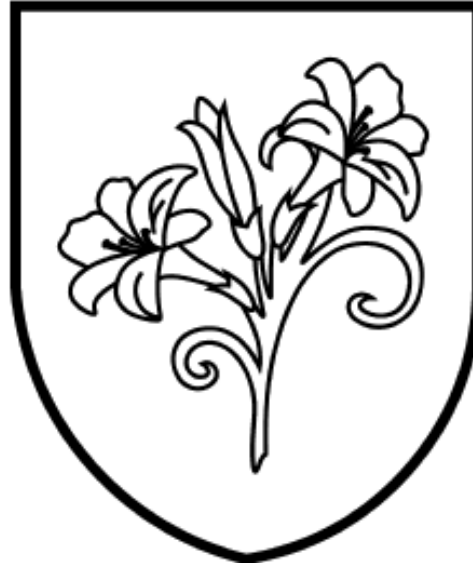


ST JOSEPH'S



**Covid Action Plan
Recovery, development and
improvement planning**

2020 ~ 2021

The next phases

Phase II
Start to admit more pupils

Phase III
Gradual managed expansion

Phase IV
Sustained provision until
elimination of risk

- Over time, as pupils are phased back into school, the contacts and relationships established during the time when many pupils are not attending school can be used by leaders to explore and understand the specific challenges and issues faced during the pandemic.
- The knowledge gained during this time can be used to develop and implement plans to re-engage pupils and families in an appropriate way. This will build trust and enhance community resilience through considering potential anxieties and how to re-establish a sense of belonging. It is a balance between well-being and ensuring pupils' academic catch up and academic achievement.
- Alongside this plan, continue regular review and planning of the health and safety of school premises and of pupils attending school. Risk assessments should be routinely reviewed, updated and shared with parents, staff and governors.
- Continue to review the context and situation according to the evolving Government and Public Health guidance.
- Over time, review the current quality of education being accessed both at home and school. Review the 'intent, implementation and impact' considering both your findings and the national and individual school situation.
- Current school improvement planning can be modified to reflect changing school circumstances and priorities. The uncertainties will continue to emerge over time and will shape and influence priorities according to pupil need.
- This time of 'recovery' will need to be considered in the context of school development and consideration of pupils' various starting points - academically and personally, socially and emotionally.

Key strategic questions:

- What is the focus and strategic intent of leaders, including governors?
- What have been the successes and the areas to improve?
- How are leaders addressing the areas to develop?
- What are the barriers to future improvement and how can they be overcome?
- What support have leaders had? How effective has this been? What additional support is needed?
- How well have leaders ensured pupils' readiness to learn, ignited their interest in learning and prepared them effectively for this?

Priorities:

- [Safeguarding](#)
- [Health and safety](#)
- [Leadership and management](#)
- [Governance](#)
- [Staffing](#)
- [Parents/Community](#)
- [Phased return of pupils](#)
- [Vulnerable pupils](#)
- [Home/School alignment/blending](#)
- [Managing transition](#)

Processes over time:

Phase II - starting to admit more pupils in line with DfE guidance and local authority support and guidance




- How will this be achieved safely and, considering the purpose of pupils being in school, linked to what they are learning and their social, emotional and personal well-being?
- Core plan for admittance of pupils until all are back in school - reviewed and adapted considering guidance from public health and DfE.

Phase III - more pupils are in school but some may still be accessing home schooling and/or be part time. Consideration given to pupils' starting points and next steps to promote pupil achievement.

Sustaining phase - phase IV - all pupils in school full time and to **phase V** moving to how the school is moving forward - new ways of working and living during/after the pandemic.

- How will the curriculum provision ensure pupils' well-being is considered and the transition for them all is successful?
- How will leaders adapt and develop the curriculum provision for pupils considering the 'catch up' required and ensuring gaps are diminished in their learning?
- How will leaders ensure pupils' needs are met and they achieve well.

RAG:

-  Red - no evidence to demonstrate impact
-  Amber - developing with partial evidence of impact
-  Green - fully embedded with evidenced impact

Note: evidence does not necessarily always have to be written evidence in documents. It will be leaders' clarity of explanation and articulation and shared knowledge and understanding in the rationale required.

Review of school improvement priorities 2019/2020:

(These can be reviewed and taken forward, if applicable, or referenced as the previous priorities focused upon)

Summary review of previous school improvement priorities

Priority: Reviewing and improving the curriculum

Impact: Good progress

- What next? And/or carry forward because:
- Review curriculum intent and pedagogy of all subjects.
- Review curriculum content and make appropriate changes.
- Review sequence of lessons in all subject areas.
- Implement changes if necessary.
- Review the knowledge and skills for each subjects.
- Review how the curriculum is delivered.
- Train new teachers and review practice through monitoring and evaluation procedures.
- Provide training to enhance curriculum implementation e.g. French PDMs, PSHE PDMs.
- Purchase any necessary resources to enhance curriculum implementation.
-

Priority: To raise attainment and progress in writing

Impact: Good progress up until March 2020

What next? And/or carry forward because:

- Introduce 'Back on track' curriculum.

Priority: To improve the quality of teaching and learning in Maths by developing mathematical reasoning, fluency and mathematical challenge

Impact: Good progress up until March 2020

What next? And/or carry forward because:

- Introduce 'Back on track' curriculum.

Priorities being taken forward 2020/2021:

1. Reviewing and improving the curriculum.
2. To raise attainment and progress in writing.

Key Questions:

- **How will leaders/teachers address the loss of learning especially if vulnerable children and those with SEND have been most affected? How can this be managed without negatively affecting children's well-being?**
 1. Robust individualised, tailored, baseline assessment for English and Maths.
 2. Focused lessons based on the results of the baseline assessment.
 3. Reviewed every fortnightly.
 4. Repeat 1-3 again.
 5. Targeted support for pupils with SEN.
- **Review the curriculum design – what are the gaps in coverage? Prioritise some areas for catch-up but accept. Consider the quality of the curriculum so pupils are able to 'catch up', are ready to learn and, consequently, achieve well.**
 1. Review the curriculum and identified missed learning.
 2. Prioritise all aspects of English and Mathematics.
 3. Introduce ready to learn awards.
 4. Focus on pupils' learning behaviours.
 5. Plan additional targeted intervention for pupils.
- **How are actions in the previous phases of recovery going to impact upon what this may look like in the future?**
- **Home learning impact –**
 - Pupils are not ready to learn. Since being in school, it is very clear that the children are not used to working for long periods of time. Their pace to complete tasks set has also slowed down. Most children did not complete the writing tasks set.
- **Rather than think about how to 'get back' to what was, consider what will be different. What has been better than before and how can this inform further school development?**
 - Develop remote/virtual learning.
 - Review the use of ICT to enhance the curriculum.

Priority: Safeguarding

Actions:	From June Phase II and III	From September Phase IV and V
<p>Keep up to date with most recent updates in line with statutory guidance and advice – both from DfE, PHE Local Authority.</p> <p>Review the Child Protection Policy to reflect own school/setting.</p> <p>Reflect upon the differing needs of pupils following pupils' time at home. Identify any issues and consider how the curriculum will best support pupils during the early stages of return to school.</p>	<p>Regular review of the Safeguarding/Child Protection policy to reflect the work being done to phase pupils' entry into school.</p> <p>Ensure the policies and review the systems/processes followed reflect the current guidance in Working Together to Safeguard Children and Keeping Children Safe in Education.</p> <p>Ensure training is updated for all staff in light of the COVID-19 situation to focus on any specific changes that staff need to be aware of in the school.</p> <p>Check that the Single Central Record checks are in line with Safer Recruitment Guidance and school policies.</p> <p>DSL update training to be undertaken where required and other training kept up to date.</p> <p>New KCSiE 2020 document to be reflected in Child Protection policy.</p>	<p>Continue regularly reviewing of the Safeguarding/Child Protection policy to reflect the work being done to phase pupils' entry into school.</p> <p>Update the policies and review the systems/processes followed reflect the current guidance in Working Together to Safeguard Children and Keeping Children Safe in Education.</p> <p>Single Central Record Checks in line with Safer Recruitment Guidance with particular view around 'volunteers' returning after 3/5 months absence (DBS checks).</p> <p>DSL update training to be undertaken.</p>

<p>Dealing with Safeguarding concerns</p> <p>Key Question: How may these present differently than before and what will be done to support staff to manage this when they, too, may have their own worries? Staff to be aware of reporting safeguarding concerns during lockdown.</p>	<p>Staff to know the new CP reporting concerns during lockdown. All blank CP forms are saved on the staff drive.</p> <p>Updated CP Policy and procedures communicated with staff.</p> <p>Staff are given opportunities to talk and share their experiences. Referral process to professional support as a back-up for any concerns leaders may have.</p> <p>Agreed Staff Codes of Conduct issued with changes – staff sign to say the 'have read, understood and will implement' these in line with any changes.</p> <p>Mental Health First Aiders/in-school well-being champions in place.</p>	<p>Ensure line management processes are well embedded as a channel of communication and checks on staff well-being.</p> <p>Staff well-being is a regular agenda item to be discussed – managing the 'shielding' situation and staff capacity; also, being able to intervene if there is perceived to be a concern that may well manifest later in time which will impact upon well-being and potential ability to work effectively.</p>
<p>Continual review of the learning environment in line with Government ensuring the safety of all pupils, staff and community?</p>	<p>Continue review of the risk assessment process of the premises and health and safety measures.</p> <p>Establish set review periods of time so all are aware of the continued changes until risks are diminished.</p>	<p>Continued cycle of review undertaken by senior leaders, including governance representation.</p> <p>Ensure the findings from each review are recorded, communicated and being adhered to by all staff and pupils.</p> <p>Update policies accordingly, governors to agree and the changes be made.</p>

		Introduce a rolling programme of updates around health and safety in line with updates from Government. Ensure the changes are considered in the context of the school and make the appropriate changes and adaptations so they are able to be applied to the school.
Transition back to School 'Safe' times established for pupils to feel able to talk about their experiences?	As more pupils start attending school, ensure pupils all aware of the opportunities to talk, discuss and 'be' to be able to reflect and discuss if they wish to.?	Make sure time is created for pupils to talk. Identify staff such as pastoral support worker roles; within the curriculum that enables pupils to be able to express their thoughts in different ways.?
SLT to review: What have pupils' experiences been? Some vulnerable pupils will have already been in school, has this decreased their vulnerability? Access to mental health services was difficult during lockdown.	Gradually, as pupils start to attend school, experiences can be shared. Opportunities for 'sharing' built into the curriculum. Signpost pupils/families to multi-agency support networks and associated health professionals, as appropriate.	Assess need and any changes in the pupils because of their experiences. Identification of the vulnerable will support this work as those pupils will already be a priority for leaders.
SLT to review; What is the school's definition of 'vulnerable'? Once established, look at which pupils would be identified as 'vulnerable'? Are all pupils vulnerable because of the current situation being 'unknown' and not experienced by anyone before?	SLT to review; Identify the vulnerabilities within your school – there could be new vulnerabilities for pupils. Track the vulnerabilities. Review SEND/Inclusion Policy to take account of newly identified 'vulnerable' pupils and how their needs might be met.	Review systems and processes for safeguarding. Identify emerging vulnerabilities and ensure concerns are being identified, managed and dealt with. Review the Safeguarding Policy in light of the findings as pupils return to school. Review updated guidance. Review PPG strategy document in light of current and changing situation and context.

How has the 'lockdown' situation impacted upon pupil well-being and their 'normal' family day-to-day life?	<p>Monitor and review FSM</p> <p>Has there been an increase in FSM applications as a result of 'out of work' families – how does this impact funding and how will this funding be used to target these vulnerabilities?</p>	
Bereavement training– be it in-school or personal – staff and pupils?	<p>SLT to keep an oversight of the situations of staff and pupils – local intelligence, talking, through school processes for sharing.</p> <p>Signposting to online materials via the Herts, PSHE Service and Educational Psychologist Team.</p>	<p>Review the structured approaches to the systems in place to include bereavement. Amend policies accordingly and communicate with all staff and parents so they are all aware that there are processes of support in place.</p> <p>When reviewing the curriculum include all aspects in the day-to-day life of the school – assemblies; visitors; different subjects.</p>

Safeguarding 2020/21

Action	Rationale	Success criteria/ measure	Timescale/ resources/cost	Monitoring Key questions Accountable lead	Evaluation	RAG
<ul style="list-style-type: none"> Keep up to date with most recent updates in line with statutory guidance and advice – both from DfE, PHE Local Authority. Review & update the Child Protection Policy to reflect own school/setting. Annual safeguarding updates for all staff. 	<ul style="list-style-type: none"> Increased number of RoC during lockdown. Increase in FSM applications as a result of 'out of work' families. 	<p>By July</p> <ul style="list-style-type: none"> 100% of staff are aware of their statutory safeguarding duties and procedures. CP policy has been updated and 	Staff time	Do the policies and review the systems/processes followed reflect the current guidance in Working Together to Safeguard Children and Keeping Children Safe in Education.	<ul style="list-style-type: none"> The school is meeting its statutory duties and is judged as effective. 	

<ul style="list-style-type: none"> • Ensure staff know any new procedures. • Identify the vulnerabilities within your school – there could be new. vulnerabilities for pupils and support given. • Establish times for pupils to feel able to talk about their experiences. • Train additional DSP and LAC lead. 		<p>staff have read the policy.</p> <ul style="list-style-type: none"> • Vulnerable pupils have been identified and support in place. 		<p>Has there been an increase in FSM applications as a result of 'out of work' families – how does this impact funding and how will this funding be used to target these vulnerabilities?</p>		
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Priority: Health and safety

Actions	Phase II and III	Phase IV and V
Regular review of the risk assessments to reflect the current phase the school is working within. Change plan for each phase of pupils' return to school.	<p>Continue to review the risk assessments, including when all pupils are full time in school.</p> <p>Share plans with staff, parents and what the subsequent communication regarding it will be; governors, how governors check this and how the risk assessments are 'lived' throughout the school.</p> <p>Risk assessment reviews in line with changes in government guidance.</p>	<p>Adapt the Health and Safety policy to reflect the school's procedures and systems in place. Ensure they include appropriate and relevant adherence to the DfE guidance and Local Authority advice/support.</p> <p>Complete individual risk assessments for staff and pupils, where appropriate.</p>

	Write risk assessments relating to online virtual learning platforms, i.e. zoom, etc.	
Undertake regular health and safety audits and checks, linked specifically to the pandemic, alongside routine checks.	<p>SLT will review and: consider who will have oversight of this over time so it does not become a regular Headteacher role – ensure it is a strategic role taken by leaders.</p> <p>Develop a system that works for the school for monitoring and deploy to appropriate personnel to take responsibility. E.g. include this as a regular agenda item in staff meetings and governor meetings, specifically linked to responding to risks linked to the pandemic.</p>	Review national risk and reflect this in the systems being used. Long term – ensure this is included in the Critical Incident and Business Continuity Plan so that good practice is developed/maintained during the pandemic and the recovery process.
Review the physical adaptations that have been made – are they still effective? How does this impact upon the day to day working of the school and financially?	<p>Continual review of the health and safety of the premises to respond to the changing circumstances of the school as various phases are worked and 'lived' through.</p> <p>Look at the financial implications and consider how these can be managed – governor input in the strategic oversight and planning of this.</p>	SLT to consider if the adaptations made for health and safety are more effective than previously. If so, how can these be developed to be on a more permanent basis and part of the normal school routine/systems/processes.
Review the cleaning protocols and processes in place. Currently in place to adhere to Public Health and DfE guidance.	SLT to review cleaning protocols. How can the protocols be changed to respond to the national situation over time? Reflect this over time in the school risk assessment.	Review what 'normal' processes and protocols will look like for the school considering the health and safety as a priority and the pending financial implications.

	Embed cleaning and hygiene protocols as the 'normal' for pupils.	
Review the following: <ul style="list-style-type: none"> the phasing in of pupils, how are social distancing and hygiene practices managed and reviewed? 	Leaders respond to the Public Health Advice and National Guidance regarding necessary hygiene and risk mitigation factors. Plan for each of the phases indicating how/why specific aspects related to social distancing and hygiene may be relaxed in areas.	Continue to review the plans as a matter of routine. Respond to the national picture and guidance until such time the risks are significantly reduced. Protocols for dealing with an outbreak – prior to vaccination – communicate these with all, including parents/community representatives. Dealing with an outbreak – link this to the school's Business Continuity Plan.

Health and safety 2020/21

Action	Rationale	Success criteria/ measure	Timescale/ resources/ cost	Monitoring Key questions Accountable lead	Evaluation	RAG
<ul style="list-style-type: none"> Regular review of the risk assessments to reflect the current phase the school is working within. Ensure staff have received updates /training regarding updated RAs and are following guidance Follow PHE/DFE advice regarding the opening of schools. Change classroom layouts in accordance 	<ul style="list-style-type: none"> Covid-19 is unpredictable. RA will change according to advice given. 	By September 20 and continue to review <ul style="list-style-type: none"> RA and guidance is being followed. Pupils and staff are following good hand hygiene. Additional cleaning has 	£5040 £19	Use HSE Questions: How Covid secure is the school? Good, average, poor. How do you keep up to date with all the guidance changes?	The school has followed all H&S guidance, is judged as Covid – secure.	

with Government guidance. • Implement staggered starts, lunches and end of the day times. • Increase cleaning throughout the day. • Increase handwashing/sanitising throughout the day. • Purchase additional hand sanitisers, cleaning products, social distancing marking, thermal heat cameras, thermometer		been established.				
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Priority: Leadership and management

(consider all levels of leadership – subject, middle, phase and senior leaders)

Actions	Phase II and III	Phase IV and V
Leaders to reflect and explore the experience of 'lockdown' on them, staff, pupils and the community identifying successes and what has been learned?	SLT to: consider what the issues and challenges may be and set out expectations and plan support that will respond to these effectively.	Re-establish expectations in roles, responsibilities and accountabilities. How may these look different than previously? Are these going to be kept the same, revert back or be reviewed in light of successes?

	How can what is known be used to inform practice and ways of working going forward?	
<p>Leaders will identify staff and pupils who may need additional support for various reasons going forward?</p> <p>Leaders to consider that this may not be a short term consideration?</p> <p>Identify pupils with a high risk of emotional, behavioural and learning difficulties</p>	<p>Leaders to: ensure staff resilience is developed further through their sense of belonging, their ability and readiness to seek help and continue their own learning.</p> <p>Ensure it is communicated re the 'test and trace' scheme and how to access/manage this – staff, governors, parents/community.</p> <p>Although staff will be aware of pupils at risk, other pupils may now be at risk following the experiences they have lived through during this time. Identify these pupils and systems of support put in place prior to their full return to school?</p> <p>Tracking needed against systems and support for 'other pupils now at risk'.</p>	<p>Re-establish expectations, including defining of roles and structure within leadership and management to manage and deal with the 'new' context and 'situation'.</p> <p>Continue to monitor any long term challenges and delays in response. This will be incorporated into the systems in place. Policies can be updated accordingly to reflect any changes to the systems and processes. Continue to keep governors informed.</p> <p>Ensure all systems are reviewed so support is accessed, given and monitored for effectiveness.</p> <p>Ensure governance input into any proposed re-structure.</p>
<p>Leaders to review what is needing to be achieved, identifying the challenges, developing a way forward and a timescale/resources/cost that is realistic and works.</p>	<p>Plan for the future – core plan for return of all pupils over time. Ensure risk assessments reflect the overall plan for return of pupils. Risk assessments to hold safety and infection control at the heart of them as well as to enable more pupils to attend.</p>	<p>Once pupils are all in school, leaders will look at the development of the quality of education for all – over time, what will this plan look like? Leaders will determine their intent and how it is implemented based upon pupil needs?</p>
<p>Leaders to ensure governors are aware of what is happening and what input are governors having in the decision making process?</p>	<p>Ensure governors are supporting leaders through the stages of pupils returning to school.</p>	<p>Governors to be involved in the process of reviewing the school's work – policies; curriculum; school development and improvement.</p>

All staff to consider what has been successful, what can be better and how the school develops over time?	Give time to staff to be able to articulate and reflect upon the experiences they have had following on from a large scale crisis.	How will the vision be adapted and 'lived out'? How will the vision be communicated to pupils and parents?
Leaders to inform families throughout the phasing return of more pupils?	<p>Communicate effectively with parents – decide how this will be carried out consistently and effectively.</p> <p>How will communication differ for those still home learning and those back at school?</p>	Re-establish communication channels so that leaders are able to meet parental expectations and they are realistic and sustainable.

Leadership and management 2020/21

Action	Rationale	Success criteria/ measure	Timescale/ resources/ cost	Monitoring Key questions Accountable lead	Evaluation	RAG
<ul style="list-style-type: none"> Plan for safe return to school. Implement staggered starts/ lunches and end of the day. Follow all and implement any changes needed from DFE, PHE, H&S guidance. Train leaders to lead during a pandemic. 	<ul style="list-style-type: none"> School is opening Sept 2020. School must follow DFE guidance. 	<p>By September</p> <ul style="list-style-type: none"> All classes are back in school in September 2020. Guidance adjustments have been made to the classroom/school. 	E19 £5040	<ul style="list-style-type: none"> HSE telephone call H&S audit – is the school Covid secure? How may these look different than previously? Are these going to be kept the same, revert back or be reviewed in 	<p>FGB Termly:</p> <p>Resources Com to: evaluate progress towards targets and what is being done with it?</p> <p>Report to GB at next meeting.</p>	

				light of successes?		
<ul style="list-style-type: none"> Implement Back on Track curriculum. Implement catch up lessons for pupils. Implement Blending Learning curriculum. Explore use of ICT to enhance lessons. Purchase necessary equipment. 	<ul style="list-style-type: none"> Possible future local lockdowns. Pupils off self-isolating. 6 months missed learning. 	<p>By July:</p> <ul style="list-style-type: none"> assessment system has been implemented. SL judged as good or better by Jan. SL will be familiar with documentation in place, have an overview of the foundation subjects, teaching in school and be proactive in supporting staff. 	<p>Catch up Premium £2500</p>	<p>HT: To monitor Back on Track/Virtual evaluations and report to SIC com HT & Team to monitor and review:</p> <ul style="list-style-type: none"> JARV lesson observations in April. Lessons observations by SLT. Half termly assessment monitoring. Pupil progress meeting. <p>How may these look different than previously? Are these going to be kept the same, revert back or be reviewed in light of successes?</p>	<p>FGB Termly:</p> <p>SIC Com to: evaluate progress towards targets and what is being done with it.?</p> <p>Report to GB at next meeting.</p>	
<ul style="list-style-type: none"> Staffing issue caused 	<ul style="list-style-type: none"> 					

Priority: Governance

Action:	Phase II and III	Phase IV and V
<p>Governors need to discuss: How do governors need to work to ensure they are effective during this time of considerable change so that the school can move forward successfully in its work?</p>	<p>Governor plan to establish and agree the structure of working to be able to focus upon the new priorities, reviewing what was in place and deciding appropriateness of 'going back' or what this needs to look like to 'move forward'.</p> <p>Question: Has the 'make-up' of the Governing Body changed as a result of the pandemic? Are there any new members/less members? How will this be supported?</p> <p>Develop strategic Governance Plan which can be reviewed and updated as time moves forward.</p>	<p>Continue to review effectiveness of governance following the completion of the phases of admitting pupils full time to school.</p> <p>Gain external verification of impact and effectiveness to establish ways forwards.</p> <p>Use known, effective, audit and review tools to assess impact.</p>
<p>What are governors able to do to support leaders during the various phases of re-opening?</p> <p>How will they assure themselves of the safety of pupils and staff?</p> <p>What will be the determining factors for making the decisions they need to make?</p>	<p>How do governors support and challenge leaders/share their views/know that the leaders are making appropriate decisions for the school to:</p> <ul style="list-style-type: none"> • ensure the health and safety of pupils/staff? • support and review pupils' starting points knowing how they will catch up? • develop and monitor the curriculum effectiveness? <p>How are governors ensuring and securing the headteacher's well-being? Are governors confident the headteacher is being well</p>	<p>Governors need to discuss and review the following: How are governors evaluating their effectiveness? Is this reflected in their self-evaluation and how does this inform future planning?</p> <p>Governor involvement in external reviews/monitoring linked to their specific role.</p>

	looked after and supported? How do governors know?	
<p>What aspects of governance are being put to one side to deal with the immediate situation?</p> <p>When do leaders envisage these to be reviewed as being or not being required?</p> <p>Think about the CPD programme for governors to be able to lead the strategic development of the school following an 'unknown' situation.</p>	<p>How are governors ensuring they are fulfilling their duties as governors at a strategic level?</p> <p>Establish and implement a training programme for governors so they have the knowledge and understanding needed to monitor the school's work effectively.</p> <p>Consider if a governance review is required/necessary to support governors moving forward.</p> <p>How are governors looking forward to perhaps a different way of thinking and consider how their work, particularly related to monitoring may look different?</p>	<p>Continue to review governors' effectiveness and the allocation of strategic work they do. Ensure the findings of the review inform the next development of the Governing Body.</p>
<p>How are governors supported to carry out their role effectively?</p> <p>How will governors evaluate their effectiveness?</p>	<p>How is external monitoring supporting governors to manage the unprecedented situation they need to manage?</p> <p>How are governors supported with the Complaint's Procedure should the need arise – are they aware of how it works and the processes so they can follow them effectively to manage situations that may be presented.</p>	<p>Continual review of effectiveness linked to school improvement priorities to ensure governors appropriately support and challenge leaders and all aspects of the school's work.</p> <p>Check that governors are fulfilling a strategic role as opposed to a day-to-day role.</p>

	<p>Ascertain what additional, if any, support governors need to further develop and increase their confidence.</p> <p>Governors to be supported with HR matters so this does not disrupt and/or distract the school's work to get back on track.</p> <p>Governors consider their role in light of external monitoring being undertaken by, for example, Local Authority/Ofsted.</p>	
Discuss additional funding planning – disadvantaged pupil; pupils with SEND – effectiveness of spending as pupils return to school.	Governors to review and further scrutinise and monitor the effectiveness and impact of additional funding, including the additional funding cited following the COVID-19 crisis.	<p>Governors need to discuss and review the following:</p> <p>How are governors ensuring the funding is ensuring pupils' needs are met and they achieve well/catch up from various starting points through an adapted and reviewed curriculum that meets their changing needs?</p>
How are governors supporting staff, including the headteacher?	<p>Governors monitor staffing situation and provide appropriate support where necessary. Governors expectations continued combined with level of support.</p> <p>Headteacher performance management – how are governors meeting this responsibility and what adaptations have been made to Headteacher targets?</p> <p>Governors included in the journey of establishing the direction of the school – vision, values – contribution with appropriate consultation.</p>	<p>Governors evaluate that they have successfully been a part of the process of supporting staff and establishing high expectations for the school's definition of what will now become normal.</p> <p>Governors need to discuss and review the following:</p> <p>How do Headteacher targets reflect the situation moving forward and do these targets hold leaders to account in respect of the curriculum, etc?</p>

<p>What role have governors played as a collaborative group to move the school forward?</p> <p>Are there ways of working that have been particularly successful and other ways that require review to be effective moving on?</p>	<p>How are governors monitoring the school's work through the next phases?</p> <p>What decisions will be made to secure a rigorous but supportive way forward and what will this look like for all aspects of the school's work?</p>	<p>Governors' ways of working are established and the focus is being transitioned from practicalities of opening to considering the curriculum and how well pupils are achieving.</p>
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Governance 2020/21

Action	Rationale	Success criteria/ measure	Timescale/ resources/ cost	Monitoring Key questions Accountable lead	Evaluation	RAG
<ol style="list-style-type: none"> 1. To review the health and safety procedures during the various phases of reopening. 2. Ensure the health and safety of pupils/staff. 3. Support and review pupils' starting points knowing how they will catch up. 4. Develop and monitor the recovery curriculum. 5. Develop and monitor the remote curriculum. 	<ul style="list-style-type: none"> • Covid pandemic has created additional H&S issues. • Gaps in knowledge due to 6 months missed learning. • Need for remote learning – potential future local lockdowns/self-isolating pupils. 	<p>By September</p> <ul style="list-style-type: none"> • School is following DfE, PHE and Government guidelines to ensure the school is Covid secure. • Recovery curriculum in place. • Remote learning in place. 	<p>E19 £10,000</p> <p>£80 per child</p>	<p>Governors need to discuss and review the following: How are governors evaluating their effectiveness? Is this reflected in their self-evaluation and how does this inform future planning?</p> <p>Governor involvement in external reviews/monitoring linked to their specific role.</p>	<p>FGB Termly: Governors to: Evaluate progress towards targets and what is being done with it. Report to GB at next meeting.</p>	

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Priority: Staffing

Action:	Phase II and III	Phase IV and V
<p>SLT to discuss: How are these aspects and challenges being supported by governors and leaders?</p> <p>Outcome of discussion: Staff are subject to the same challenges faced by all during the lockdown. They also have the additional pressure of supporting pupils during this time of crisis. Ensure staffing is considered so planning for their return to work is in place enabling staff to feel supported but also understanding of the expectations.</p> <p>Identify staffing needs – health, anxiety, trauma – support in place.</p> <p>Outcome of discussion: Remember staff may be delivering home schooling for pupils in the school and</p>	<p>Communicate with staff effectively so they know the expectations.</p> <p>Ensure staff all know changes to policies, updates and equally know their support network they can access.</p> <p>Manage any staffing issues following 'shielding', personal situations being dealt with and own anxieties.</p> <p>Ensure staff are aware of the 'test and trace' scheme and how to access/manage this.</p> <p>SLT To review; Can 'supervision sessions' be arranged for teachers who feel vulnerable?</p> <p>Are risk assessments written to support individual staff returning after shielding, etc?</p> <p>Continue to manage the COVID-19 implications with staff – illness, trauma responses and own views about safety which potentially could impact upon their work.</p>	<p>Review roles and responsibilities as the phases are successfully worked through.</p> <p>Review expectations and shared vision for the school so everyone 'buys into' and accepts accountability for the next steps.</p> <p>How do performance management targets reflect the situation moving forward?</p>

<p>additionally have their own children who they have been home schooling – consider the impact on their capacity to fulfil their role and put in appropriate support during the initial stages of transition.</p>	<p>Communicate with staff so leaders can meet staff needs – some may be reflecting/re-prioritising due to the crisis impact upon them during the lockdown period of time (depending upon their personal situations). Sensitivity needed balanced with expectations that will ensure pupils' needs are met and the school can get on track (whatever that may look like).</p> <p>Signpost staff to professional health workers and HR counselling services as appropriate.</p> <p>Establish support channels such as mental health first aiders, well-being champion, if applicable – review any staff well-being policies.</p> <p>Link to/with:</p> <ul style="list-style-type: none"> • PSHE Service • Ed Psych Service • Early Help Hubs • Community Hubs <p>Review of the CPD schedule to prioritise needs of staff.</p>	
<p>Staff Training- Have staff all had adequate training and guidance to support and respond to the changing</p>	<p>Identify the needs of pupils as they begin to attend school more frequently. Source support and training for staff to be able to meet the emotional and pastoral support of pupils.</p>	<p>Continue to evaluate the support being provided so staff are always feeling confident to deal with short and long term implications and impact.</p>

profile of pupils and what may raise a challenge and concern?		
SLT to monitor: Has the impact of secondary traumatic stress from working with traumatised pupils been thought of and how this may show through staff working, reaction and responses?	Ensure leaders have the oversight of what staff are dealing with and ensure appropriate support and intervention is provided.	Continue to evaluate the actions, reviews and impact of situations so further support can be offered and intervention escalated, if necessary.
SLT to review staff workload and how to manage the balance between 'overload' and low expectations resulting, potentially, in roles and responsibilities not being fulfilled effectively. Raise staff awareness of each other, including the Headteacher, so all know the level of stress and anxiety that has been evident, promoting working together towards longer term aspirations.	Continue to monitor the expectations and performance – to check need and support, as well as maintaining rigour of approach and team building. Re-establish staff appraisal systems to reinforce expectations and ensure staff supported and challenged in balanced way. Consider team building and how this will support staff to be effective and feel valued in a time of anxiety and stress for many. Ascertain the staffing situation re returning to work and establish programmes to support and ensure staff are supported/challenged to be working towards their full capacity.	Establish strength in the team. Ensure all are clear about their roles and responsibilities. Ensure staff appraisal is sharp around the objectives so there is a clarity in understanding of their role moving forward.

Staffing 2020/21

Action	Rationale	Success criteria/ measure	Timescale/ resources/ cost	Monitoring Key questions Accountable lead	Evaluation	RAG
<ul style="list-style-type: none"> Review all Covid related guidance for staff. Provide training. Communicate with staff effectively so they know the expectations, guidance and procedures. Ensure staff all know changes to policies, updates and equally know their support network they can access. Manage any staffing issues following 'shielding', personal situations being dealt with and own anxieties. Ensure staff are aware of the 'test and trace' scheme and how to access/manage this. Write risk assessments written to support individual staff returning after shielding, etc. Continue to manage the COVID-19 implications 	<ul style="list-style-type: none"> Staff are subject to the same challenges faced by all during the lockdown. They also have the additional pressure of supporting pupils during this time of crisis. How are these aspects and challenges being supported by governors and leaders? Staff have been considered for their return to work is in place enabling staff to feel supported but also understanding 	<p>By September/review regularly</p> <ul style="list-style-type: none"> Staff understand guidance/policy changes. Staff understand the systems in place. Leaders are aware of the challenges staff are facing. Vulnerable staff RA completed. Action Plan for when staff are absent. 	<p>E02 Supply cost cover approx. £22,400 (8 Class teachers off off 2 week)</p>	<p>SLT to ask Staff questionnaire, feedback during staff meetings.</p> <p>SLT to ask: Have staff all had adequate training and guidance to support and respond to the changing profile of pupils and what may raise a challenge and concern?</p> <p>Has the impact of secondary traumatic stress from working with traumatised pupils been thought of and how this may show through staff working, reaction and responses?</p> <p>Ask staff about workload and how to manage the balance</p>	<p>FGB Termly: FGB Com to: Evaluate progress towards targets and what is being done with it. Report to GB at next meeting.</p>	

<p>with staff – illness, trauma responses and own views about safety which potentially could impact upon their work.</p> <ul style="list-style-type: none"> • Communicate with staff so leaders can meet staff needs – some may be reflecting/re-prioritising due to the crisis impact upon them during the lockdown period of time (depending upon their personal situations). Sensitivity needed balanced with expectations that will ensure pupils' needs are met and the school can get on track (whatever that may look like). • Review roles and responsibilities as the phases are successfully worked through. • Manage staff sickness and financial implications to cover staff off self-isolating. 	<p>of the expectations.</p> <ul style="list-style-type: none"> • Identify staffing needs – health, anxiety, trauma – support in place. 			<p>between 'overload' and low expectations resulting, potentially, in roles and responsibilities not being fulfilled effectively.</p>		
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Priority: Parents/community

Action:	Phase II and III	Phase IV and V
<p>Leaders to: What does the review process look like for parents to be able to manage the changes currently happening particularly as phases are worked through?</p> <p>Ensure expectations are clear and are not diverted from until established and shared review dates.</p>	<p>Continue to develop regular communication to parents/community to ensure they understand the situation linking it to the national and local authority guidance.</p> <p>Review homework/home learning protocols and expectations and update policies accordingly.</p> <p>Governors/Local Authority to continue to support with communication so Headteacher is not the only messenger. Shared common approach established.</p> <p>Establish regular communication systems – newsletters, blogs, tweets, other social media. Ensure parents feel informed.</p> <p>Does communication need to be different for those still home learning – if so how?</p>	<p>Review what communication is required in line with the school's situation. Communicate why the communication is changing - frequency/format so parents know what to expect and how regularly with the knowledge of why and how.</p>
<p>Ascertain parental anxiety and individual responses to COVID-19 so support can be discussed and arranged.</p>	<p>In the likelihood that pupils will be expected to attend school, ensure any parental concerns are alleviated with additional support and communication. This could involve health and safety walk through,</p>	<p>All pupils attending school regularly and attendance monitored.</p> <p>Any attendance issues are monitored, and support/challenge established.</p>

Attendance systems reviewed so the processes are a measure of support and expectation. This is to ensure all parents are worked with so their fears and anxieties are alleviated as much as is possible.	<p>parental communication sessions and individual catch ups.</p> <p>Attendance expectations reviewed and re-visited with parents/community so all are reminded of leaders' expectations.</p>	
How will parents/community be included in the school's work moving forward? What will this look like so they feel a part of the way the school is 'recovering' from the national crisis?	<p>Aligned with the health and safety, discuss pupils' education with parents and how the school envisages and plans for the school to move forward discussing curriculum and quality of pupils' education.</p> <p>Work with parents to establish a shared, realistic expectation re spending additional funding effectively and how parents can support pupils at home and at school.</p> <p>Establish with parents the home schooling situation as a phased approach so the work done in school can respond to this realistically and manageably.</p> <p>School to school support – what are other schools doing that you could learn from?</p>	Continue to develop the new ways of working forward with a focus on pupils' catching up and the quality of the curriculum they receive having aligned and blended the home/school provision pupils have received over time.
<p>Are all parents clear about the process of closure if there are cases of COVID-19 in the school?</p> <p>Are parents aware and clear about the processes and expectations following any</p>	Continue to communicate with parents. The support to be continued and starting to add expectation so it is realistic and takes account of the individual cases and scenarios.	<p>Continue to promote regular hygiene and health and safety until risk is eradicated and beyond for good practice.</p> <p>Review 'Closure Policy' alongside Critical Incident and Business Continuity Plan.</p>

repeats of illness so they know what to do and how to manage it?	Develop a policy related to possible future closure. Share with parents and post on the school website.	
If there is a spike in cases, how will parents be communicated with so they are not concerned?	Ensure parents/community are aware of the 'test and trace' scheme and how to access/manage this.	

2020/21

Action	Rationale	Success criteria/ measure	Timescale/ resources/ cost	Monitoring Key questions Accountable lead	Evaluation	RAG
<ul style="list-style-type: none"> Establish regular communication systems – newsletters, tweets, other social media. Ensure parents feel informed. Q&A scenarios. Inform parents about up to PHE date guidance. Develop communication and procedures. Explain how the school is keeping their children safe. Review homework/home learning protocols and expectations and update policies accordingly. 	<ul style="list-style-type: none"> Ascertain parental anxiety and individual responses to COVID-19 so support can be discussed and arranged. 	By September <ul style="list-style-type: none"> Parents are aware of Covid procedures. Parents are confident in the school's H&S procedures. Parent receive up to date PH guidance. 	E22 Admin costs £1000	Parents Questionnaire. How will parents/community be included in the school's work moving forward? What will this look like so they feel a part of the way the school is 'recovering' from the national crisis? Are all parents clear about the process of closure if there are cases of COVID-19 in the school?	FGB Termly: FGB Com to: Evaluate progress towards targets and what is being done with it. Report to GB at next meeting.	

<ul style="list-style-type: none"> Aligned with the health and safety, discuss pupils' education with parents and how the school envisages and plans for the school to move forward discussing curriculum and quality of pupils' education. Establish with parents the home schooling situation as a phased approach so the work done in school can respond to this realistically and manageably. 				<p>Are parents aware and clear about the processes and expectations following any repeats of illness so they know what to do and how to manage it?</p> <p>If there is a spike in cases, how will parents be communicated with so they are not concerned?</p>		
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Priority: Phased return for pupils

Action:	Phase II and III	Phase IV and V
<p>To do: Are the eligible pupils in school?</p> <p>If they are, is there capacity during the review period up to</p>	<p>To do: Complete a 'core' plan taking into account the DfE guidance as to how the school will stage the return of pupils over time until all pupils are returning to school full time.</p>	<p>Ensure by these phases all pupils are in school full time with appropriate adjustments made and support in place.</p> <p>Review the Covid-19 addendum to Attendance Policy.</p>

the end of July to consider more pupils? What might this look like.	<p>Adapt the 'core' plan of phasing pupils back to school with the national guidance and the support provided by the Local Authority.</p> <p>Update the risk assessment to reflect the changes when each phase is completed.</p> <p>Maintain the review periods and stick to these so all staff, parents and the community know what is happening and are frequently informed.</p> <p>Where pupils could be in school (and where schools have the capacity to support this) but parental choice is preventing this – what could you do to persuade these children to attend?</p>	
If there is continued interruption to pupils being in school, how will this be managed?	<p>Establish a 'crisis' plan for a potential spike in the pandemic which may cause continued disruption in attendance at school.</p> <p>Establish the priority pupils and how the home/school provision will be considered in the short term/longer term if Government guidance determines this.</p>	Governors and leaders review their 'critical incident' policies to include pandemic situations. This can then be shared with all, including parents, and referenced when needed. Include the learning from the current situation in terms of closure of school to some/all pupils.
Staff to : Re-establish routines and expectation as pupils return.	Staff to : Continue to re-establish routines particularly in light of the new systems, health and hygiene measures in place. This includes with behaviour. Keep re-visiting as pupils continue to increase in numbers.	Staff to Ensure whole school events re-visit expectations to ensure consistency throughout the school over time as well as further development of the systems.

	<p>Address the re-visiting in whole school 'events' carried out, possibly in smaller groups such as assemblies, gatherings – taking into account national guidance.</p> <p>Consider (written together with pupils – perhaps prior to return) classroom and whole school expectations.</p>	<p>Review and update any policies that may need looking at because of a new way of working or following analysis of the current school situation.</p>
<p>Staff to :</p> <p>Re-build relationships as pupils return, particularly as some pupils will have different teachers and be entering a new Key stage. This includes with friendships too as they will not have seen their peers for some time.</p> <p>Some pupils will need to learn to play, share, communicate appropriately. Ascertain those pupils who are likely to struggle and identify those who previously may not have been highlighted but are now exhibiting different behaviours.</p> <p>Support in place for any separation anxieties as pupils deal with the changes they are faced with.</p>	<p>Staff to :</p> <p>Reiteration of expectations as pupils continue to return to school.</p> <p>Review the systems in line with national expectations and implement adapting systems already successfully in place.</p> <p>Closely supervise behaviour, routines – treat as new academic year expectations to secure consistency of approach and learning by pupils. Continue re-visiting as more pupils join.</p> <p>Balanced level of support and challenge so pupils' needs are responded to but the high expectations are appropriately set and sought after by all.</p> <p>Review and adapt:</p> <ul style="list-style-type: none"> • Pastoral support plans • Individual Education Plans • Behaviour support plans 	<p>Staff to :</p> <p>Review behaviour policies to reflect any changes. Communicate this with all so all have consistent approach and understanding to behaviour management throughout the school.</p> <p>Continue to develop systems of support as the school addresses the challenges they face and review what has worked successfully.</p>

	<ul style="list-style-type: none"> Health care plans <p>Possible requirement for Emergency EHCP Reviews.</p> <p>Update/refresh any appropriate training.</p>	
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2020/21

Action	Rationale	Success criteria/ measure	Timescale/ resources/ cost	Monitoring Key questions Accountable lead	Evaluation	RAG
<ul style="list-style-type: none"> Complete risk assessments taking into account the DfE guidance as to how the school will stage the return of pupils over time until all pupils are returning to school full time. Plan staggered start, lunches, end of day. Decide and organise size of each bubble. Re-organise classrooms to adhere to DfE guidance. 	<ul style="list-style-type: none"> School looks different e.g.no assemblies in the hall, via MST. Routines are different e.g. staggered starts etc. Relationships will need to be developed as pupils return, particularly as some pupils will have 	<p>By September /regularly review</p> <ul style="list-style-type: none"> School is open. All pupils have returned to school. All pupils are in school full time with appropriate adjustments made and support in place. Stagger starts/end of the day 	<p>Outdoor speaker £200</p>	<p>HT: To monitor and review procedures. HT & Team to monitor and review:</p> <p>if there is continued interruption to pupils being in school, how will this be managed?</p>	<p>FGB Termly: FGB to: Evaluate progress towards targets and what is being done with it. Report to GB at next meeting.</p>	

<ul style="list-style-type: none"> • re-establish routines, particularly in light of the new systems, health and hygiene measures in place. This includes with behaviour. • Re-build relationships as pupils return, particularly as some pupils will have different teachers and be entering a new Key stage. This includes with friendships too as they will not have seen their peers for some time. • Explain the changes to the pupils • Remind the pupils about good hand hygiene. • Prepare for bubble closures. <p>Review and adapt:</p> <ol style="list-style-type: none"> 1. Pastoral support plans. 	<p>different teachers and be entering a new Key stage. This includes with friendships too as they will not have seen their peers for some time.</p>	<ul style="list-style-type: none"> • is working well. 				
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2. Individual Education Plans. 3. Behaviour support plans 4. Health care plans. 5. Possible requirement for Emergency EHCP Reviews. • Update/refresh any appropriate training. • Review and update any policies that may need looking at because of a new way of working or following analysis of the current school situation.						
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Priority: Vulnerable pupils (identified by leaders)

Action:	Phase II and III	Phase IV and V
SENCO to: What does 'vulnerable' mean to the school?	Leaders to: Provision considered for identified vulnerable pupils as they return to school. What does	A continued consistent approach over time to ensure vulnerable pupils' needs are met and they are ready for the

<p>Who are the school's 'vulnerable' identified pupils?</p> <p>There are naturally assumed groups – pupils with SEND/disadvantaged but ensure others are identified and their support and provision through the phases considered.</p>	<p>this look like for those being 'cared' for in school and those being home schooled?</p> <p>How is the provision over time aligned so their needs are considered and they are prepared for a range of provision including 'catch up' programmes?</p> <p>Consider the pupils who have been 'shielding' and how their return to school is managed. These pupils may well be a 'new' group of identified vulnerable pupils for leaders to consider.</p> <p>Review of Inclusion Policy and post on the school website/communicate changes to parents.</p> <p>Review systems in place for vulnerable pupils under the remit of the appropriate leader.</p> <p>Ensure staff are well informed and CPD provided to help them support vulnerable pupils.</p> <p>Consider in the light of Government definitions first and then with respect to schools' own identified groups.</p> <p>Provision – assess, plan, do, and review.</p> <p>Communication with parents will be important when undertaking and reviewing all processes.</p>	<p>next stages of their education through the curriculum/quality of education over time.</p> <p>Evaluate the staffing CPD so they are able to provide the best possible quality of education that meets the needs of all vulnerabilities of pupils.</p> <p>Use of curriculum mapping tools where appropriate.</p>
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	Ensure Code of Practice is adhered to.	
<p>Leaders to: How are leaders considering the use of the additional funding to support vulnerable pupils (including that being provided as additional following the pandemic)?</p>	<p>Leaders to plan effective use of the additional funding and evidence this thoroughly for 'monitoring impact' purposes. Continue to review provision of the vulnerable pupils in line with their peers to ensure consistency and understanding of staff of the approach being taken.</p> <p>Individual meetings in an organised thought through way which will secure a regular review for implementation and impact, so vulnerable pupils are given the best chance to catch up and be successful.</p>	<p>Review the effectiveness of the additional funding – that already allocated to the school and the additional funding following the pandemic. Governors frequently monitor the impact of spending of the additional funding.</p> <p>Routinely communicate with parents the use/impact of the additional funding.</p> <p>Continue to review provision based upon the findings of evaluation so far.</p> <p>Consider support – external disadvantaged pupil review to ascertain next steps.</p>
<p>Staff to: Ensure vulnerable pupils' emotional well-being is considered and evaluated.</p> <p>Keep in sight that underachievement will further add to pupils' well-being, confidence and self-esteem.</p> <p>Consider how the well-being and academic success will be a balanced approach so pupils develop personally, socially and emotionally and academically too.</p>	<p>Whole school provision plan for vulnerable pupils looking at their well-being over time responding to their needs following 'lockdown' and beyond, including transition back into school or from receiving 'care' from the school.</p> <p>Changes to be well thought through and managed for individual pupils so they are able to cope with the next steps, albeit small steps.</p> <p>Arrange and formalise statutory plans and responses accordingly.</p>	<p>Continue to re-introduce systems already being used by the school and/or look at what may be working more effectively following the crisis.</p> <p>New ways of working to be implemented and to inform the next stages of the school improvement process.</p>

	Where necessary involve external multi-agency support and include in all reviews.	
<p>Staff to: Consider the vulnerabilities of pupils due to the different experiences pupils have had owing to space to work at home; difficult relationships with parents/siblings; parental commitment to supporting pupils at home; parental interest, capability, skills to be able to support effectively and access to appropriate resources for example, online provision.</p>	<p>Leaders to: How have the various factors made some pupils previously not considered vulnerable, now vulnerable?</p> <p>Review the needs of pupils and ensure the systems in place strive to meet their needs based upon initial needs analysis and how this will need to be developed for longer term impact.</p>	<p>Review the school's 'vulnerable' identified pupils with appropriately agreed criteria. Monitor the impact of the support and provision so it can be changed/stopped if no longer required due to the progress made.</p>

2020/21

Action	Rationale	Success criteria/measure	Timescale/resources/cost	Monitoring Key questions Accountable lead	Evaluation	RAG
<ul style="list-style-type: none"> Improve progress scores in mathematics Identify gaps in PPG pupils knowledge (from previous low attendance) and teach pupils the new skills Ensure PPG pupils have daily practice of addition, subtraction, 	<p>From September</p> <ul style="list-style-type: none"> Identify gaps in PPG pupils knowledge (from previous low attendance) and teach pupils the new skills 	<p>By July</p> <ul style="list-style-type: none"> Pupil progress data to show 100% of the PPG pupils to make good or better. progress each term. 	<p>£21,500 PPG funding</p>	<p>HT & SLT- Half Termly monitoring:</p> <ul style="list-style-type: none"> Half termly work book scrutiny. Half termly lesson observations. Learning walks. Data analysis. 	<p><u>Termly</u></p> <p>HT to: Evaluate the quality of pupils' progress and impact. Evaluate improvements and report back to Resources and SIC Committee and through HT report to FGB</p>	

<p>multiplication and division.</p> <ul style="list-style-type: none"> Track closely PPG pupils' progress and address any areas for development each half term. Establish intervention for PPG pupils and monitor the impact of the intervention. 	<ul style="list-style-type: none"> Ensure PPG pupils have daily practice of addition, subtraction, multiplication and division. Track closely PPG pupils' progress and address any areas for development each half term. 	<ul style="list-style-type: none"> PP Funding shows good value for money using termly HT monitoring reports. 				
<p>Improve greater depth writing attainment and writing progress so that it is similar to the non-disadvantaged.</p> <ul style="list-style-type: none"> Targeted booster support and catch up programmes for PP pupils in order to enable vulnerable pupils to make progress. Additional TA support deployed for interventions/ tutoring following lockdown. Ensure that all PP pupils read regularly to practice skills and improve fluency. - Train TAs to expertly respond 	<ul style="list-style-type: none"> Disadvantaged children have had a wide range of experiences during the pandemic lockdown ranging from little engagement in what the school has provided to diligent daily working in school or through home learning. We are, therefore, expecting this 	<ul style="list-style-type: none"> Pupil progress data to show 100% of the PPG pupils to make good or better progress each term. PPG GD attainment improves PP Funding shows good value for money using termly HT monitoring reports 	<p>£21,500 PPG funding</p>	<p>HT & SLT- Half Termly monitoring:</p> <ul style="list-style-type: none"> Half termly work book scrutiny Half termly lesson observations Learning walks <p>Data analysis</p>	<p><u>Termly</u></p> <p>HT to:</p> <p>Evaluate the quality of pupils' progress and impact. Evaluate improvements and report back to Resources and SIC Committee and through HT report to FGB</p>	

<p>the AFL when supporting pPupil Premium pupils in the classroom.</p> <ul style="list-style-type: none"> Teacher PP interventions 	<p>to be reflected in their restart positions academically.</p> <ul style="list-style-type: none"> Evidence consistently shows (EEF) the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Consider how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to 	<ul style="list-style-type: none"> Pupils eligible for PP across all year groups make rapid progress by the end of the year so that all pupils eligible for PP close the gap towards achieving age related expectations. Those identified as high ability make as much progress as 'other' pupils identified as high ability. Bespoke, high quality 'point of need' interventions to be delivered; homework clubs to be embedded 				
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	classroom teaching, which is likely to be a key component of an effective Pupil Premium strategy.	and quality evaluated; structured conversations with PP families to continue.				
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Priority: Home/School learning alignment/blending

Consideration:	Phase II and III	Phase IV and V
<p>Review: Distance (home) learning can be effective if the teaching and learning is of a high quality.</p> <p>Evaluate the effectiveness of the home learning provision over time for each year group.</p> <p>Have staff used the fundamental aspects of effective teaching and learning in the home learning provision? For example, clear explanations, scaffolding, feedback.</p>	<p>Leaders to: Continue to evaluate the alignment of home/school learning as more pupils attend school.</p> <p>Review the Homework/Home Learning Policy and continue review to reflect the pupils' access to school/home as phases are worked through.</p> <p>Review the quality of the education pupils are accessing with leaders and teachers – set timescale/resources/costs for the review so it is being monitored and changes communicated to governors, staff and</p>	<p>Review the curriculum provision for all pupils considering intent and implementation of what it will look like once all pupils are attending school full time.</p> <p>Develop and implement appropriate assessment opportunities in order to monitor and report pupil achievement over time.</p>

Think about how, as more pupils attend school, the school and home learning are aligned for consistency and to ensure smooth transition to pupils learning when all back at school full time.	<p>parents. This will also ensure expectations are shared and understood. Continue to assess pupils' capacity to independently access home learning. Adapt accordingly in set review times.</p> <p>Have staff been trained in 'virtual learning' techniques? What is the quality assurance around this?</p>	
Review the following: Has parental engagement been evaluated to find out what support is in place to further help pupils 'catch up' over time?	<p>Following evaluation of which pupils have received high quality provision at home and those where there have been challenges, plan the support to help pupils catch up – this may be short term due to pupils' capacity to learn being different. This will come from teacher knowledge of pupils and what assessment is given to determine the starting points of pupils.</p> <p>Many pupils will have accessed home schooling, evaluate the value of relying on quality first teaching to support pupil catch up as opposed to a number of intervention programmes which may not fill gaps that quality first teaching could.</p> <p>Leaders to listen to teachers and respond to their home provision experiences and the initial phase of pupils returning to school to inform the planning and oversight.</p> <p>What forms of parental evaluation have been used/considered? How accessible are these to all parents/carers?</p>	<p>The analysis of the impact of pupils being away from school and accessing home schooling may show impact over time. Continue the work to monitor the 'catch up' process for all pupils.</p> <p>Pupil progress sessions to inform leaders so planning can be sharp, rigorous and purposeful.</p> <p>Include parents in the process of aligning home and school provision so parents are aware of their contribution to the 'big picture' of the school.</p> <p>Consider:</p> <ul style="list-style-type: none"> • how SEND/Inclusion parent views are sought. • Parental working parties.

Monitor the stages of continuing home/school shared provision continuing to focus on aligning it during the summer term to reduce differences for the next phases of pupils returning to school.	<p>Start to look at the home provision and the school provision as it starts to change. Communicate this to parents so expectations are clearly shared.</p> <p>Consider how the current situation will contribute towards the future curriculum in the school when all pupils attend school.</p>	<p>Use the findings and teacher information intelligently to inform the next steps of school development regarding the curriculum and quality of education.</p> <p>Can leaders articulate this journey of development and improvement so it is clear how effectively they are making up any lost ground and securing the best chances for pupils moving forward?</p>
<p>What aspects of the school's curriculum have been missed/neglected?</p> <p>What adjustments can be made to ensure home/school provision can meet some of the missed aspects?</p>	<p>Established subject leaders to evaluate the starting points for the curriculum in their subject areas and suggest/plan what aspects could be focused upon to support transition to the full curriculum provision.</p> <p>Ensure subject leaders have an oversight of the direction of travel for their subject area from early years through to Year 6</p> <p>Subject leaders to carry out subject audits, as well as teacher subject knowledge audits to inform next step planning.</p>	<p>Are leaders able to articulate clearly how they are getting their curriculum area of responsibility on track from their own oversight of home/school provision?</p> <p>Leaders plan and review their intent, implementation and impact following an oversight of the home/school provision for all pupils.</p> <p>Staff CPD to continue to meet staff needs in all subject areas over time informing school improvement of developing the curriculum, catch up, meeting pupils' needs and, therefore, successfully ensuring pupils achieve well throughout the curriculum the school offers.</p>

2020/21

Action	Rationale	Success criteria/ measure	Timescale/ resources/ cost	Monitoring Key questions Accountable lead	Evaluation	RAG
<ul style="list-style-type: none"> Improve the quality of teaching across school by focusing on a clear pedagogy (teach 	<ul style="list-style-type: none"> To prepare teachers and families for 	<p>By July:</p> <ul style="list-style-type: none"> DFE funding has been successful. 	£2000 from DFE grant	HT: To monitor Blending learning/Virtual and report to SIC com.	FGB Termly: SIC Com to: Evaluate progress towards targets and	

<p>simply, practice thoroughly, feedback constructively, embody excellence).</p> <ul style="list-style-type: none"> • Plan high quality CPD for staff, including release time for staff to observe outstanding teaching in partner schools. • Revise the curriculum offer to include teaching resources which enable staff to plan a blended curriculum)– thereby supporting effective learning by deploying science of memory strategies. Ensure quality of opportunity: revise timetable to ensure all Pupil Premium pupils access a full and balanced curriculum. • Review distance learning and modify to meet the pupils' needs. • Evaluate the effectiveness of the home learning provision over time for each year group. 	<p>potential local lockdown.</p> <ul style="list-style-type: none"> • To prepare teachers and families for those who are self-isolating. • To further develop computing skills of staff and pupils. 	<ul style="list-style-type: none"> • Google classroom /Purple Mash have been purchased. • Training has been completed and staff are using new software. • Pupils understand how to use the software. • Parent workshops/guidance have been completed. • Blending/virtual learning in place and is judged as good. 		<p>HT & Team to monitor and review:</p> <ul style="list-style-type: none"> • Blending/Virtual lesson observations in April. • Lessons observations by SLT. • Half termly assessment monitoring. • Pupil progress meeting. <p>Have staff used the fundamental aspects of effective teaching and learning in the home learning provision?</p>	<p>what is being done with it.</p> <p>Report to GB at next meeting.</p>	
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<ul style="list-style-type: none"> • Purchase Purple Mash. • Purchase online resources e.g. Reading eggs. • Complete Purple Mash training. • Prepare home learning packs for pupils self-isolating. • Apply for DFE funding for Google classroom. • Ask LEA for chromebooks for Vulnerable pupils. • Complete Google Classroom training. • Teach pupils how to use Google Classroom/Purple Mash. • Parental workshops/guidance about Purple Mash and Google Classrooms. • Organise parental survey regarding home ICT equipment and internet. • Monitor how many children are using Purple Mash/ Google Classroom • Explore virtual teaching and purchase equipment needed for 						
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teachers to implement it successfully.						
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Priority: Managing transition 2020/21

Action:	Phase II and III	Phase IV and V
<p>Transition Plan Time is considered for pupils to transition to a new school, new teacher, new classroom and the new way of working, including systems. How is this included in the plans for return to school?</p>	<p>Implement appropriate transition plans 'virtually' or safely on site, taking into consideration the national guidance and following the expectations for health and safety on site.</p>	<p>Evaluate the transition plans and use them to follow up to check effectiveness and settling of pupils and inform future transition arrangements. It may be that systems worked successfully and, therefore, current school arrangements could be reviewed and improved.</p>
<p>Early years: younger children may be unable to express how they feel about the current circumstances orally?. Is behaviour being observed carefully for changes that may indicate anxiety, frustration and/or stress?</p> <p>Include parents in the communication process so they are reassured, and form positive relationships which can be</p>	<p>Home/school communication is even more crucial currently. As young children come back into school, communicate with home to ensure it is clear how this will best work for the child.</p> <p>Re-establish routines and expectations – behaviour, how to play, explore and investigate.</p> <p>Prioritise 'play' – essential to children's holistic well-being and development.</p>	<p>Evaluate the transition plans and use them to follow up to check effectiveness and settling of pupils and inform future transition arrangements. It may be that systems worked successfully, and so current school arrangements could be reviewed and improved.</p> <p>Continue to develop use of visual prompts, modelling and role play.</p> <p>Continue to develop children's readiness to learn.</p>

developed at the early stages of home/school partnerships and supporting children to learn.	<p>Support children to develop their awareness of routines and the physical environment which are being changed frequently.</p> <p>Follow the children's lead, interests and strengths. This will help children to feel safe and enable them to develop strong relationships and encourage interest in learning promoting their readiness to learn – heightening their levels of curiosity and inquisitiveness.</p>	
<p>Primary to secondary: consider how Year 6 are being prepared – both from home or in school. How are pupils' attitudes and thoughts about attending Secondary school being sought and managed so transition is an effective one?</p>	<p>Ensure pupils are involved in their transition. What are their concerns and what excites them?</p> <p>Make sure contact has taken place with the Secondary settings. This will reassure pupils and parents.</p> <p>What possible opportunities have Year 6 had while being at school/home to have contact from the Secondary school they are due to attend?</p> <p>Have there been the chance for academic discussions between settings?</p>	<p>Evaluate the transition plans and use them to follow up to check effectiveness and settling of pupils and inform future transition arrangements. It may be that systems worked successfully and, therefore, current school arrangements could be reviewed and improved.</p>

2020/21

Action	Rationale	Success criteria/ measure	Timescale/ resources/ cost	Monitoring Key questions Accountable lead	Evaluation	RAG

<ul style="list-style-type: none"> • Implement appropriate transition plans 'virtually' or safely on site taking into consideration the national guidance and following the expectations for health and safety on site. • Offer transition days to all pupils in Year 1 – 6. • Send transition guidance to parents. • Foundation Stage to contact all parents and have a virtual transition meeting. • Foundation Stage Transition days will be in staggered in September. • Send transition booklets to parents. • Re-establish routines and expectations – behaviour, how to play, complete work, expectations, explore and investigate. 	<ul style="list-style-type: none"> • Pupils have missed? schooling due to Covid-19. They may have anxiety about coming to school. • Effective transition to school. • 	<p>By July</p> <ul style="list-style-type: none"> • Successful Transition days. • Pupil are happy to come to school. • All pupils are in school full time with appropriate adjustments made and support in place. • Recovery Plan in place. 	<p>E19 £400</p>	<p>Resources & SIC</p> <p>Half termly committee meetings report to FG. Chair of Resources Com to address CPD needs.</p> <p>Leaders review their 'critical incident' policies to include pandemic situations. This can then be shared with all, including parents, and referenced when needed. Include the learning from the current situation in terms of closure of school to some/all pupils.</p>	<p>FGB Termly:</p> <p>Evaluate progress towards targets and what is being done with it. Report to GB at next meeting.</p>	
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<ul style="list-style-type: none"> • Explore the use of virtual meetings for transitions. • Establish a 'crisis' plan for a potential spike in the pandemic which may cause continued disruption in attendance at school. • Establish the priority pupils and how the home/school provision will be considered in the short term/longer term if government guidance determines this. 						
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Priority: Getting curriculum back on track (including assessment/attainment/progress academically of pupils)

Action:	Phase II and III	Phase IV and V
Baseline Has it been established where pupils left off and how this was followed on through home learning access; key worker	Baseline How will leaders establish pupils' starting points (not necessarily data linked – well-being, application, readiness to learn)? Take into account different way of being schooled	Start to review the curriculum provision for all pupils considering loss of learning and impact for the school of pupils not being in school..

<p>pupils and those vulnerable pupils in school?</p>	<p>for pupils and the summer holiday period may be in between.</p> <p>Consider the curriculum in supporting and informing assessment of pupils.</p> <p>Develop a shared knowledge and understanding that the curriculum will be the crucial area to focus upon to ensure pupils catch up and their learning gets back on track. This is also necessary to ensure pupil well-being and sense of success and achievement.</p> <p>When will pupils' starting points be established – while pupils are being phased into school or when all pupils are full time in school?</p>	
<p>Catch up Plan What is the plan over time for the curriculum to be considered so quality of education is established quickly and catch up for pupils achieved?</p> <p>Consider 'realistic' but equally 'aspirational/ambitious' milestones for all in the context of the school and current situation.</p>	<p>Have leaders put the curriculum and quality of education at the forefront as a lever for the development of pupils following the time of phased re-entry to school?</p> <p>Consider how the curriculum being thought through will add quality to the catch up and quality of education pupils receive.</p> <p>In what way are leaders able to demonstrate how they are getting the curriculum back on track/changed to meet pupils' varying needs?</p> <p>How are leaders evidencing that pupils' quality of education is being considered and</p>	<p>Evaluate the initial stages of development and implementation – review what this is achieving and the impact. Change/continue according to impact in the short term and establish what longer term examples will be.</p> <p>Reporting to be re-established to Local Authority and external agencies.</p> <p>Consider curriculum reviews as external monitoring to inform action planning.</p>

	<p>rapidly developed to ensure pupils are given the best chance of success and enabling them to be where they should to continue success in the next stages of their education.</p> <p>How are pupils' starting points academically being considered? How is this informing the curriculum and quality of education they are receiving at various points of the phased entry process?</p>	
<p>Transition Stage</p> <p>How will leaders begin to transition from the current phase to prioritise the achievement of pupils and plan/review the curriculum so it includes aspects that will ensure pupils' achievement is at the forefront?</p>	<p>Processes are in place to ensure the curriculum is considered fully, is ambitious and is adapted to meet the needs of pupils in the school.</p> <p>Take the findings of the work done to evaluate the provision pupils have received and their starting points and, with leaders, plan how pupil achievement will be assessed and how this will inform the quality of education and curriculum.</p> <p>Ensure all stakeholders and staff have a secure expectation and vision for the achievement of all pupils to be a priority.</p> <p>Make sure governors and staff know and understand the need for catch up and how this can be achieved through quality first teaching, the planning and delivery of a curriculum that meets pupils' needs and appropriately targeted, focused and well planned intervention.</p>	<p>Ensure the intent, implementation and impact of the planning and discussions around the curriculum and quality of education inform the next stages of school improvement.</p> <p>Complete the school Improvement Plan with leaders, staff and governors to ensure they know and understand what the vision is for the school's work and expectations high.</p>

	Re-focus on the academic side of the school's work, this can run parallel to the planning of the admittance of all pupils to the school and so it is a priority of the school's work.	
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Ref	English Target(s)	Action	Lead	Start/Review/End	Resources / Cost	Success Criteria	Monitoring	Evaluation (Impact)
8a	To raise attainment and progress in speech and language in FS and KS1	<p>To identify gaps in pupils' knowledge:</p> <ul style="list-style-type: none"> Review last year's speaking and listening expectations in order to identify gaps in pupil knowledge. Assess all pupils on Wellcomm (baseline). Plan lessons according to assessment outcomes. Implement additional interventions. Review and assess each pupil half term. 	Lit SL	Start:Aut TermSept Review half termly End- July	Staff time	<ul style="list-style-type: none"> All pupil assessment has been completed by October. All pupils have been taught missed learning due to Covid by July. Review has taken place and lessons have addressed areas of concern. All pupils make good or better progress. 	HT & SLT- Half Termly monitoring: <ul style="list-style-type: none"> Half termly work book scrutiny. Half termly lesson observations. Learning walks. Data analysis. 	Termly: SIC to report to FGB: Evaluate the quality of the RWI procedures. Evaluate improvements and report back to FGB and through HT report to FGB.
8b	To raise attainment and progress in phonics in FS and KS1.	<ul style="list-style-type: none"> Review last year's phonic expectations in order to identify gaps in pupil knowledge. Assess all pupils on RWI phonics (baseline). Plan lessons according to assessment outcomes. 	Lit SL	Start:Aut TermSept Review half termly End- July	£450 E19	By July: <ul style="list-style-type: none"> All pupils assessments has been completed by October. All pupils have been taught 	<ul style="list-style-type: none"> Half termly work book scrutiny. Half termly lesson observations Learning walks. 	Termly: SIC to report to FGB: Evaluate the quality of the RWI procedures. Evaluate improvements.

		<ul style="list-style-type: none"> • Introduce additional interventions according to assessment outcomes. • Review and assess each pupil fortnightly. • Book and train new staff via Inset. • Inform parents of RWI phonics through zoom workshops. 				<p>missed learning due to Covid by July.</p> <ul style="list-style-type: none"> • Review has taken place and lessons have addressed areas of concern. • All pupils make good or better progress. 	<ul style="list-style-type: none"> • Data analysis. 	and report back to FGB and through HT report to FGB
8c	To raise attainment and progress in spelling in KS1 and KS2.	<ul style="list-style-type: none"> • Assess pupils on previous year's end of unit tests and orange words/common exception words. • Plan lessons according to assessment outcomes. • Introduce additional interventions according to assessment outcomes. • Review and assess fortnightly. • Book and train new staff via Inset . • Inform parents of RWI phonics through zoom. 				<p>By July:</p> <ul style="list-style-type: none"> • All pupils assessment has been completed by October. • All pupils have been taught missed learning due to Covid by July. • Review has taken place and lessons have addressed areas of concern. • All pupils make good or better progress. 	<ul style="list-style-type: none"> • Half termly work book scrutiny. • Half termly lesson observations. • Learning walks. • Data analysis. 	Termly: SIC to report to FGB: Evaluate the quality of the spelling procedures. Evaluate improvements and report back to FGB and through HT report to FGB.
8d	To raise attainment and progress in reading in FS, KS1 and KS2	<ul style="list-style-type: none"> • Complete PM Benchmark reading assessments to colour band each pupil. 	Lit SL	Start:Aut TermSept	E19	<p>By July:</p> <ul style="list-style-type: none"> • All pupil assessment has 	HT & SLT- Half Termly monitoring:	Termly: SIC to report to FGB:

		<ul style="list-style-type: none"> Review pupil reading attainment and ensure each pupil has the correct home reading book. Plan and teach guided reading according to assessment outcomes. Set up interventions according to assessment outcomes. Introduce a daily 2 minute read. Teacher to hear all pupils by the end of each week. Introduce weekly comprehension homework. 				<p>been completed by October.</p> <ul style="list-style-type: none"> All pupils have been taught missed learning due to Covid by July. Review has taken place and lessons have addressed areas of concern. All pupils make good or better progress. All staff have received training by Dec All pupils make good or better progress. Increased number of pupils reaching age related expectation at KS2 by July. 	<ul style="list-style-type: none"> Half termly work book scrutiny. Half termly lesson observations. Learning walk. Data analysis. 	Evaluate the quality of the reading procedures. Evaluate improvements and report back to FGB and through HT report to FGB.
8e	To raise attainment and progress in writing.	<ul style="list-style-type: none"> Implement the Hertfordshire's 'back on track' Literacy programme. Complete 'Back on Track' training. 	Lit SL	Start:Aut TermSept	£1000 E19	<p>By July:</p> <ul style="list-style-type: none"> All pupil assessment has been completed by October. 	<p>HT & SLT- Half Termly monitoring:</p> <ul style="list-style-type: none"> Half termly work book scrutiny. 	<p>Termly: SIC to report to FGB: Evaluate the quality of the writing procedures.</p>

		<ul style="list-style-type: none"> Review last year's writing expectations and identified gaps in pupil knowledge. Introduce writing ITAF for each year group. Review ITAF at the end of every unit. Change planning according to the ITAF outcomes. Review Grammar expectations linked to ITAF. Train new staff on Tfw teaching sequence. Increase opportunities for one additional narrative writing each term. Review assessment each term. Monitor TA lessons 				<ul style="list-style-type: none"> All pupils have been taught missed learning due to Covid by July. Review has taken place and lessons have addressed areas of concern. All pupils make good or better progress. 	<ul style="list-style-type: none"> Half termly lesson observations. Data analysis. 	Evaluate improvements and report back to FGB and through HT report to FGB.
8f	To raise attainment and progress in writing and spelling in Foundation Stage, KS1 and Key stage 2 for Greater Depth pupils and disadvantaged pupils.	<ul style="list-style-type: none"> Review last years' spelling and identify gaps in pupil knowledge. Implement RWI spellings for GD in KS2 and disadvantaged pupils. Implement baseline RWI spelling assessment . Review assessment each term. 	Lit SL	Start:Aut TermSept	E19	By July: <ul style="list-style-type: none"> All pupil assessment has been completed by October. All pupils have been taught missed learning due to Covid by July 	HT & SLT- Half Termly monitoring: <ul style="list-style-type: none"> Half termly work book scrutiny. Half termly lesson observations. Learning walk. 	Termly: SIC to report to FGB: Evaluate the quality of the RWI procedures. Evaluate improvements and report back to FGB and

		<ul style="list-style-type: none"> • Re-organise RWI spelling groups from assessment data. • Train KS2 staff. • Monitor TA lessons. 				<ul style="list-style-type: none"> • Review haa taken place and lessons have addressed areas of concern. • All pupils make good or better progress. • 	<ul style="list-style-type: none"> • Data analysis. 	through HT report to FGB.
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Ref	Mathematics Target(s)	Action	Lead	Start/Review./ End	Resources / Cost	Success Criteria	Monitoring	Evaluation (Impact)
9a	To raise attainment and progress in mathematics focusing on number recognition and place value in all years group.	<p>To identify gaps in pupils' number recognition and place value knowledge:</p> <ul style="list-style-type: none"> Review last year's expectations in order to identify gaps in pupil knowledge. Assess all pupils using place value assessment. Plan lessons according to assessment outcomes.. Implement additional interventions. Review and assess each pupil half term. 	Maths SL	Start:Aut Term Review half termly End- July	staff time	<ul style="list-style-type: none"> All pupils assessment has been completed by October. All pupils have been taught missed learning due to Covid by July. Review has taken place and lessons have addressed areas of concern. All pupils make good or better progress. 	HT & SLT- Half Termly monitoring: <ul style="list-style-type: none"> Half termly work book scrutiny. Half termly lesson observations. Learning walks. Data analysis. 	Termly: SIC to report to FGB: Evaluate the quality of the mathematics curriculum. Evaluate improvements and report back to FGB and through HT report to FGB.
9b	To raise attainment and progress focusing on addition in all years group	<ul style="list-style-type: none"> Review last year's addition expectations in order to identify gaps in pupil knowledge. Assess all pupils on addition (baseline) Plan lessons according to assessment outcomes. 	Maths SL	Start:Aut Term Review half termly End- July	£200 0 staff time E19	By July: <ul style="list-style-type: none"> All pupils assessed has been completed by October All pupils have been taught missed learning due to Covid by July 	<ul style="list-style-type: none"> Half termly work book scrutiny Half termly lesson observations Learning walks Data analysis 	Termly: SIC to report to FGB: Evaluate the quality of the mathematics curriculum. Evaluate improvements and report back to FGB and

		<ul style="list-style-type: none"> • Introduce additional interventions according to assessment outcomes. • Review and assess each pupil at half termly. • Book and train new staff via Inset. • Inform parents of maths through zoom workshops. 				<ul style="list-style-type: none"> • Review has taken place and lessons have addressed areas of concern. • All pupils make good or better progress. 		through HT report to FGB.
9c	To raise attainment and progress focusing on subtraction in all years group.	<ul style="list-style-type: none"> • Review last year's subtraction expectations in order to identified gaps in pupil knowledge. Assess all pupils on subtraction (baseline). • Plan lessons according to assessment outcomes. • Introduce additional interventions according to assessment outcomes. • Review and assess fortnightly. • Book and train new staff via Inset . • Inform parents of maths through zoom workshops 	Maths SL	Start:Aut TermSept Review half termly End- July		<p>By July:</p> <ul style="list-style-type: none"> • All pupils assessment has been completed by October. • All pupils have been taught missed learning due to Covid by July • Review hastaken place and lessons have addressed areas of concern. • All pupils make good or better progress. 	<ul style="list-style-type: none"> • Half termly work book scrutiny. • Half termly lesson observations. • Learning walks. • Data analysis. 	Termly: SIC to report to FGB: Evaluate the quality of the mathematic curriculum. Evaluate improvements and report back to FGB and through HT report to FGB.

9d	To raise attainment and progress focusing on multiplication in all years group.	<ul style="list-style-type: none"> Review last year's multiplication expectations in order to identified gaps in pupil knowledge. Assess all pupils on subtraction (baseline). Complete multiplication assessments. Plan and teach guided reading according to assessment outcomes. Set up interventions according to assessment outcomes. Introduce a daily speed times table minute read. 	Lit SL	Start:Aut TermSept Review half termly End- July	E19	By July: <ul style="list-style-type: none"> All pupil assessment has been completed by October. All pupils have been taught missed learning due to Covid by July. Review has taken place and lessons have addressed areas of concern. All pupils make good or better progress. All staff have received training by Dec. All pupils make good or better progress. Increased number of pupils reaching age related expectation at KS2 by July. 	HT & SLT- Half Termly monitoring: <ul style="list-style-type: none"> Half termly work book scrutiny. Half termly lesson observations. Learning walk. Data analysis. 	Termly: SIC to report to FGB: Evaluate the quality of the mathematic curriculum. Evaluate improvements and report back to FGB and through HT report to FGB.
9d	To raise attainment and progress focusing on division in all years group	<ul style="list-style-type: none"> Review last year's division expectations in order to identify gaps in pupil knowledge. Assess all pupils on subtraction (baseline). 	Lit SL	Start:Aut TermSept Review half termly End- July	E19	By July: <ul style="list-style-type: none"> All pupils assessed has been completed by October. All pupils have been taught missed 	HT & SLT- Half Termly monitoring: <ul style="list-style-type: none"> Half termly work book scrutiny. 	Termly: SIC to report to FGB: Evaluate the quality of the mathematic curriculum.

		<ul style="list-style-type: none"> • Complete division assessments . • Plan and teach guided reading according to assessment outcomes. • Set up interventions according to assessment outcomes. • Introduce a daily speed times table minute read. 				<p>learning due to Covid by July.</p> <ul style="list-style-type: none"> • Review has taken place and lessons have addressed areas of concern. • All pupils make good or better progress. • All staff have received training by Dec. • All pupils make good or better progress. • Increased number of pupils reaching age related expectation at KS2 by July. 	<ul style="list-style-type: none"> • Half termly lesson. Observations. • Learning walk. • Data analysis. 	Evaluate improvements and report back to FGB and through HT report to FGB.
9e	To raise attainment and progress in mathematics	<ul style="list-style-type: none"> • Implement the Maths No Problem 'back on track' programme. • Complete 'Back on Track' training. • Review last year's maths expectations and identify gaps in pupil knowledge. • Introduce maths strand/progress tracking for each year group. 	Lit SL	Start:Aut TermSept Review half termly End- July	£1000 E19	<p>By July:</p> <ul style="list-style-type: none"> • All pupils assessed has been completed by October. • All pupils have been taught missed learning due to Covid by July. • Review has taken place and lessons have addressed areas of concern. 	<p>HT & SLT- Half Termly monitoring:</p> <ul style="list-style-type: none"> • Half termly work book scrutiny. • Half termly lesson observations. • Data analysis. 	<p>Termly: SIC to report to FGB: Evaluate the quality of the mathematic curriculum. Evaluate improvements and report back to FGB and through HT report to FGB.</p>

		<ul style="list-style-type: none"> Review maths progress at the end of every unit. Change planning according to the strand outcomes. Increase additional daily maths opportunities each term. Review assessment each term. 				<ul style="list-style-type: none"> All pupils make good or better progress. 		
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2021/22 Catch Up Premium

Action	Rationale	Success criteria/ measure	Timescale/ resources/ cost	Monitoring Key questions Accountable lead	Evaluation	RAG
<p>Please note this action plan will be updated throughout the year due to new advice/guidance.</p> <ul style="list-style-type: none"> Identify the missed learning due to the pandemic and plan accordingly. 	<ul style="list-style-type: none"> Pupil has missed six months + of schooling. Pupils having to self-isolate when they or family member have symptoms. 	<p>By July</p> <ul style="list-style-type: none"> All pupils make good or better progress. Pupils missed learning has 	£80 per child	What is the plan over time for the curriculum to be considered so quality of education is established quickly and catch up for pupils achieved?	Termly: SIC to report to FGB: Evaluate the quality of the mathematic curriculum. Evaluate improvements and report back to FGB and through HT report to FGB	

<ul style="list-style-type: none"> • Ensure lessons taught addresses all areas of missed learning. • Embed back on track learning. • 	<ul style="list-style-type: none"> • Varied home schooling completion rates. 	been addressed.				
<ul style="list-style-type: none"> • Review last year's English and mathematics expectations in order to identified gaps in pupil' knowledge Assess all pupils on subtraction (baseline) • Complete division assessments. • Plan and teach guided reading according to assessment outcomes. • Set up interventions according to assessment outcomes. • Introduce a daily speed times table minute read. 				By July: <ul style="list-style-type: none"> • All pupil assessment has been completed by October. • All pupils have been taught missed learning due to Covid by July. • Review has taken place and lessons have addressed areas of concern. 		

Priority: Process of pupil 'catch up'

	Phase II and III	Phase IV and V
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Action:		
Cognitive, learning and behaviour can all be affected by grief and exposure to stressful and traumatic circumstances. This can be short or long term and take time to manifest itself and can do so in many ways.	<p>Evaluate the impact on the school population. Plan and put in place systems to manage the various situations that arise – manage this short, medium and over the long term.</p> <p>Review the systems and personnel who provide support. Ensure staff have appropriate support and CPD to be able to manage and deal with what may arise.</p>	Continue to make sure that monitoring addresses the concerns and any vulnerabilities which have become apparent. This will also include a review of behaviour, attitudes to learning and relationships with peers and adults.
All to have awareness of the impact on academic achievement of pupils missing school. After well-being support and phased admittance to school, is this being appropriately thought of to inform the curriculum provision for pupils?	<p>Reference phased entry back for pupils.</p> <p>Do all leaders and staff have the understanding that the quality of pupils' curriculum will be a crucial aspect of pupils' catch up and future life chances? What does this mean to all staff, governors and pupils?</p> <p>Identify the key areas for concern and where there are strengths/successes that can be celebrated and further enhance the positive ethos and process of moving forward.</p>	<p>Shared vision established and planned.</p> <p>Where there are concerns, support systems developed, reviewed and extended to look at longer term implications.</p>
Review: It is likely that pupils' average level of learning would decrease as pupils are out of school. How is this being evaluated so the curriculum can be reviewed effectively?	<p>Reference back to curriculum review.</p> <p>Whole school focus on preparing pupils to learn looking at the process to be established to promote pupils readiness to learn.</p> <p>Priority to encourage positive attitudes towards learning based upon listening to</p>	<p>Continue a whole school approach to develop pupils' attitudes to learning with full consideration given to the school curriculum and the quality of education.</p> <p>Ensure the curriculum intent is re-visited; evaluate its ambition and how it is likely to result in the academic success of pupils.</p>

	pupils' experiences and using these to plan their emotional well-being support. Review of Teaching and Learning Policy/Assessment policy and practice.	
It is likely that disadvantaged pupils' learning will be negatively affected compared to their higher socio-economic background peers. How will leaders, including governors, ensure that this is focused upon to be able to ascertain what extent this is the case for disadvantaged pupils at the school?	<p>Reference to additional funding. National concern about disadvantaged pupils moving forward from the pandemic experiences. Use the additional funding in the best way to promote achievement of disadvantaged pupils.</p> <p>Leaders have a plan for the needs of disadvantaged pupils that is routinely reviewed and monitored by governance strategic oversight.</p> <p>Plan CPD for staff and governors so they are best able to understand the 'big picture' of disadvantaged pupils. This will give them an insight into how they plan, deliver and monitor the provision for disadvantaged pupils.</p> <p>Consider EEF resources, case studies and reports.</p>	<p>Continue to address the improvement and development of disadvantaged pupils in order to have a trend of diminishing the gaps both through well-being, emotional support and academic achievement.</p> <p>Plan ways to use the additional funding to ensure disadvantaged pupils' needs are met and they catch up with their peers and so are able to experience success and readiness for the next stages of their education.</p> <p>Look at staff appraisal and consider how staff are held accountable for catch up with disadvantaged pupils.</p>
Considering the school's assessment processes, how will this be used/adapted/changed to be able to ascertain accurate re-starting points for pupils?	<p>What will the assessment process look like for the school following the review?</p> <p>How will leaders use this to inform them about what pupils' needs are and how the</p>	Leaders, (including subject leaders for curriculum and other areas of responsibility) to be able to articulate and demonstrate how they have used their assessment and curriculum to determine their actions and ways forward in the school improvement process.

	<p>planning of the curriculum can meet the needs of all pupils.</p> <p>Use the information gathered to check the groupings of pupils in terms of need and priorities for catch up and learning.</p>	
How are leaders considering the other 'learning' experiences pupils who have missed out on – social, personal, emotional – interactions with people; play; making friends; speaking and listening etc.	Consider approach to curriculum in the initial stages that encourages and promotes the priority of speaking, listening, establishing expectations. Use this information to inform the next steps ensuring there is a well balanced approach and measure of focus on well-being and academic achievement.	Continue to consider well-being and how this is included in the curriculum provision for pupils. Ensure priorities about academic achievement are also at the forefront of thinking and how to successfully plan for school improvement.

2020/21

Action	Rationale	Success criteria/ Measure	Timescale/ resources/ cost	Monitoring Key questions Accountable lead	Evaluation	RAG
<ul style="list-style-type: none"> • Diminish the gaps in pupils' knowledge due to the pandemic. • Set up catch up intervention programmes. • Ensure lessons taught addresses all areas of missed learning. 	<ul style="list-style-type: none"> • Pupil has missed six months + of schooling. • Pupils having to self-isolate when they or family member have symptoms. 	<ul style="list-style-type: none"> • All pupils make good or better progress. • Missed learning has been addressed. 	£80 per child	What is the plan over time for the curriculum to be considered so quality of education is established quickly and catch up for pupils achieved?	Termly: SIC to report to FGB: Evaluate the quality of the mathematic curriculum. Evaluate improvements and report back to FGB and through HT report to FGB.	

	Varied home schooling completion rates.					
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Relevant links to DfE guidance:

Safeguarding

- Safeguarding: <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>
- Remote learning: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
- Attendance: <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>
- Premises: <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>
- Prevention and control- <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- Advice: <https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance>
- Data protection: <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>
- Children's services: <https://www.gov.uk/government/collections/local-authority-childrens-services-coronavirus-covid-19>
- Safe working in schools, child care and social care <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>
- Keeping children safe in education: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Policy: <https://www.cambslearntogether.co.uk/asset-library/Safeguarding-and-Child-Protection-Policy-COVID-19-Addendum-June-2020.doc>

Health and safety

- A detailed checklist and key guidance for action for health and safety is available at: www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak
- Information re testing: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>
- Premises: <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>

- Prevention and control- <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- Test and trace: [national guidance](#)
- Test and trace [flowchart](#).
- Air conditioning: [HSE advice on air-conditioning](#)
- Social bubbles: [Whole class bubbles from September – guidance to come within 2 weeks](#)

Leadership and management

- Guidance for schools: https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19?utm_source=eda524da-454d-4c76-a010-26aae04dd5a0&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily
- Confirmation of critical worker: https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision?utm_source=1d1e4b82-014a-4db2-8ae8-172fa6fff72b&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

Governance

- Educational provision guidance: <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>
- Educational settings: <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- Guidance on school closures: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing>
- Reporting: <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings/educational-settings-self-reporting-online-form-frequently-asked-questions-faq>
- Governance update: <https://www.gov.uk/government/publications/school-governance-update/school-governance-coronavirus-covid-19-june-update--2>

Staffing

- NQT advice: <https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers>
- Supporting new teachers: <https://www.gov.uk/government/publications/supporting-early-career-teachers>
- Shielding/medically vulnerable: <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>
- Free schools: <https://www.gov.uk/government/publications/free-school-staffing-issues>

Parents/Community

- Parents: <https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19>
- Parents with pupils with SEND: <https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19>
- Supporting parents: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents>

Phased return of pupils

- Cluster and hubs: <https://www.gov.uk/government/publications/using-clusters-and-hubs-to-maintain-educational-provision/cluster-and-hub-provision-coronavirus-covid-19>
- Early years: <https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak>
- Attendance: <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-in-education-and-early-years-settings>
- Flexibility in return of pupils: <https://www.gov.uk/government/news/primary-schools-to-be-given-flexibility-to-bring-back-more-pupils>
- Planning curriculum for a phased return: <https://www.gov.uk/guidance/supporting-staff-in-curriculum-planning-for-a-phased-return>
- Mental health and well-being support: <https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers>
- www.annafreud.org/coronavirus-support/
- www.annafreud.org/schools-and-colleges/resources/
- www.gov.uk/guidance/reception-baseline-assessment

Vulnerable pupils

- Vulnerable: <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>
- Extremely vulnerable: <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>
- SEND - <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>
- Pupils with SEND for wider opening of schools: <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance>
- Changes in SEND: <https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus>
- Vulnerable charities strategic plan: <https://www.gov.uk/government/publications/vulnerable-children-national-charities-strategic-relief-fund>
- Free school meals: <https://www.gov.uk/government/publications/free-school-meals-guidance-for-schools-and-local-authorities>

Home/School alignment/blending

- Home learning support: <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>

- Remote support: <https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>
- Accountability measures: <https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability>
- Pupils' mental health support/pastoral care at home: <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stress>
- Adjusting the curriculum: <https://www.gov.uk/government/case-studies/adjusting-the-curriculum-for-use-in-school-and-at-home>
- Planning a home/school curriculum: <https://www.gov.uk/guidance/planning-a-curriculum-to-teach-at-school-and-at-home>
- Making the most of reduced curriculum time: <https://www.gov.uk/guidance/making-the-most-of-reduced-classroom-time>

Managing transition

- Early years: <https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures>
- <https://www.annafreud.org/media/11727/managing-transition-back-to-school-jun2020.pdf>

Getting curriculum back on track

- Reporting on pupil performance: <https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers>
- Regaining knowledge/gaps: <https://www.gov.uk/government/case-studies/regaining-knowledge-and-improving-wellbeing>
- Pastoral care in the curriculum: <https://www.gov.uk/guidance/pastoral-care-in-the-curriculum>
- New curriculum aspects: <https://www.gov.uk/government/publications/introduction-of-t-levels>
- Consultation assessment: [Government to consult on delaying 2021 exam season](#)

Process of pupil 'catch up'

- Catch up funding: <https://www.gov.uk/government/news/billion-pound-covid-catch-up-plan-to-tackle-impact-of-lost-teaching-time>
- Catch up: <https://www.gov.uk/government/case-studies/organising-mixed-ability-pupils-in-smaller-groups-and-helping-those-who-need-to-catch-up>
- Gaps in learning: <https://www.gov.uk/guidance/identifying-and-addressing-gaps-in-pupils-understanding>
- EEF: [launched the NT programme](#) Questions/answers: [FAQ for the scheme](#)
- Catch up: <https://schoolweek.co.uk/ofsted-will-check-how-schools-are-spending-650m-catch-up-cash-says-williamson/>
- Catch up: [Year 7 catch up premium added to national funding formula](#)

Other relevant links:

- Public health England <https://www.gov.uk/government/organisations/public-health-england>
- NHS: <https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/>

- Government advice: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>
- DfE <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
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