

# Covid-19 Recovery



Personal Development



High expectations.  
ARE and Forensic  
DTTR



Oracy, Language  
and Literacy

## **Information regarding the March Covid Recovery Plan.**

In September, we launched our Covid Recovery Programme which focused upon the above 3 key areas. We experienced great levels of success with this programme and are pleased to report that by December 2020, the vast majority of children were 'back on track' and were attaining and achieving at their expected standard. **A real highlight for us was that 100% of our Year 2 children passed their Phonics Screening Check in December 2020.** Although a small percentage of children were demonstrating that they had not yet 'caught up' to their expected levels, they had still made very pleasing progress and were on a positive trajectory of attainment and achievement.

During Lockdown 3, we have had very high levels of remote learning engagement, averaging at over 90% of children taking part in live and pre-recorded lessons each day. Teachers have very carefully sequenced the curriculum and altered teaching and learning plans to ensure that children can access the curriculum, in a virtual way, through high quality, direct instructional teaching. More information regarding our Remote Learning offer can be found on our school website. From assessing the children's progress during Lockdown 3, we know that they continue to make very pleasing progress however, we also know that there has naturally been an impact on children's learning and attainment due to partial school closures.

To rebuild and repair from the third lockdown, we will continue to implement our highly effective recovery programme and continue to place an emphasis on **Personal Development, High Expectations** (following the PIXL DTTR\* approach) and **Oracy, Literacy and Language**. Teachers are ready and prepared to support children, first and foremost, to reintegrate back into school life followed by accurately assessing the gaps in children's knowledge/understanding and altering teaching sequences to support the 'plugging' of those gaps. This will be through quality first teaching, same day interventions and bespoke therapies. Throughout all of our curriculum, teachers will continue to place an emphasis on Oracy, Literacy and Language because we know that this is a crucial area of development that will support our children to access all areas of the curriculum.

**Due to Lockdown 3 preventing additional booster sessions from being undertaken, £4,000s worth of funding will now be re-assigned for a group of 30 Key Stage 2 pupils to undertake some small group tuition provided by White Rose Maths (National Tutoring Programme).**

Our Covid-19 recovery programme continues to be a whole school, holistic approach to supporting all children as opposed to a spending or funding plan. All members of staff are ready and prepared to support our children and during the Spring term, we have further enhanced our staff training package with a specific emphasis on 'breaking down barriers' for vulnerable groups to ensure that ALL children continue to make accelerated progress over the next couple of months.

## **September Covid-Recovery Programme**

Through combining our knowledge and understanding of our children's experiences during the 2020 Lockdown with their current attainment on return to school in September 2020, we have identified 3 main areas of foci for development: Personal Development, Academic Achievement (with a focus on high expectations, ARE teaching and forensic approaches to DTTR\*), and Oracy, Literacy and Language.

## Summary of Priority Areas

 <p>Personal Development</p>	<p>We know many of our children have experienced trauma during the Lockdown period. From bereavement to fear, all children will have experienced a period of discomfort. The main government message 'stay at home and save lives' has implied to many children that school, their safe base, isn't necessarily the safest place. We have a duty to rebuild and repair from this to ensure that they feel safe in school and have a good understanding of how to keep safe through following key messages such as 'hands, face and space' and our 'keeping safe during Covid-19' rules. Many children will have experienced a lack of routine and in some cases, poor boundaries. Our enhanced personal development programme supports children to recover from this and ensures that they are in the best possible place to begin their learning. We will make further enhancements to our personal development provision, in light of the Covid Lockdown, along with embedding the Thrive approach further in all classrooms.</p>
 <p>High expectations. ARE and Forensic DTTR</p>	<p>We know that children have missed, on average, around 4 months of learning time. Through our curriculum model, children had mastered many of the core learning objectives prior to schools partially closing and therefore, have missed opportunities to embed and refine these skills. In addition to this, around a third of a year groups curriculum content has been missed. To combat this and to ensure all children make accelerated progress, we will be pitching all lessons at age-related expectations and supporting children to work at this level through targeted scaffolds, pre-teaching and post teaching same day interventions. In addition to this, there will be targeted opportunities for therapies, bespoke interventions, small group and one to one tuition. We will carefully follow the DTTR* approach. Teachers will forensically diagnose children's gaps in their understanding, fill these gaps through high quality whole class, small group and 1:1 interventions, test children's understanding and regularly revisit this newly taught content.</p>
 <p>Oracy, Language and Literacy</p>	<p>Through a lack of interaction with other children, we have noticed a significant deficit in children's oracy, literacy and language skills. Our Covid recovery Oracy, Literacy and Language programme sees enhancements to current oracy programmes and the introduction of new programmes such as our new 'Reading Rituals' for all year groups. Children will experience reading repeated key texts and a variety of different text types to support their language development. Children will also be provided with a range of oracy sessions such as direct and explicit oracy teaching, through our talk times, and meaningful and plentiful oracy opportunities in every lesson (through our jump start lesson mechanics)</p>

# Information for Parents (Sent out on 11<sup>th</sup> September)

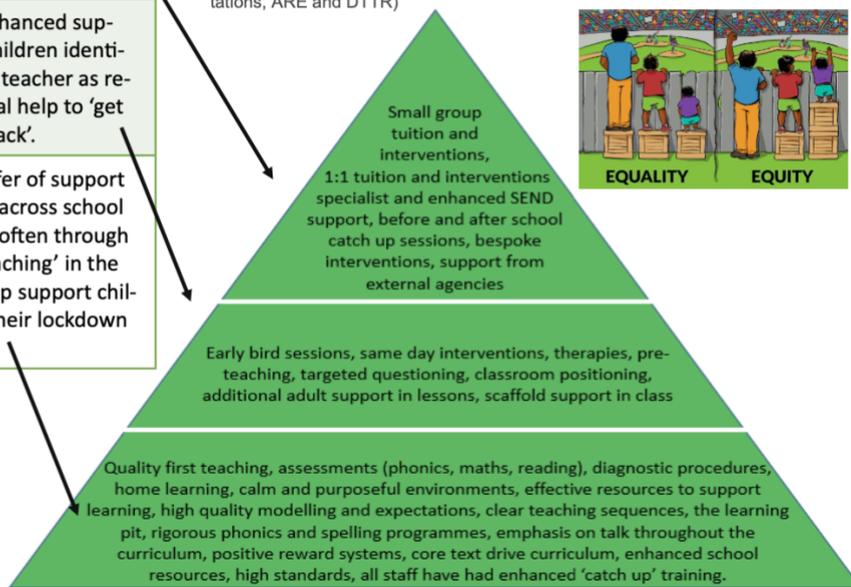
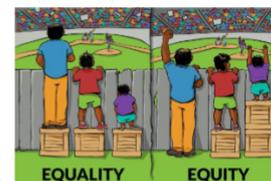
## Covid-19 Recovery



Our priority over the next year is to support our children to re-integrate back into school life and get back on track with their learning—not just academically but personally, socially and emotionally. Over the summer break, we have worked hard to develop a rigorous and bespoke-to-Roundhay recovery curriculum that will support ALL pupils in getting 'back on track' following the Lockdown. We have adopted a three strand approach. 1) **Personal development**—this involves supporting children with their social, emotional and mental health following lock down experience. 2) **High expectations**—this is the academic side of the recovery. We will be teaching children the content related to their Year group and supporting them by 'plugging' any academic gaps that they may have from the lost teaching time since March. Our teachers are experts at identifying children's gaps in their learning, supporting them with quality first teaching and interventions and checking that they have mastered their new content—this is a process that we refer to as DTTR (diagnose, therapy, test (quiz!), revisit). 3) **Oracy, Language and Literacy**—we are having a whole school focus on Language as we know that this is the key area for development for our children. Due to limited interactions with other children and adults during lockdown, there has been a slight impact on language development. By adopting a simple, yet effective three

<b>Specialist</b>	<b>Specialist, often external or bespoke, support for those children, identified by school senior leaders, who require a significant amount of support following their lockdown experiences</b>
<b>Targeted</b>	Slightly more enhanced support for those children identified by the class teacher as requiring additional help to 'get them back on track'.
<b>Universal</b>	The universal offer of support that all children across school will experience, often through 'Quality First Teaching' in the classroom to help support children following their lockdown experiences

To ensure that we have an 'equity rather than an equality' approach to schooling (see picture below), we have a three-tiered approach to each of the above strands. All children will receive the enhanced, universal offer as part of our COVID recovery. Teachers will then identify those who require additional support through targeted interventions. If needed, senior leaders will then begin the process of seeing which children require further, specialist support to 'get back on track'. We have this three-tiered approach for each of our three strands of COVID recovery. See below an example of the academic area of recovery (High expectations, ARE and DTTR)



### Reviewing the impact of our Covid-Recovery Programme:

Each term, senior leaders will take a 360-degree review of our 'Covid Recovery Programme' by evaluating the following:

- The quality of teaching and learning, by evaluating children's progress within and across lessons (learning walks, book scrutiny, termly data analysis)
- Forensic monitoring of interventions and therapies using PIXL, RWI and Thrive assessment
- Conversations with pupils
- Conversations with staff at all levels
- Conversations with parents

Each term, a Covid-19 recovery report will be produced by the senior team with appropriate next steps identified. The Senior Leadership team, through this termly report, will also report on the impact of the Covid-19 funding on pupil progress, attainment, achievement and wellbeing. Through the termly review of the SDP with governors, school leaders will also report on the impact of the Covid recovery programme.

## Breakdown of Covid-19 Catch-Up Fund Spending

Total funding received: £36,240  
Total funding spent: £38,082

Area of Need	Identified Actions	Intended outcomes	WAVE	Identified Costs
 Personal Development	<ul style="list-style-type: none"> <li>Investment in bereavement resources to support the 15 families that have experienced loss as a result of Covid-19</li> </ul>	Children, who have experienced bereavement, will experience emotional well-being support in school and at home to support them on their bereavement journey.	3	£500
	<ul style="list-style-type: none"> <li>Additional training for two members of the pastoral team to become a licensed Thrive Practitioner to target children with SEMH needs as a result of the Covid-19 lockdown following the APDR approach.</li> </ul>	Additional support in school to identify and assess those children who have experienced significant trauma during lockdown. These children will receive Thrive sessions by a qualified practitioner	2 /3	£2600
	<ul style="list-style-type: none"> <li>Additional Leadership release time (3 days) to make further enhancements to our personal development provision in response to the Covid-19 lockdown experiences of our children and to provide training for staff.</li> </ul>	Enhanced, Wave 1 support for all children to recover from the lockdown experiences through a targeted teaching strategies.	1	£600  Total £3,700
 High expectations, ARE and Forensic DTTR	<ul style="list-style-type: none"> <li>Read Write Inc. Training for 4 additional members of staff</li> </ul>	An increased level of support, through enhanced training, for children in Reception and Key Stage 1. Children will have access to reading experts who can support in applying the strategies the key Read Write Inc. strategies across all areas of the curriculum.	1	£2000
	<ul style="list-style-type: none"> <li>Employment of 1 x Extra reading teacher to create smaller groups in Year 1 and 2 (0.2 FTE – 1 hour per day).</li> </ul>	Increased adult support in Year 1 and 2 to enable smaller teaching groups during Read Write Inc. Sessions to support children in making accelerated progress.	1	£3000
	<ul style="list-style-type: none"> <li>Read Write Inc additional 1:1 sessions either before or after school delivered by existing support staff</li> </ul>	Accelerated reading progress for those children who have fallen behind and require targeted and specialist support (EYFS, Y1 and Y2)	3	£5462
	<ul style="list-style-type: none"> <li>PIXL DTTR interventions delivered either before or after school by existing support staff</li> </ul>	Accelerated reading and maths progress in Years 3-6 for those children who require specialist and targeted support.	3	£4288
	<ul style="list-style-type: none"> <li>PIXL DTTR interventions delivered either before or after school by existing teaching staff (reading, writing and maths).</li> </ul>	Accelerated progress in reading, writing and maths for children in Year 3 – 6 who require specialist and targeted support	3	£1432 Total: £29,182
 Oracy, Language and Literacy	<ul style="list-style-type: none"> <li>Creation of a new Senior Leader Role with responsibility for Oracy, Literacy and Language</li> </ul>	Developments in the Oracy, Literacy and Language provision across school for all members of staff. Increased quality of teaching and learning across all classrooms with a developed provision for Oracy, Literacy and Language	1 /2	TL3 £1,500
	<ul style="list-style-type: none"> <li>Release time for new Senior Leader for coaching, mentoring and strategic leadership (1 x afternoon per week)</li> </ul>		1/ 2	£1000
	<ul style="list-style-type: none"> <li>Texts and stories to support the implementation of a new reading ritual focussing on Oracy, Literacy and Language</li> </ul>	Developments to children's Oracy through high quality stories and targeted language teaching	1 /2	£500
	<ul style="list-style-type: none"> <li>Training, coaching, mentoring and quality assurance visits from an external consultant on the new Reading Ritual and Oracy developments (3 x full days)</li> </ul>		1 /2	£1200
	<ul style="list-style-type: none"> <li>Additional provision resources (mainly small world and role play) for Reception and Year 1 to develop Oracy, Literacy and Language</li> </ul>	Increased language developments in EYFS and Year 1	1	£1000
	<ul style="list-style-type: none"> <li>Enhancements to the EYFS outdoor area to develop Oracy, Literacy and Language based provision</li> </ul>	Opportunities for children to develop their oracy, literacy and language through play-based learning approaches in EYFS.	1	£1000 Total: £6,200

