in Years 4, 5 and 6 (After school provision)	January – July 2021	Y 4, 5 and 6 = 12 days supply £2400	To ensure that all pupils have vocabulary and subject knowledge to participate fully in QFT in class. Prioritise PP pupils.	
TOTAL		£29, 012		

3 Wider strategies

For example

- Sustaining parental engagement
- Social and emotional learning
- Reinforcing behaviour routines
- Breakfast clubs

Action	Timescale	Cost	Aims and Expected outcome	Review and Impact
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FS Induction film for new starters 2021	October	£350	Produce film for prospective parents as unable to offer tours of school as usual	
Themed bags for rotation at playtimes to support positive play	January	£500	To have themed play bags to use across classes (after quarantining) to support positive play.	
FS Nativity film	December	£500	Film to share FS nativity as families cannot attend. This will support parental engagement.	
TOTAL		£1350		

Total Cost	£40,486
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