

New York Primary School - Recovery Planning

Due to the lost learning opportunity with the COVID 19 pandemic NYPS received £13,500 catch up premium to spend on support pupils in closing gaps to their learning. The table below outlines how we have spent this funding and other actions taken to close gaps for pupils.

Other considerations;

* Identified bottom 20%
* Identified next 20%
* Adapted timetable to shorten lessons and small steps to extend over time
* Increased maths meetings and english meetings throughout the week
* Not teaching lost foundation topics
* Teacher assessment during Spring 2
* Puma and Pira in Summer 1 (Aspire Tracking)
* Improvements to outdoor areas EYFS
* OPAL KS1 and 2
* Continuing to look at NTP but feel it is not right for our children at this point

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| Action | Rationale | Implement | Costs to school | Anticipated Impact |
| Employ a qualified teacher (0.7) to provide basic skills interventions across KS2. | Basic skills are the foundation for all other learning. By securing these pupils can take on new learning more readily.  Groups are derived from bottom 40% and include PP, SEN. | Daily for 4 days per week in small groups with a year group bubble. 1 x 15-20 minute sessions. | 1 x 15-20 minutes session every day for 4 days per week | Increase confidence and secure basics across number, spelling and grammar. Addressing the basics skills from lockdown initially, leading to support with current year requirements. |
| TA deployment to deliver small group interventions to target groups from within a year group. | High quality intervention and 1:1 to impact closing gaps from lost learning. Also to secure current learning by revisiting elements from current teaching and learning | Weekly and twice weekly interventions including reading, reciprocal reading, maths | Across all phases within year groups  ⅔ sessions per week | Increasingly secure basics and improved current learning to promote reading and maths.  Supporting closing gaps |
| Extended AR reading books | To reverse the negative impact of lockdown. More books to read to increase reading age and reading comprehension. | Daily AR or RP reading | £2000 on new books for AR | Promoting confident, fluent readers who read at ARE. |
| Additional staff expenditure | 1 teacher in KS1 working an additional 1 day per week to support in Year 2. To enable TA to be free to deliver interventions over 5 days | Wednesday interventions | £4000 to the end of summer term | Consistency of interventions delivered by either TA or T to support with basic skills and closing gaps from lost learning. |
| Additional 0.5 TA in EYFS | To support with fine motor skills, social skills and communications | To support full time in class and provide intervention and 1:1 for targeted pupils | £7500 | To support with pupils settling back in to school and the EYFS learning goals. These provide the foundation for future learning. |
| National College licence | To provide leadership CPD virtually throughout the year to support with the ongoing running of school post lockdown | As required | Accessible as and when required £995 | To ensure staff CPD continues and the opportunity for leaders to choose training webinars. |
| World Summit annual access | To provide access for staff to various CPD items to support with annoying T&L in school post lockdown | Target and use staff meeting time as required | Accessible as and when required. Often a focus for a staff meeting £100 | To ensure staff CPD continues and the opportunity to choose what to access and for leaders to signpost for a staff meeting. |
| Thrive | To continue with Thrive trained staff to cascade and ensure all years groups can access Thrive support | Weekly - more for specific 1:1 pupils | Weekly scheduled sessions for and increasing number of target pupils £1200 | Mentally healthy and secure pupils who access school with a PMA and ready to learn. |
| Assemblies | Weekly assemblies delivered by HT to all year groups. | Daily for each year group | 2.5 hours per week HT time | Focus upon wellbeing, positivity, self awareness, choices to promote a sense of pride and impact upon behaviour around school |
| Remote Learning | Use of google site to supply remote learning as necessary for isolating pupils. | As required | As required  Time needed for staff to prepare (out of class) | To ensure that the quality T&L offer remains for pupils learning at home |