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| NOR | 217 |
| Catch up funding allocation | £9500 |

Catch Up Priorities

In September 2020 we identified the need for a School Recovery Plan to mitigate against the effects of the lockdown from Mar - Sept 2020. This entailed a focus on the key principles as described by NYCC Educational Psychology team

The five principles are:

- A sense of **safety**: It is important that adults, children and young people feel safe upon their return to school
- A sense of **calm**: Children/young people are likely to experience a range of emotions including both pleasant and unpleasant emotions. It is important that these are normalised and they are given support to help them manage their emotions and return to a state of calm.
- A sense of **self- and collective- efficacy**: Children/young people need to feel they have some control over what is happening to them, and a belief that their actions are likely to lead to generally positive outcomes. They need to feel they belong to a group that is likely to experience positive outcomes. This is known as collective efficacy.
- **Social connectedness**: It is important that adults, children and young people feel they belong and have a social network who can support them within the educational setting.
- **Promoting hope**: Whilst things may feel difficult at the moment, it is important that adults, children and young people feel things will get better and work out in future. They need to be provided with reassurance, and understand that in the long term they will feel positive again.

Our initial catch up as a whole school revolved around these. **By the end of the first term these were secure in our delivery across school.** The second lockdown then followed.

March 2021 the pupils returned after a second lockdown in which remote learning was carried out by all children.

Alongside ensuring that the 5 key principles above are maintained we have identified the following priorities

Whole School Priorities

- a. Ensuring we proactively develop children’s positive mental health and equip them with strategies to deal with issues that arise.
- b. Addressing the areas of key skills that are not secure due to earlier lockdowns. In particular those in maths, reading and writing.
- c. Developing pupils’ oral skills through opportunity in school to talk.
- d. Making sure children have opportunities to be creative
- e. Developing healthy active lifestyles and re engaging with sports
- f. Developing PSHE across school
- g. Assessing areas of weakness effectively

For some pupils we also need targeted interventions to address

- a. specific areas of core curriculum needing intervention
- b. areas of learning not secured through remote learning due to lack of engagement
- c. ongoing areas of weakness that have been further weakened by having less time in school
- d. difficulties settling into school routines and expectations
- e. anxiety and poor self esteem

Wider areas to develop are:

- i. The use of technology , ensuring good practice maintained and using technology to overcome limitations of Covid restrictions
- ii. Relationships with parents, looking at ways to continue to strengthen these and build on the work during lockdown

| Teaching and Whole school Strategies | | | | | |
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| Supporting teaching | | | | | |
| | Action | Intended Outcome and success criteria | Rationale | Staff involvement | Timing |
| a. Ensuring we proactively | Whole staff training on | Our whole school | Covid has had an impact on | All | Ongoing |

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| <p>develop children's positive mental health and equip them with strategies to deal with issues that arise.</p> | <p>supporting mental health Trailblazer project</p> <p>TA performance management target</p> <p>growth mind-set</p> | <p>family have good mental health strategies</p> | <p>mental health. Mental health is key to success in school. Our school ethos</p> | <p>Especially GD, JF Trailblazer support team</p> | <p>engagement with Trailblazer since Sept 2020</p> <p>Half termly mental health days 2021-22 TA performance management</p> <p>CPD in Aut 21</p> |
| <p>b. Addressing the areas of key skills that are not secure due to earlier lockdowns. In particular those in maths, reading and writing.</p> | <p>T&L meetings focus on key skills and areas to develop. Adapt teaching time to allow extra focus on these Targeted assessment to identify gaps – especially maths and phonics Careful communication between teachers, especially around transitions. Introduce new maths scheme in Sept and engage with mastery hub</p> | <p>Children have secure foundations to build on further learning and this leads to success</p> | <p>A range of building blocks were not taught as thoroughly as usual during the first lockdown. Some elements difficult to teach remotely The teaching of reading has been interrupted in KS1 which is a key building block. Maths elements in KS2 have not been taught for 2 years.</p> | <p>All staff</p> | <p>T&L meetings in March 21</p> <p>Assessment in March 21 Sept 21 change to White Rose Summer 21 engage with mastery hub</p> |

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| | Build on successes of new reading scheme. | | | | |
| c. Developing pupils' oral skills through opportunity in school to talk. | Encourage opportunities to talk across the curriculum. use P4C skills to promote learning | Children develop their spoken language skills and can reason and explain clearly | Talk with others was a missing element during lockdown and is key for language development and reasoning skills | All staff | T&L meetings April 21 Ongoing |
| d. Making sure children have opportunities to be creative | Ensure the curriculum has opportunity for the creative arts | Children are able to produce high quality art and music and feel proud of their achievements | This is beneficial for mental health and wellbeing and self-esteem. Artistic expression, including music, is essential to develop good learners. This has been hindered by lockdown and needs to be specifically targeted alongside core skills | All staff | Summer 21 arts and music opportunities. 21-22 music development across school South Craven art teacher Summer 1 Y5 2021 |
| e. Developing healthy active lifestyles and re engaging with sports | Use outdoor as a learning opportunity. Reinstate sports clubs as soon as possible Ensure PE delivery is of a high standard. Re engage with the sportsmark award | Children have active lifestyles | Physical wellbeing is so important and opportunities to be active have been minimised through lockdowns. This was a previous strength that we need to ensure continues | All staff + outside providers (tennis, KANGA) Anneli sports clubs from Sept 21 | Kanga Summer 21 Tennis Aut 20 and Summer 21 Clubs restart Sept 21 |
| f. Developing PSHE across school | INSET day on PSHCE and RHE New policy Embed good practice across school. | high quality PSHE taught across school which equips children for life | This is a key area in part pf the recovery from lockdown | All staff Led by Christa and Jill | INSET day April 12th 2021 Summer 1 T&L meetings applying for Healthy schools |

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| g. Assessing areas of weakness effectively | assess using standardised testing quickly after return ongoing in the moment assessment around gaps implementing targeted interventions tracing children carefully | clear picture of where pupils are and their needs | a wide range of needs can lead to some being overlooked | teaching staff Jill | Puma and Pira tests in March 21 Phonics assessments March 21 |
| | | | | Estimated cost | £2000 |
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| | Action | Intended Outcome and success criteria | Rationale | Staff involvement | Timing |
| Targeted Approaches | | | | | |
| specific areas of core curriculum needing intervention | early assessment of need use full time TA for intervention use EYFS teacher for a day a week put together a catch up/ intervention programme use NTP Use Sharon Day maths | all children make good progress and their needs are met | assessment identified gaps and need for extra support early intervention will lead to better outcomes use of EEF recommended interventions more likely to lead to success (NELI) teacher input needed for specific children – some time used to release class teacher Use of NTP effective high quality intervention essential | Jill Maggie Caroline Christa Sharon Day teachers | Maggie and Caroline NELI training March 21 Sharon Day Sept 20 onwards Third space Feb 21 onwards Maggie interventions from April 21 |
| areas of learning not secured through remote learning due to lack of engagement | assess on return and through google classroom tracking individuals likely to have gaps and address theses | short term focussed intervention for pupils who did not keep up during lockdown | quick catch up needed- e g Y3 maths | Jill and class teachers | March 21 |
| ongoing areas of weakness that | ensure focussed and | send children | | | |

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| have been further weakened by having less time in school | effective interventions are in place for these pupils | making good progress and barriers to learning overcome | | | |
| difficulties settling into school routines and expectations | clear expectations whole school approach pastoral interventions where needed | all children settled and accessing learning fully | Re-establishing expectations is key. some children need a little more support | Jill, Maggie, class based TAs | SEMH intervention in place April |
| anxiety and poor self esteem | working with Trailblazer team | pupils are supported and thriving | specific needs of some children benefit from professional input | Elizabeth and Georgina | Started Sept 20 - ongoing |
| | | | | Estimated cost | £7000 |
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| Wider Strategies | | | | | |
| | | | | | |
| | Action | Intended Outcome and success criteria | Rationale | Staff involvement | Timings |
| The use of technology , ensuring good practice maintained and using technology to overcome limitations of covid restrictions | use google classroom in everyday teaching and home learning | google classroom and other technologies enhancing learning | We have developed a huge range of skills in a short time and want to continue to use them in situations where they have the biggest impact. | Annabel All teachers | Home learning on google classroom from Sept 2020 ongoing |
| Relationships with parents, continuing to strengthen these | Provide parent learning events, opportunities to volunteer, ongoing communication, high profile in playground. | good parental relationships | Through lockdown we have come to know our parents really well and this is so beneficial for us and the pupils. We need to maintain this and sustain the investment parents have in their children's learning. | | ongoing school cloud purchased April 21 |
| | | | | Estimated cost | £500 |

