



St George's CE Primary School
Covid Recovery Plan (September) 2021-22



Government funding has been allocated to schools to support children in their catch up due to lost learning during the Covid pandemic.

In addition to our Pupil Premium allocation, we have received a Recovery Premium and a School Led Tutoring Grant to assist our Covid Recovery Plan.

These amount to:

School Led Tutoring Grant - £3425.63 3 x for the year

Recovery Premium – £3661.25 4 x for the year

There is strict guidance how to use this funding and the following plan takes this into account.

We have considered each cohort and their individual circumstances and have used the DFE and the Education Endowment Foundation support guidance in planning our approach. We have allocated funding to specific interventions initially but will monitor the progress and impact making adjustments as necessary.

We have carried out initial assessments and are continually assessing children to identify any gaps in their learning.

What we have noticed about the children returning to school and what we can build on:

- Children are enthusiastic and happy to be back in school. Attitudes and learning behaviours are good.
- Behaviours are good and social and emotional behaviours are good especially in the older year groups, KS2.
- Children have shown great emotional resilience through the whole of the pandemic and the challenges it has brought. They have used their wellbeing and growth mindset strategies throughout their remote learning.
- Children have maintained their enthusiasm for reading and standards don't seem to be too badly affected.
- Number in maths is strong, and children have a good understanding of the basic concepts in maths.

What we need to address to help pupils catch up:

- Ensuring continued education (via remote learning) despite ongoing disruption to school attendance due to isolation periods and periods of illness due to Covid.

- Children adapting back into school routines, building up stamina and pace in learning.
- Curriculum content gaps, which will need filling in order for children to catch up missed learning and to meet Age Related Expectations.
- Rapid recall and fluency in maths facts – number bonds and times tables, due to lack of practice during school closures.
- Social and communication gaps particularly in EY due to lack of children being in contact with other children and learning basic skills in early development.
- Gaps in writing are the most evident across all year groups. Data shows the lowest numbers of children achieving ARE compared to Maths and Reading.

What we plan to do:

- Use the maths Ready to Progress criteria to plan year group key objectives.
- Teachers pass on subject plans with missed content to inform planning for next teacher.
- Through rigorous Teacher Assessment, teachers to keep a record of gaps across the curriculum which need revisiting.
- Employ an additional part time teacher to provide tutoring support in KS2.
- Deploy part time teacher in school to support classes where there are additional needs.
- Provide staff training to improve standards in teaching SPAG
- Re-introduce a whole school approach to handwriting to ensure consistency across all year groups and to enable more children to achieve ARE
- Ensure quality first teaching meets the needs of all children and gaps are planned for appropriately.
- Ensure interventions are appropriate to need and children are identified quickly and effectively.
- TAs have the necessary training to carry out 1:1 and small group interventions: Herts for Reading, Precision Teaching, Phonics interventions.
- Purchase resources to support teaching of SPAG in KS2
- Purchase quality texts to ensure children continue in their love for reading and to support Power of Reading teaching of writing.
- Ensure high quality teaching of writing leads to closing gaps and more children achieving Age Related Expectations.

How we will make sure that our plan is making a difference:

- Monitoring and evaluation such as observations/learning walks, book looks, professional discussions, will demonstrate progress is being made towards set targets.
- Data checks will show that more children are meeting their targets and are getting back on track to meet age related expectations.
- Baseline and end point measures for specific interventions will show progress of individual children – School Led Tutoring Grant.
- Monitor impact of interventions and ensure children are making accelerated progress.
- Monitor writing data closely and ensure increased numbers of children achieve Age related Expectations.
- Ensure that the mental health and wellbeing of all children and staff is maintained throughout.

