

Covid-19 Recovery Plan September 2020

Pickering Community Infant and Nursery School

The government believes that the Coronavirus (COVID-19) catch-up premium grant, which is additional to main school funding, is the best way to address the current adverse effects caused by the period of school closures.

The Coronavirus (COVID-19) catch-up premium grant was introduced in July 2020 and is allocated to schools to support children by tailoring the use of the funding to identified gaps to attainment. The funding can be spent in any way that will specifically address needs identified for our children due to the closure of schools.

In the Education Endowment Foundation (EEF) 'Covid-19 Support Guide for Schools' it states that, 'Teachers and families across the country have provided extraordinary support to help children learn at home during the Covid-19 pandemic. However, for many children, the disruption caused by school closures will have had a negative impact on learning and wellbeing.' As a school we know that, due to the lock down period where families were facing a broad range of challenges effecting them supporting children with home learning, children have been impacted in a number of ways. The government have provided additional funding for schools to enable them to offer further support for all children on their return to school to begin to address this. This needs a long term approach though, where building blocks put in place can be sustained over time in order to have the biggest impact. We expect our funding to be approximately £11,200.

The EEF suggest a three strategy approach, which encourages a sustained rather than one off approach. These three strategies are;

- **teaching and whole school strategies**
- **targeted support**
- **wider strategies**

It is widely acknowledged that the current experience lived by children in recent times is one of loss. Professor Barry Carpenter (Professor of Mental Health in Education) identifies five losses, which are;

- **routine** such as the start of the school day, the ritual of packing a bag, travelling to school, arriving at your classroom, the 5 day week
- **structure** such as when and how you learn, when to eat, when to sleep
- **friendship and social interaction** such as being together, identity affirmation, a sense of belonging, the everyday use of language
- **opportunity** such as the powerful knowledge that schools can impart, experiences that take students beyond their status quo, skills and networks to access the next phase of education
- **freedom** such as the time and space to be themselves, the sense of control

As a school, our priority is to build teaching and learning experiences for our children, which help them to recover from these losses over a sustained period of time. Training for staff will be a central element to most actions to enable us to continue to use and build upon this over time. The levers for recovery identified by Professor Carpenter are;

- **relationships**
- **community**
- **transparent curriculum**
- **metacognition**
- **space**

Rationale	Actions and funding	EEF Strategy	Recovery Lever
As a school we prioritise supporting children with language development and acquisition to access learning across the curriculum. This is more important than ever to limit the negative impact and widening of the word gap that could have occurred for children who have not enjoyed and benefited from a language rich environment during lock down.	Staff CPD focusing on child development and communication – Elaine Broadbent LA Advisor training £620 (School CPD funding)	Teaching and whole school strategies	Relationships
	Staff CPD focusing on language development and vocabulary acquisition using specialist staff within school - £nil	Teaching and whole school strategies	Transparent Curriculum
	Staff CPD focusing on the use of alternative strategies to maximise impact of teaching time using whole class guided reading, including a focus on vocabulary acquisition – James Duran LA Advisor training £310 (School CPD funding)	Teaching and whole school strategies	Transparent Curriculum
	Whole Class Guided Reading resources across the year groups Year One and Year Two - £2,800 (Through additional fundraising) £200 per class set of 30 books	Teaching and whole school strategies	Transparent Curriculum
	Nuffield Early Language Intervention twenty week programme for Reception children;	Targeted support	Transparent Curriculum

	<p>Training and release time for two teaching assistants 2.5 days each and one teacher for 0.5 days - £950 (Catch up funding)</p> <p>Resources - £375 (Catch up funding)</p> <p>ATA time for delivery with groups and individuals four hours per week for twenty weeks - £1,300 (Catch up funding)</p>		
	<p>Before school club with First Class at Number ATA to develop mathematical language for small groups of children in each Reception, Year One and Two class bubbles, one per half term for three twenty minute sessions per week. This will also give opportunities for social and relationship development. ATA time for delivery with groups and PPA - £850</p>	Targeted support	Relationships Transparent Curriculum
<p>Access to structured, progressive and tailored learning experiences for early reading and spelling development. We have seen positive results of this in the past when children have had regular access to this resource.</p>	<p>Lexia licences for twenty-five children across Reception to Year Two - £1,925 (Catch up funding)</p>	Targeted support	Transparent Curriculum
<p>With the investment of specialist music teaching funded in previous years through our Pupil Premium funding we saw huge benefits for children in developing their confidence and resilience and their sense of community and belonging. We also know that there are significant long term benefits of high quality music teaching on literacy skills in particular.</p>	<p>Specialist music teaching one afternoon per week covering each class for approximately 3.5 hours for Nursery and Reception children and 7 hours for Year One and Two children every term in half termly blocks – Mrs Durant £4,000 (Catch up funding) The timing for this will ensure involvement from class teachers to further develop their skills in this area of the curriculum.</p>	Wider strategies	Relationships Community Metacognition

<p>Over a period of time, our Forest School Leader has worked with our staff team to develop a curriculum for this area which focuses on developing the characteristics of effective learners; ‘We are explorers and learn through play’; ‘We are motivated and involved in active learning’; ‘We are creators and critical thinkers’; ‘We are survivors’. Forest School is an invaluable tool for equally supporting confidence and emotional wellbeing for staff and children. Our current strands encompass elements of this but more direct focus on these elements for teaching and learning will ensure consistent approaches and practises.</p>	<p>Staff release time for Forest School Leader to further develop our Forest School Skills Ladder to include strands specifically focusing on targeted development for confidence and wellbeing – One day release time £250 (Catch up funding) One at the start and one following or during evaluations and reflections.</p>	<p>Wider strategies</p>	<p>Space Community Relationships Metacognition</p>
<p>Over a period of time, our Forest School Leader has worked with our staff team to develop a curriculum for this area which focuses on developing the characteristics of effective learners; ‘We are explorers and learn through play’; ‘We are motivated and involved in active learning’; ‘We are creators and critical thinkers’; ‘We are survivors’. Forest School is an invaluable tool for equally supporting confidence and emotional wellbeing for staff and children. Our current strands encompass elements of this but more direct focus on these elements for teaching and learning will ensure consistent approaches and practises.</p>	<p>Staff release time for Forest School Leader to work with staff in the Forest School area with classes to support teaching and learning across these areas – Twelve half days as two half days per class £1,500 (Catch up funding) This will be linked to staff CPD time to ensure time for planning, understanding the skills ladder and for reflection.</p>	<p>Wider strategies</p>	<p>Space Community Relationships Metacognition</p>