

# COVID Recovery Plan 2021/2022 (Year 1)

Summary information					
<b>School</b>	Airedale Infant School				
<b>Academic Year</b>	2021 - 2022	<b>Total Recovery Premium</b>	£13,200	<b>Number of pupils</b>	179 (Rec-Y2)

## Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

### The package in 2021-2022

- A one-off £302 million Recovery Premium, building on the Pupil Premium, to further support pupils who need it most. The average primary school will receive around £6,000 extra, and the average secondary school around £22,000 extra. This will help schools to bolster summer provision for their students or for evidence-based approaches for supporting the most disadvantaged pupils from September 2021.
- £200 million to expand tutoring programmes. This will fund an £83 million expansion of the National Tutoring Programme; a £102 million extension of the 16-19 Tuition Fund for a further year to support more students in English, maths and other vocational and academic subjects; and £18 million funding to support language development in the early years.
- £200 million for secondary schools to deliver face-to-face summer schools.

The interventions and their implementation outlined within this plan are based around the advice and guidance provided by Sir Kevan Collins, Recovery Commissioner. The Commissioner's advice focusses predominantly on 'catch-up' actions starting from Autumn term 2021 onwards. He has used evidence to focus the work on the potential interventions of greatest impact for children and young people, society and the economy, notably including identifying how schools, early years settings and colleges can support catch-up through their ongoing work and looking at how existing DfE programmes can be pivoted towards helping with education recovery. His guidance is informed by evidence and data, and consideration has been given as to how schools and the system can more effectively target resources and support at pupils and areas in greatest needs

Use of Funds – The NAAT Approach	EEF Recommendations (in line with the National Recovery Plan)
<p>Funding in scope across the three years:</p> <ul style="list-style-type: none"> <li>• 2020-21: Catch-up Premium (one-off grant) + Pupil Premium</li> <li>• 2021-22: Recovery Premium (one-off grant) + Pupil Premium (new grant conditions apply)</li> <li>• 2022-23: Pupil Premium</li> </ul> <p><b>NAAT Approach</b> As a Trust, we will build our catch-up/ recovery and pupil premium strategy around three key strategic priorities:</p> <ol style="list-style-type: none"> <li>1. <i>Whole-school approaches: support the quality of teaching, such as staff professional development;</i></li> <li>2. <i>Targeted approaches: provide targeted academic support, such as tutoring targeted approaches; and</i></li> <li>3. <i>Wider strategies: tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support</i></li> </ol> <p>We will be adopting a strategic approach to deploying the funding, using the tiered approach and devolving all funding to schools who must plan within the approach using this template.</p> <p><b>Step one: Assess</b> - undertake diagnostic assessment of pupils wellbeing and learning needs in schools across the trust. Most trusts are putting in place diagnostic assessment to assess the gaps in the knowledge for all pupils across all schools in the trust.</p> <p><b>Step two: Plan</b> - analyse the data to determine the priorities for funding and create a plan.</p> <p><b>Step three: Do</b> – implement the plans. Ensure the programme is an integral part of your trust’s approach to curriculum (including the wider curriculum beyond the school day) and professional development. (Note that an approach to tuition which</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul> <p>The EEF <a href="#">Guide to Supporting School Planning: A Tiered Approach to 2021</a>. Examples of plans using this tiered approach can be found <a href="#">here</a>.</p>

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*is dislocated from the curriculum or a 'bolt-on' is unlikely to be effective. A programme which is linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback is likely to have the most impact.)*

**Step four:** Review - review the impact and where necessary, refine the approach. Keep your approach under review so that you are considering the impact and refining where necessary.

**We will ensure our strategy is balanced between longer-term sustainable approaches to supporting the quality of teaching through evidence-informed professional development and shorter-term targeted interventions like tuition.**

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### Identified impact of lockdown – to be completed by schools based on diagnostic testing analysis

<b>Maths</b>	Specific sounds have been missed within the RWI phonic scheme, as children may not have accessed the provided home learning in the way they would with face to face teaching. This has created gaps in phonic skills and knowledge which is progressively taught. The need for focussed interventions to narrow gaps and apply newly taught phonic skills within reading needs addressing to ensure children are quickly back 'On track'
<b>Writing</b>	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected. Additionally children will need to develop comprehension skills linked to reading especially in UKS2 as they prepare for secondary school.
<b>Reading</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GPS specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. The move to remote learning meant that many children have not had to physically hand write or over-relied on spell check as they recorded their learning on computers and tablets, again affecting the accuracy and fluency of their compositions.
<b>Phonics</b>	Specific content has been missed as children may not have accessed the provided home learning in the way they would with face to face teaching. This has created gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once-taught calculation strategies unless the teacher employs revision and pre-teach approach- affecting the usual pace of learning. This is reflected in arithmetic assessments.
<b>Non-core</b>	There are now significant gaps in knowledge – children were not immersed in topic led-learning and although teachers have provided thematic linked learning and offered online experiences around their learning, Parents were less engaged with this, finding home learning challenging covering core skills. Children are therefore less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments which bring learning to life and allow our most disadvantaged children to have new experiences; those which may be taken for granted in more affluent areas.

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**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

### i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting great teaching:</u>  The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.  Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports developing pupils' visualising skills	<b><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></b>  (£1000)		JW/SLT	July 22
	<b><i>Purchase additional manipulatives for EYFS &amp; KS1 to support deeper understanding of key arithmetic concepts.</i></b> <b><i>RWI Books to support the fact that more children are accessing specific bands due to reading progress slowing during closures.</i></b>  (£1000)			KR/BA/RS
<b>Total budgeted cost</b>				<b>£2,000</b>

### i. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u>  Identified children will have significantly increased rates of phonic fluency and recall. They will be able recall and pronounce phonic sounds better as a result of being able to	<b><i>Children will have daily 1:1 RWI sessions to address phonic gaps relevant to the needs of each individual. (Bottom 20% of children in Reception, Yr 1 &amp; Yr 2)</i></b>		SLT/BA	July 22

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<p>recognise letter sounds at pace to develop working memory. These sounds will link to children being able to decode and blend words in order they will be confident readers and dips in phonic screening will be negated.</p> <p>Improved phonic skills for identified children particularly those who are PP.</p>	<p><b><i>Additional release time of class teachers, covered by the year group HLTA and training to support the delivery of the reading comprehension.</i></b> <b><i>Purchase further RWI resources for both 1:1 sessions and home practise</i></b></p> <p><b><i>Additional PPE (screen) purchased to enable intervention across year groups</i></b></p> <p style="text-align: right;"><b>(£1000)</b></p>		SLT	July 22
<p><u>Intervention programme</u></p> <p>Appropriate numeracy interventions, such as Calculations and times tables/mental skills, supports those identified children in reinforcing their understanding of basic maths skills and application of number. E.g Use of TT Rocks, Schofield &amp; Sims comprehension</p>	<p><b><i>Implement regular targeted multiplication interventions in years 2 to support comprehensive tables knowledge</i></b></p> <p><b><i>Twice weekly maths interventions to ensure children have secure mental skills such as counting, double/halve, bonds, place value which links to improving reasoning/mastery outcomes informed through gap analysis</i></b></p> <p style="text-align: right;"><b>(£500)</b></p>		KR/BA	July 22
<p><u>NELI</u></p> <p>The use of the Nuffield Early Language Intervention (NELI) with reception children. NELI is a high-quality language intervention with daily activities to support oral language and early literacy skills, running over 20 weeks from January 2021.</p>	<p><b><i>Release time for staff to attend training-</i></b> Staff require release from class to attend training. Additional resources purchased to enable intervention to be delivered.</p> <p style="text-align: right;"><b>(£500)</b></p>		HB	July 22

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<p><u>Extended school time</u></p> <p>Identified 4/5 children are able to access a weekly catch-up club (2 x 1hr per week). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p>	<p><i>The cost of a TA per class (x2 a week) and breakfast/snacks for the children is made available. The TA and teacher will plan the sessions based on QLA outcomes to narrow gaps in knowledge in M, R, W.</i></p> <p><b>£13 an hour x 2 x 8 TAs x 36 wks = £7,488</b></p>		SLT	Reviewed ½ termly
<b>Total budgeted cost</b>				<b>£9,488</b>

i. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Enrichment Opportunities</u></p> <p>Children need greater hands-on experiences to develop and understand the world around them. As trips are not taking place due to providers not working, we need to provide those experiences in other ways. This enriches understanding and develops knowledge of a topic which results in increased quality outcomes in writing and use of specific vocabulary.</p>	<p><i>Visitors invited into school to enrich topic learning e.g. GFL Role Play, Rainbow Factory, purchasing of further topic resources and artefacts to provide greater hands-on learning opportunities</i></p> <p style="text-align: right;"><b>(£2000)</b></p>		JW	July 22
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p>	<p><i>Additional online learning resources will be purchased, such as TT-Rockstars to support children learning times tables at home. Likewise, Spelling City will be purchased so that children can practise spellings at home and Reading Eggs to enhance reading fluency and phonics</i></p> <p><i>The purchase of 'pre-reading' Sound Blending Book Bag Books to use in Reception – enabling teachers to send</i></p>		KR/BA  SLT	July 22  July 22

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	<p><i>single word books home for parents to practise with their children.</i></p> <p><i>The purchase of R,W,Inc. Phonics Kits for parents to enable additional catch-up learning to take place at home for those children with the largest gaps in reading and phonics.</i></p> <p style="text-align: right;"><b>£500</b></p>				
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers facilitate effective home-learning with increased capacity to share resources and communicate virtual learning with children.</p>	<p><i>GoTo Meeting to support children accessing live learning safely at home</i></p> <p><i>Laptops can now be used by the children to support the curriculum. They can also be loaned to parents to support home-learning if needed.</i></p> <p><i>Amend insurance policy to accommodate parents borrowing of laptops for home learning when isolating</i></p> <p><i>Appropriate cleaning when laptops have been returned to school cost?</i></p> <p style="text-align: right;"><b>£1000</b></p>		<p>BA ALAMO</p> <p>LB</p>	<p>July 22</p> <p>July 22</p>	
<b>Total budgeted cost</b>				<b>£3,500</b>	
				<b>Cost paid through Covid Catch-Up</b>	<b>£14,988</b>
				<b>Cost paid through school budget</b>	<b>£1,788</b>