

**IMPLEMENTATION PLAN**

**Recovery Curriculum and Catch Up Funding**

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| **SITUATION** | | | **HOW WILL I KNOW THIS PLAN IS WORKING?** | | | |
| Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). It is expected that 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 majority of pupils will make a successful transition back into school. Pupils and parents who require it will receive additional support.  \* Recovery Curriculum planning will recognise the gaps in pupil’s learning identified through baseline assessments.  \* 1-1 Reading intervention Map will be in place with children who require it reading to an adult daily. Reading Records will demonstrate the progress they are making.  \* Reading Wise accounts will exist for all pupils who require it. Reading Wise will be monitored weekly to ensure children are accessing the programme/  \* Pupil’s work from the Ten a Day maths interventions will show that their gaps in maths are being addressed over time.  \* Parents will be engaged, returning work booklets, completing reading journals and giving children access to RW and TTRS at home at least 3sx weekly.  \* All pupils will access Google Classrooms weekly and when self-isolating, returning tasks set by the teacher. | | | |
| **TASK** | | | | | | |
| To provide a recovery curriculum to pupils in order to support their transition back into school after Lockdown. This recovery curriculum will support pupils with their mental health and well-being, enable them to catch up with their learning, provide remote learning for them as required and allocate catch up funds in order to support those with greatest level of need. | | | | | | |
| **ACTIONS** | | | | | | |
| Teach a programme of mental health lessons, including bereavement, in all classes upon school reopening. | | | | | CTs | SEPT 2020 |
| Complete baseline assessments to identify closely the gaps in pupils’ learning. | | | | | CTs | SEPT 2020 |
| Plan English and Maths curriculums which ensure pupils have covered key curriculum content from last year. | | | | | SLs | SEPT 2020 |
| Put in place daily 1-1 Reading Intervention Map and 3x weekly Reading Wise Phonics support for children as required. | | | | | HT | SEPT 2020 |
| Put in place Ten a Day Maths Intervention support for specific pupils as required. | | | | | CTs | SEPT 2020 |
| Engage parents of pupils who are further behind to discuss additional home-school work support packages. (Ten Minute Maths Homework Booklets, Ten a Day, Reading Wise etc) | | | | | CTs | SEPT 2020 |
| Put additional homework programmes into place. | | | | | CTs | SEPT 2020 |
| Use catch up funding to purchase 12 new IPADS, allowing children to access Reading Wise in class daily. | | | | | HT | SEPT 2020 |
| Use catch up funding to supplement bringing in additional staff (0.6 teacher, TA1 and TA2) in order to expand capacity for pupil support. | | | | | HT | SEPT 2020 |
| Use DFE Laptop scheme to provide laptops for disadvantaged pupils with no online access at home. | | | | | EN | SEPT 2020 |
| Provide all pupils with access to Google Classrooms and ensure the platform is used to provide pupils required to self-isolate with up to date curriculum work. | | | | | CTs | SEPT 2020 |
| **CATCH UP FUNDING** | | | | | | |
| 12 IPADS | | £4000 | | Provide pupils in all classes to Reading Wise Phonics at least 3x weekly. | | |
| Additional Staff | | £14 000 | | Enable implementation of interventions ensuring all pupils receive the daily and weekly support they need.  Provide additional adult support in all classrooms for English and Maths.  Provide additional targeted teaching at classes and cohorts who require it the most. | | |
| **IMPACT** | | | | | | |
| DECEMBER 2020 |  | | | | | |
| APRIL 2021 |  | | | | | |
| JULY 2021 |  | | | | | |