



Twynning School Covid-19 Recovery Plan 2020-2021

COVID-19 Catch up Funding Allocation: £8876.67 (initial payment £46.67 per pupil followed by £33.33 per pupil)

	Gaps we are seeking to close in the academic year 2020 - 21	Actions to address these gaps	Estimated Costs	Staff responsible	Expected Outcome
Teaching	<p>Teaching staff unable to meet the needs of all pupils as a result of the impact of the COVID-19 partial school closure (wide variety of gaps in R/W/M).</p> <p>Pupils unable to retain previously taught content and deepen their understanding.</p> <p>Challenges associated with remote learning in terms of pupil access, parental understanding, engagement.</p>	<p>Quality first teaching for all – sharing best practice and focused professional development.</p> <p>Targeted planning for pupils with SEND or with gaps in their learning – scaffolding tasks and use of existing resources.</p> <p>Effective use of diagnostic assessment to identify and close gaps (Insight tracking)</p> <p>Supporting Remote learning – clear plan; accessible resources and most vulnerable pupils having access to technology</p>		<p>Teaching staff and SLT</p> <p>SENDCO</p> <p>Teaching staff and SLT</p> <p>SLT</p>	<p>Quality first teaching leads to gaps in pupils' learning closing</p> <p>Pupils are able to demonstrate, at an age appropriate level, that they have understood and retained knowledge.</p> <p>Remote education provision specifically targets key areas and is readily – accessible to all pupils.</p>

Targeted Academic Support	<p>Gaps in specific areas across the school – phonics, reading, writing, maths</p> <p>Limited time and available resources to meet pupil need</p>	<p>Part time teachers and TAs to lead targeted support through 1:1 and small group interventions</p> <p>Part time teachers to lead targeted support on non-working days – this means that mixed age classes can be separated into year groups. Additional TA time for leading targeted support.</p> <p>Sports Lead to teach targeted outdoor PE session and wellbeing sessions with one half of mixed age class to free up a year group for extra intervention time.</p>	£2000	<p>HT, Teaching Staff and TAs</p> <p>HT, Teaching Staff and TAs</p>	Gaps in specific area are closed with pupils making good progress from their baseline starting points.
Wider Strategies	<p>Some pupils with social, emotional and behavioural needs finding access to school difficult</p> <p>Parents finding difficulties with home learning as a result of COVID-19: attendance; social/emotional needs</p>	<p>Supporting pupils’ social, emotional and behavioural needs through nurture provision, circle time sessions, PSHE and outdoor learning.</p> <p>Supporting parents with the provision of remote learning materials (e.g. the Class Dojo platform for sharing all remote learning); regular and targeted information and support given.</p>	£3985	<p>SENDCO, SLT, all staff</p> <p>SLT, Teaching staff</p>	<p>Pupils with social, emotional and behavioural needs feel more confident to access school more easily and successfully</p> <p>Parents benefit from the support and structure given which has a positive impact on school engagement and communications.</p>

Reception	<p>Gaps in Phonics, reading and writing</p> <p>Segmenting and blending sounds</p> <p>Fine motor control</p> <p>Concentration span / listening skills</p> <p>Following sequences of instructions</p>	<p>4 x mornings of “basics” intervention with a focus on letter and number formation; phonics; number and place value. Part time teachers to teach Reception and Y1 separately.</p> <p>Extra daily Phonics opportunities and phonics assessment for all pupils</p> <p>Daily opportunities for all children to practice extra fine motor skills with resources around classroom.</p> <p>Targeted support for children to practice following sets of instructions (TA)</p> <p>All children are able to take part in outdoor educational experiences with a focus on wellbeing. Vulnerable children invited to participate in Nurture groups.</p>	£490	CTs TA HT	<p>Gaps are closed for all pupils.</p> <p>Children are ready for a transition to KS1 in Sep 21</p> <p>Pupils with social, emotional and behavioural needs feel more confident to access school more easily and successfully</p>
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Year 1	<p>Gaps in Phonics, reading, writing, maths</p> <p>Ability to focus in formal learning sessions has been compromised by lockdown / home learning.</p>	<p>4 x mornings of “basics” intervention with a focus on handwriting; phonics; number and place value. Part time teachers to teach Reception and Y1 separately.</p> <p>Extra small group lessons X5 per week – reading/phonics intervention with trained TA for 30minutes (small group) Daily teaching of reading sessions focused on developing reading comprehension (retrieval, inference and vocabulary) led by class teachers and teaching assistants.</p> <p>Extra daily Phonics opportunities and phonics assessment for all pupils (HT)</p> <p>Additional maths support sessions for any pupils not making at least expected progress (led by TA) All children are able to take part in outdoor educational experiences with a focus on wellbeing. Vulnerable children invited to participate in Nurture groups.</p>	£490	CTs TA HT	<p>Gaps are closed for all pupils.</p> <p>Pupils with social, emotional and behavioural needs feel more confident to access school more easily and successfully</p>
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Year 2	<p>Gaps in Phonics, reading, writing, maths</p> <p>Ability to focus in formal learning sessions has been compromised by lockdown / home learning.</p>	<p>4 x mornings of “basics” intervention with a focus on handwriting; phonics; sentence building; number and place value. Part time teachers to teach Y1 and 2 separately.</p> <p>Extra small group lessons X5 per week – reading/phonics intervention with trained TA for 30minutes (small group) Daily teaching of reading sessions focused on developing reading comprehension (retrieval, inference and vocabulary) led by class teachers and teaching assistants.</p> <p>Extra daily Phonics opportunities and phonics assessment for all pupils (HT)</p> <p>Additional maths support sessions for any pupils not making at least expected progress (TA).</p> <p>Opportunities for more outdoor and practical learning, allowing children to be more active as they struggle returning to formal learning.</p> <p>All children are able to take part in outdoor educational experiences with a focus on wellbeing. Vulnerable children invited to participate in Nurture groups.</p>	£490	CTs TA HT	<p>Gaps are closed for all pupils.</p> <p>Children are well-prepared for transition to KS2 in Sep 21.</p> <p>Pupils with social, emotional and behavioural needs feel more confident to access school more easily and successfully</p>
Year 3	Particular gaps identified in maths – number / place value and mental arithmetic.	2 x Fun Maths days with a focus on number and place value – lots of repetition, games, and practical skills. Days led by part-time teacher and fulltime Y3/4 teacher. Class to be split into Y3 and Y4.	£400	CT TA HT	<p>Gaps are closed for all pupils.</p> <p>Pupils with social, emotional and behavioural needs feel</p>

	<p>Gaps in Reading and Writing too</p> <p>Gaps in Phonics knowledge for pupil with SEN</p> <p>Lack of focus and concentration / ability to sustain concentration has been compromised</p>	<p>Rigorous phonics assessment for all Y3 pupils (HT) – followed by extra support sessions.</p> <p>Reading age assessments to take place. Incentive-led reading challenges set for home reading. Further time spent on class reading book with opportunities for discussion.</p> <p>Basic grammar, handwriting and spelling skills – support in class to address basic punctuation gaps for targeted children Daily times table teaching and reinforcement – focus particularly on the lower achieving.</p> <p>Reinforcement of Class expectations daily – remembering and practicing how to be an independent learner. Clear timetable on the whiteboard so that children know what is being taught next. Pupils to repeat instructions given if needed for clarity.</p> <p>All children are able to take part in outdoor educational experiences with a focus on wellbeing. Vulnerable children invited to participate in Nurture groups.</p>			<p>more confident to access school more easily and successfully</p>
Year 4	<p>Gaps in reading comprehension and writing</p> <p>Lack of focus and concentration / ability to</p>	<p>2 x Fun English days with a focus on reading com skills and short burst writing– lots of repetition, games, and practical skills. Days led by part-time teacher and fulltime Y3/4 teacher. Class to be split into Y3 and Y4.</p>	£400	CT TA HT	<p>Gaps in learning close for all pupils. Children are well-prepared for transition to Year 5.</p> <p>Pupils with social, emotional and</p>

	sustain concentration has been compromised	<p>Reading age assessments to take place. Incentive-led reading challenges set for home reading. Further time spent on class reading book with opportunities for discussion.</p> <p>Basic grammar, handwriting and spelling skills – support in class to address basic punctuation gaps for targeted children</p> <p>Daily times table teaching and reinforcement – focus particularly on the lower achieving – those who have not passed the practice MTC.</p> <p>Reinforcement of Class expectations daily – remembering and practicing how to be an independent learner. Clear timetable on the whiteboard so that children know what is being taught next. Pupils to repeat instructions given if needed for clarity.</p> <p>All children are able to take part in outdoor educational experiences with a focus on wellbeing. Vulnerable children invited to participate in Nurture groups.</p>			behavioural needs feel more confident to access school more easily and successfully
Year 5	<p>Gaps in Maths – particularly arithmetic and reasoning skills</p> <p>Social issues and interaction between the children who have</p>	<p>Daily opportunities for Arithmetic practice and challenges.</p> <p>PSHE sessions with a focus on sharing; team work and co-operation.</p> <p>Reading age assessments to take place. Incentive-led reading challenges set for home reading. Further time spent</p>	£300	CT TA HT	Gaps in reading comprehension, mental arithmetic and punctuation close

	<p>attended the hub and the rest of the class</p> <p>Reading comprehension skills need further reinforcement. Many children seem to have not been reading at home.</p>	<p>on class reading book with opportunities for discussion and activities.</p> <p>Basic grammar, handwriting and spelling skills – support in class to address basic punctuation gaps for targeted children</p>			<p>Children are better prepared for the transition to Year 6 in 2021-22</p> <p>Pupils with social, emotional and behavioural needs feel more confident to access school more easily and successfully</p>
Year 6	<p>Gaps in Maths - reasoning skills and arithmetic</p> <p>Social issues and interaction between the children who have attended the hub and the rest of the class</p>	<p>Daily opportunities for Arithmetic practice and challenges.</p> <p>PSHE sessions with a focus on sharing; team work and co-operation.</p> <p>Reading age assessments to take place. Incentive-led reading challenges set for home reading. Further time spent on class reading book with opportunities for discussion and activities.</p>	£300	CT TA HT	<p>Gaps with written arithmetic and basic mental calculation are closed (as shown by assessment)</p> <p>Lack of fluency in reading and gaps in vocabulary and</p>

	<p>Reading comprehension skills need further reinforcement. Many children seem to have not been reading at home.</p> <p>Reinforcement needed of basic grammar/ punctuation</p>	<p>Basic grammar, handwriting and spelling skills – support in class to address basic punctuation gaps for targeted children</p> <p>Pupils who are currently not on track to make at least expected progress – targeted, with small group maths sessions daily led by headteacher.</p> <p>Challenge for the most able – 4 targeted, small group sessions weekly & extension session every week led by CT / HT</p> <p>SEND pupils with additional spelling, phonics needs – Daily additional phonics sessions led by HT</p> <p>All children are able to take part in outdoor educational experiences with a focus on wellbeing. Vulnerable children invited to participate in Nurture groups.</p>			<p>retrieval is improved (as shown by assessment)</p> <p>Gaps in basic EGPS knowledge are addressed (as shown by assessment)</p> <p>Children in Year 6 are better prepared for transition to secondary school Pupils with social, emotional and behavioural needs feel more confident to access school more easily and successfully</p>
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