



## COVID Recovery Plan Report

### COVID Recovery Fund spending: summary

SUMMARY INFORMATION			
<b>Total number of pupils:</b>	SIS 268 (at 06.11.20) SJS 359 (at 06.11.20)	Amount of catch-up premium received per pupil:	£80
<b>Total catch-up premium budget:</b>	SIS £21, 440 SJS £28, 720		

### STRATEGY STATEMENT

Overview of catch-up premium strategy. Catch-up priorities

The overall aims of catch-up premium strategy:

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To promote positive mental health and wellbeing strategies to lessen anxieties and dependence on adults to regulate their emotions
- To reduce the attainment gap between groups of pupils (eg disadvantaged, service, boys / girls etc) and their peers

The core approaches being implemented and how these will contribute to helping pupils catch up missed learning

- Provision of additional intervention support, academic and social emotional
- Development of intervention spaces across the school
- Implementation of academic programmes that are effective in bridging gaps in learning through quality first teaching (QFT)



## Barriers to learning

Internal assessment (formative and summative) and reporting through DC Pro online assessment tool have been used to establish a new data set. This has been created at an additional half term data point, added for Autumn 2020 only, to ensure that there is an accurate baseline and priorities are based upon robust evidence. Resources can then be targeted accurately to ensure maximum impact and progress in learning. End of Autumn 1 progress reports have been shared with parents and carers, to enable them to work alongside the school. Following these reports, parents and carers were invited to attend virtual parent appointments. This enabled them to share any concerns they may have, asking related questions. It has also enabled teachers to share any gaps in learning and strategies to overcome these, ensuring the school is working alongside our families to do so. This strong partnership working will be further enhanced via the use of Microsoft Teams for all home learning and remote learning.

The school will also be using the following data sources to help identify barriers to attainment at Solent:

- The EEF [families of schools database](#)
- Attendance records
- Recent school Ofsted reports
- Guidance from experts

The following statements can be triangulated with growing evidence base and school improvement targets

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low levels of literacy and maths in comparison to normal expected outcomes.
B	Lack of resilience and stamina with more challenging learning (noted particularly in arithmetic and extended writing/grammar and spelling); increased anxieties and dependence on adults to regulate emotions.
C	Impact of social and emotional strain of Covid both on pupils and family environment; impact of Covid measures on teaching and learning environment in school and the restrictions that it imposes.

## ADDITIONAL BARRIERS

External barriers: *(issues which require action outside school such as home learning environment and low attendance)*

D	Not all pupils have access to sufficient IT at home to engage in home/remote learning; both weekly home learning and also that which is provided during self-isolation or lockdown (where relevant).
E	Families worried about the infection risk at school not sending their children into school resulting in low attendance.
F	Families unable to support learning (most notably at upper KS2) due to challenges of the curriculum. Families who are unable to maintain learning behaviours in the home environment (most notably at EYFS and KS1).

## Planned expenditure for current academic year

How do we plan to use the recovery fund to improve classroom pedagogy, provide targeted support and support whole-school strategies? This is cross referenced in the School Improvement Plan.

Quality First Teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead Cost	When will you review this?
<p>Combined professional knowledge with robust evidence about approaches that are known to be effective. Supporting reports and research:</p> <p><a href="#">DfE's catch-up premium guidance</a></p> <p><a href="#">EEF's COVID-19 support guide for schools</a></p>					
Solent Infant School					
<p><b>Solent Infant School;</b> Invest in additional resources to support the integration of Concrete, Pictorial, Abstract (CPA) methods.</p>	<p>Address the gap in mathematical skill relating to concept of number (CPA)</p> <p>Complementing the Maths Mastery approach by additional resource to support enhanced integration of CPA.</p>	<ul style="list-style-type: none"> <li>• Data assessment point 1.</li> <li>• Pupil Progress Reports.</li> <li>• Discussions with teaching and learning team.</li> <li>• Communication with families</li> </ul> <p><a href="#">Maths Mastery link - NCETM</a></p> <p><a href="#">EEF Maths Mastery Evidence</a></p>	<p>Refresh understanding and importance of CPA (Autumn 2)</p> <p>Integrate as part of the schools work with Maths Mastery and our external mentor (Euan Bradshaw).</p>	<p>Mastery Leads</p> <p>£350 per year group x3 £1,050</p>	<p>Bi-weekly SLT meetings standing agenda item</p> <p>Weely HT meeting</p> <p>Governor C&amp;S meeting</p>
<p><b>Interim Recovery Maths Mastery leads</b></p>	<p>Identify a lead Mastery teacher at EYFS and KS1 to enhance and develop provision targeting those gaps identified as appearing as a result of Covid 19.</p>		<p>Inclusion in Maths Mastery Hub Meetings.</p> <p>Review at staff meetings, SLT meetings and Governing Body Curriculum &amp; Standards (C&amp;S) Meetings.</p>	<p>Head of School</p> <p>2x £600 per lead</p>	<p>Half termly staff meetings</p> <p>All data points and pupil</p>

<p><b>Solent Infant School;</b> EYFS – invest in additional resources to support the development basic key learning skills missing as a result of Covid 19.</p>	<p>Develop those basic key learning skills that have been identified as underdeveloped in this cohort</p> <ul style="list-style-type: none"> <li>○ Improve attention and listening</li> <li>○ Develop self-help and independence</li> <li>○ Develop physical skills (inc fine motor)</li> <li>○ Develop Communication and interaction</li> </ul> <p>Advanced use of Tapestry.</p>	<ul style="list-style-type: none"> <li>• EYFS data.</li> <li>• Baseline profiling.</li> <li>• Discussions with families.</li> <li>• Evidence from any pre-school setting.</li> </ul> <p>By bridging these gaps pupils will be ready for learning and the KS1 curriculum.</p>	<p>Monitoring Cycle – work share, moderation, standardisation, pupil conferencing, staff conferencing, pupil progress meetings.</p>	<p>EYFS Team (HoS and EHT monitoring)</p> <p>£300 / class (total £1,000)</p>	<p>progress meetings</p>
<p><b>Investment of Additional devices (2x class in EYFS)</b></p>	<p>to support the advanced use of Tapestry in order to provide richer formative assessment and enhanced communication with families.</p>			<p>£200 per device £600</p>	
<p><b>Solent Infant School;</b> Invest in Collins Big Cat e-books for use in school and at home.</p>	<p>Enable pupils to recover from the lost learning by;</p> <ul style="list-style-type: none"> <li>• Developing those skills that will enable them to secure their phonic knowledge and successfully and confidently apply this to different areas of their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Data assessment point 1.</li> <li>• Pupil Progress Reports.</li> <li>• Discussions with teaching and learning team.</li> <li>• Communication with families</li> </ul> <p><a href="#">Collins Big Cat weblink.</a></p>	<p>Monitoring Cycle – work share, moderation, standardization, pupil conferencing, staff conferencing, pupil progress meetings.</p>	<p>£500</p>	
<p><b>SIS – EYFS</b> Invest in books linked into systematic teaching of phonics</p>	<ul style="list-style-type: none"> <li>• All pupils use phonics knowledge to decode text in order to become fluent and confident readers</li> </ul>	<ul style="list-style-type: none"> <li>• Big Cat Collins Range linking into the e-books.</li> </ul>		<p>£1,000</p>	
<b>Total budgeted cost:</b>				<b>£5,350</b>	

Solent Junior School					
<p><b>Solent Junior School;</b> Invest in additional resources to support the integration of Concrete, Pictorial, Abstract (CPA) methods in Lower School Years 3 &amp; 4.</p>	<p>Address the gap in mathematical skill relating to concept of number (CPA) that has appeared as a result of Covid 19.</p> <p>Complementing the Maths Mastery approach by additional resource to support integration of CPA.</p>	<ul style="list-style-type: none"> <li>• Data assessment point 1.</li> <li>• Pupil Progress Reports.</li> <li>• Discussions with teaching and learning team.</li> <li>• Communication with families</li> </ul> <p><a href="#">Maths Mastery link - NCETM</a> <a href="#">EEF Maths Mastery Evidence</a></p>	<p>Refresh understanding and importance of CPA (Autumn 2) – Lower KS2</p> <p>Integrate as part of the schools work with Maths Mastery and our external mentor (Euan Bradshaw).</p>	<p>Mastery Lead</p> <p>£350 per year group x2 £700</p>	<p>Initially at every SLT meeting</p> <p>Every HT meeting</p> <p>Each Governor C&amp;S meeting</p> <p>Half termly staff meetings</p>
<p><b>Solent Junior School;</b> Upper Key Stage 2 Maths Mastery QFT Targeted resource</p>	<p>Develop those basic key Mathematical skills that have been identified as gaps in Year 5 and 6 cohorts as related to age and stage expectation. Specifically focusing on Arithmetic, Efficiency of Methods, Accuracy of Workings, Pace, Focus and Resilience of Learners.</p> <p>Enhancing the Maths Mastery Teaching and Learning approach &amp; development within school through the use of wider resource base. (Ready to Progress resources)</p>		<p>Monitoring Cycle – work share, moderation, standardization, pupil conferencing, staff conferencing, pupil progress meetings.</p>	<p>Mastery Lead HoS (HoS and EHT monitoring)</p> <p>£350 per year group x2 £700</p>	<p>All data points and pupil progress meetings</p>
<p><b>Solent Junior School;</b> Invest in Collins Big Cat ebooks for use in school and at home.</p>	<p>Enable pupils to recover from the lost learning by;</p> <ul style="list-style-type: none"> <li>• Developing those skills that will enable them to secure their phonic knowledge and successfully and confidently apply this to different areas of their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Data assessment point 1.</li> <li>• Pupil Progress Reports.</li> <li>• Discussions with teaching and learning team.</li> <li>• Communication with families</li> </ul> <p><a href="#">Collins Big Cat weblink.</a></p>	<p>Monitoring Cycle – work share, moderation, standardization, pupil conferencing, staff conferencing, pupil progress meetings.</p>	<p>£500 (per school)</p> <p>DH to lead as English lead</p>	<p>Initially at every SLT meeting</p> <p>Every HT meeting</p> <p>Each Governor C&amp;S meeting</p>

<b>Solent Junior School;</b> Resourcing linked to recovery in spelling and phonics – Whole School approach to use ‘Closing the Gap’	Enable pupils to recover from the lost learning by; Targeting and developing those skills that have been identified as focus ‘lost areas’ enabling all pupils to secure their phonic knowledge successfully and confidently applying this to different areas of their learning.	<ul style="list-style-type: none"> <li>• Data assessment point 1.</li> <li>• Pupil Progress Reports.</li> <li>• Discussions with teaching and learning team.</li> <li>• Communication with families</li> </ul>	Monitoring Cycle – work share, moderation, standardization, pupil conferencing, staff conferencing, pupil progress meetings.	£2,500 DH to lead as English lead	Half termly staff meetings All data points and pupil progress meetings
<b>Total budgeted cost:</b>					<b>£4,400</b>
<b>Targeted support</b>					
<b>Solent Infant School</b>					
Action	Intended outcome and success criteria	What’s the evidence and rationale for this choice?	How will you make sure it’s implemented well?	Staff lead Cost	When will you review this?
<b>X3 pms per week for additional LSA time (1-3pm 2 hours) in Year 1 until Easter 2021 – subject to full review and possible extension to end of academic year or to additional year groups where required.</b>					
Phonics (reading, writing and oral)	Raise the attainment of pupils in reading and writing bridging the gap that has appeared as a result of Covid 19.	<b>Autumn 1 data set – supported by</b> Phonics screen baseline Spellings – common exception points Book Bands, Fluency and comprehension (% score on set piece of writing)	CPD required prior to the implementation Monitoring Cycle – work share, moderation, standardization, pupil conferencing, staff conferencing, pupil progress meetings.  Classes completing action plans linked to the hours.	EC AL LSA phonics specialists  £4677 up to Easter 2021 then to be reviewed	Half termly review – Full review

Pastoral support	Pupils are able to identify and manage their emotions in order to continue to engage in and enjoy their learning.	SEAL APP – tracking those particular groups and a guide towards those areas that we may want to focus on. -Training on Loss and Bereavement for Pastoral support team. - Dr Treisman – trauma and attachment training	SEAL APP - Observation and discussion – teacher to LSA, pastoral team to class team, school family Attitudinal survey of children involved Case studies	HoS Pastoral Team Senco  £500	
Speech and language support – EYFS and Year 1 (once a fortnight)	Additional provision of speech and language support	Evidence from baseline Appraisal discussion with class teachers and areas / level of need X8 full day sessions of training (eg talk boost + resources)		Senco  £5,000	
<b>Total Budgeted Cost</b>					<b>£10,177</b>
<b>Solent Junior School</b>					
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What’s the evidence and rationale for this choice?</b>	<b>How will you make sure it’s implemented well?</b>	<b>Staff lead Cost</b>	<b>When will you review this?</b>
<b>Whole school targeted intervention</b> - Context – all classes currently already have half an hour intervention delivered by class LSAs x5 days a week (x5 am 20 mins (PP) and this will be increased to now include x4pm 30 mins (Recovery fund).					
Additional whole school intervention hours to target gaps caused by lost time identified in Autumn 1 data set.	Raise the attainment of pupils in reading and writing.	<b>Autumn 1 data set – supported by</b> Formative Assessment Discussions with class teachers Pupil Progress Reports Mock SATs results	<b>CPD required prior to the implementation</b>  Monitoring Cycle – work share, moderation, standardization, pupil conferencing, staff conferencing, pupil progress meetings.  Classes completing action plans linked to the hours.	HoS SS SW £10,000	
	Raise the attainment of pupils in maths.				



<p>Intervention Space – increased space for targeted intervention to take place – specific small group and individual focus</p>	<ul style="list-style-type: none"> <li>• There is adequate space for increased intervention to take place in areas that are conducive with work ethic</li> <li>• Three new intervention spaces are created for use.</li> </ul>	<p>The number of pupils requiring targeted intervention as a result of Covid gaps has doubled.</p> <p>There are currently no intervention spaces for US that provide adequate environmental resource.</p>	<p>LSAs to record intervention and impact upon case studies.</p> <p>Teachers to monitor intervention delivery.</p> <p>HoS and core leads to review impact of intervention Bi-Weekly during staff meeting time.</p> <p>Termly pupil progress meetings to discuss individual / groups of pupils and impact of intervention.</p>	<p>HoS School Bursar Working party group</p> <p>£11,080 HoS, EHT</p> <p>ELSAs</p>	
<p>Pastoral support – increase resource provision for pastoral support due to rising numbers of cases associated with Covid</p> <p><i>HoS to share with ELSAs</i></p>	<ul style="list-style-type: none"> <li>• Re-purpose ‘Rainbow Room’ space to create a new, larger support environment</li> <li>• Resource the room to satisfy increasing need</li> </ul>	<p>ELSA records ELSA case studies</p> <p>SEAL APP – tracking those particular groups and a guide towards those areas that we may want to focus on.</p>	<p>Create working party to shape the resource provision and use of space</p> <p>Led and monitored by HoS and EHT</p>		
<p><b>Total budgeted cost:</b></p>					<p><b>£21,080</b></p>

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Provision of devices for teaching and learning support staff.	<ul style="list-style-type: none"> <li>LSAs are able to work remotely to secure provision for small groups of pupils or those with EHCPs whilst in self-isolation</li> <li>LSAs are able to contribute to regular home learning activities – resourcing and feeding back</li> <li>LSAs are able to contribute to Covid provision (when split into smaller groups due to site limitation)</li> <li>School is able to re-instate support staff meetings remotely</li> </ul>	<ul style="list-style-type: none"> <li>Remote engagement report – LSAs are able to target and motivate pupils who are noted to have not been engaging remotely</li> <li>School data set identifying those who are at risk – to be supported by LSAs</li> <li>List of pupils who are CEV and therefore unable to attend school regularly – or those who are having to self-isolate and are at risk.</li> <li>Effective deployment of workforce should there be a need to self-isolate and work from home (either individuals or groups / classes)</li> <li>CPD for LSAs can continue through support meetings – resulting in high impact intervention</li> </ul>	<ul style="list-style-type: none"> <li>TSS budgetary planning with School Bursars</li> <li>Share strategy with Network Manager – plan for provision</li> <li>Handover to HoS once school-based actions become necessary in order to implement by end of Autumn 2.</li> <li>Network Manager to provide necessary support staff training to use devices – class teachers to provide support staff training on use of Microsoft Teams etc.</li> </ul>	EHT School Bursars  Network Manager  HoS  Senior Leadership and class teachers. SIS £3,372 SJS £180 x 18=£3,240	Half termly reviews  Senior Leadership join Class Teams in September to regularly monitor input and response  Pupil Progress meeting discussions.
<b>Total budgeted cost:</b>					<b>SIS £3,372</b> <b>SJS £3,240</b>

	Total Fund	Allocated Spend	Allocate in Spring 2021
Solent Infant School	SIS £21, 440	£18,767	£2,673
Solent Junior School	SJS £28, 720	£25,480	£3,240

## ADDITIONAL INFORMATION

*Reference to additional information which has been used to support the sections above.*

Internal assessment and reporting software – DC Pro & Schools Own Reporting System.

Evidence from the EEF [families of schools database](#)

*Results of staff wellbeing consultation.*

*Results from pupil and their families consultation / conferencing.*

Analysis of attendance records.

Recent school Ofsted reports.

Case studies.

Pupil Progress Meetings.

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