St Luke's Church of England Primary School
Covid-19 'Catch up and Recovery Premium' Action Plan

In June 2020, a £1 billion fund for education was announced by the government. Further guidance has now been released (https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium) showing that the money is split between a catch-up premium and a national tutoring scheme.

The catch-up premium is funded on a per pupil basis at £80 per pupil. This was based on the previous year's census, meaning St Luke's School Church of England Primary School was in receipt of £17,040 (213 x £80 for 2020-21. For 2021-22 the school will receive £1620 for School-Led Tutoring and £1631.25 Recovery Premium Funding (a further £543.75 will be allocated in 2022-23). To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.
https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/

There are two broad aims for 'Catch Up and Recovery' at St Luke's Church of England Primary School:
- *The mental health needs of pupils are met and supported by the school.*
- *Attainment outcomes at end of 2021-22 for all year groups will be in line with or above those at the end of 2018-19.*
At St Luke's Church of England Primary School, this money will be used in order to provide:
- *One to one/small group support and transition provide by a qualified teacher*.
- *Additional support staff in Years 1, 2 and 3 to support the outcomes of children who have been identified as needing "catch up" in their learning.*
- *Resources and materials that support "catch up" and mental health and well-being of pupils*
- *Resources and materials that support the development of metacognition, formative assessment and phonics.*

'Catch Up and Recovery' at St Luke's Church of England Primary School for all children is:

- **Working through well sequenced, purposeful planned learning**. For example, our school-created plans are being adapted to focus on missed objectives and consolidate the basics. In maths, we will utilise White Rose Maths and NCTEM ready to progress Covid recovery activities as the spine of learning and we have been able to use catch up premium to purchase adapted plans and resources that have been specifically written to focus on the objectives for each year group.

- **Focus on consolidation of basic skills**. The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.
- **Additional lesson time on core teaching**. Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons. Activities in the wider curriculum will also provide opportunities to focus on the core skills. This includes gap weeks within the learning cycles to address gaps in learning and to allow time for reflection, extension and consolidation.
- **Particular focus on early reading and phonics**. This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary. Using Read, Write Inc to plan and structure phonics and linked guided reading sessions.
- **Assessment of learning and of basic skills to identify major gaps**. Teachers will work to identify gaps in learning and adapt teaching accordingly. Focus on formative assessment and feedback.
- **Time spent on mental health, wellbeing and social skills development**. This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.

Catch Up at St Luke's Church of England Primary School for targeted children is:
- **Additional support and focus on basic core skills**. Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.
- **Additional time to practice basic skills**. This again will be dependent on need of individual children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow for this.

This action plan is based upon the main priority objectives of the school improvement plan for both 202-21 and 2021-22 (See appendix 1)

Catch-up funding – planned expenditure
Amount of funding:

Total Covid Catch-up Grant Received £17,040

Estimated cost of Catch-up Strategy: £ 24,76.54 (£2000 allocated from the delegated budget in training)

Rationale:

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At St Luke's Church of England Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

EEF recommended strategy	EEF Rationale	Specific implementation at St Luke's C of E	Cost	Expected impact
One to one and small group tuition **Teaching Assistants**	'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'	X1 experienced retired teacher with expertise in SEND to deliver intervention and recovery activities. X2 additional support staff support for targeted pupils in Year 3 who require recovery and intervention from the impact of learning missed during the periods of school closure. Additional support staff hours to support pupils in Years 1 and 2 (including	Experienced teacher x2 mornings a week for 12 weeks £6018. Additional Support Staff £8455 x 2 adults = per week in Year 3 X12 weeks = in Years 1 and 2 Maths Training (Maths Hub for additional support staff cost - £0 Writing Training for additional support staff cost - £0	By increasing the time spent reading 1:1 with an adult we expect the targeted children to close gaps in reading progress. By prioritising the development of phonics, reading, basic maths and writing in identified children, we expect to close any gaps in this area of development that may have occurred during the lockdown period.

		reading intervention and Phonics support). Daily 1:1 reading with targeted children (additional books purchased – see parent section) Additional support for development of phonics (R-Yr3) Daily small group support for maths and writing basic skills. Additional support staff training in reading, writing and maths. One to one/small group support for identified pupils in Years 4,5 and 6.	Reading Training for additional support staff cost - £0	
Metacognition and self regulation **Formative Assessment and Feedback**	'Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.' 'A recent meta-analysis of studies focusing on formative assessment in schools indicates the gains can be more modest, suggesting that an improvement of about three months' additional progress is achievable in schools or nearer four months when the approach is supported with professional development.'	Staff to attend INSET and further training on Metacognition theory and strategies. Staff to plan and implement-selected metacognition, KAGAN, peer, self and formative assessment strategies. Provide pupils with high-quality feedback, building on accurate assessment. – Staff to conduct 'little and often' formative assessments throughout the learning cycle such as regular quick quizzes, Q&A, application tests and other opportunities to recall prior learning. - Staff to include gap weeks within the learning cycles to	Staff training days and resources: £500	Pupils are more equipped for self-led learning Pupils have higher levels of independence e.g. pupils in Y5/6 no longer require a pro forma to complete a DT project or science investigation. Pupils use initiative to work more independently and build resilience. Improved standards in non-core subjects. Pupils can self regulate their own assessment and the assessment of peers. Pupils can self regulate their learning. Pupils are able to recall prior learning and remember knowledge from previous year groups.

		address gaps in learning, and allow time for reflection, extension and consolidation.		Assessment can help teachers determine how to most effectively support their pupils. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs will make it easier for teachers and other school staff to provide effective support.
Phonics	'Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.'	Teachers plan intervention phonics sessions to support pupil individual targets and fill gaps due to COVID-19 closure. -Teachers to follow the Read Write Inc. Teaching Sequence to ensure high quality and consistency.		Gaps from COVID-19 closure are addressed and most children are achieving within ARE in phonics. All children are achieving their individual targets. Children are confident with their phonics knowledge and are able to use this in their everyday work. 87% of children pass the phonics screening test in Y1 with100% ofl children passing by the end of Y2.
Intervention programmes	'In order to support pupils who have fallen behind the furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'. 'Mastery learning appears to be a promising strategy for narrowing the attainment gap.'	R.W.Inc assisted blending and reading practise – p.m. catch-up White Rose Maths – catch-up programme. Maths Mastery Programme DFE/NCETM 'Ready to Progress' Covid recovery activities.	R.W.Inc. Training, books and online subscription - £4398.50 White Rose resources - £100.00	By providing maths and reading catch-up interventions for identified children, we expect to close the gaps in maths and reading.

Access to technology	Pupil's and staff access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'	The purchase and implementation of online Microsoft Teams platform and chrome book devices.	Initial licence cost - £150 Cost of additional devices - £1500	By ensuring that pupils have access to quality maths and English practise at home which complements the learning pupils are doing in school, along with challenges and tasks set at individual pupil's level of learning, we are expecting the impact to be accelerated progress in maths and English.
Supporting parents and carers	'Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.'	The purchase of additional sets of R,W,Inc. phonic reading books to enable school to have a ready supply of books that can be used in school and also enough for parents to take home on a more regular basis, incorporating book 'quarantine' rules. The purchase of 'pre-reading' Sound Blending Book Bag Books to use in Reception – enabling teachers to send single word books home for parents to practise with their children. The purchase of R,W,Inc. Phonics Kits for parents to enable additional catch-up learning to take place at home for those children with	Full additional set of all R,W,Inc.- £2513.50 Book Bag books – bands Red through to Grey. £1885.00	By ensuring that all children are able to access a wide range of phonetically matched reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise phonic awareness at home, we expect the impact to be accelerated improvement in the children's reading and phonics ability.

		the largest gaps in reading and phonics.		
Mental Health and Well Being	No mention in the EFF	Use the mental health strategies already implemented into the school ethos to support pupils and staff on the impact of Covid-19. Resilience/ALGEE strategies and use of reflection areas. Counselling and support staff to provide support for targeted pupils and staff Universal support using the existing training and strategies to support good mental health; following the policy and discussing concerns. Targeted support including supervision; further training on mental health; regular check-ins; adjusting school roles and working arrangements. Specialist support through counselling (EAP and WFW); crisis support; referral to occupational health etc. Additional PHSE and full access to a broad and balanced curriculum.	Wigan Family Welfare Counselling - £300 Additional support staff (see above) PHSE SCARF –Coram Life Education subscription £475	Pupils and staff feel supported during the transitional return to school after the impact of COVID-19 and build resilience to self-regulate mental health. Pupils and staff are self-aware and able to access resources/strategies to deal with mental health and well-being issues. The transition back to school life is smooth with an ethos of support where all pupils and staff feel able to know how to seek help if needed.
Transition	No mention in the EFF	All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19.	No cost	The transition back to school life is smooth with an ethos of support where all pupils and staff feel able to know how to seek help if needed. The transition into Reception Class and Year 7 is smooth and pupils are ready for the

		Plan and provide transition support, such as dedicated transition events—either online or face-to-face, as restrictions allow. Transition events to focus on sharing information about school with children and their families. Activities designed to make pupils feel comfortable in their new school/class. Additional transition support using assessment to identify areas where pupils are likely to require additional support, including between primary and secondary schools.		next phase of education and they feel supported. Pupils start the new year ready to learn.

*This document is produced in conjunction with the School Improvement Plan, Pupil Premium Strategy and Sports Premium Provision.

Expenditure	Cost
One to one/ small group tutor	£8198.00
Cost of additional adults	£8455.54
Metacognition and Formative Assessment training and resources.	£300.00
Maths Hub Mastery Programme	£0.00
Read, Write Inc Training, reading/blending books, online subscription	£4398.50
PHSE SCARF subscription	£475.00
White Roses maths Subscription	£100.00
Microsoft Devices and Licences	£1550.00
Wigan Family Welfare Counselling	£300.00
Total	**£23,777.04**

Appendix 1

School Improvement Objectives 2021/22

 The key priorities are:

1. To develop an effective formative assessment/metacognition for learning in order to promote enquiring minds, independence and initiative and support the Covid-19 recovery plan. (Based upon EEF research).

2. To use the embedded strategies to support pupils and staff mental health and well-being following the COVID-19 pandemic.

3. To close the gap so that standards in boys' writing is more in line with that of the girls.

4. To support the recovery of pupils' learning and social development due to the impact of Covid-19.

5. To ensure the gaps in phonics are diminished so that pupils are back on track to meet their individual targets.

All key priorities are linked to the whole school Covid- 19 Catch-Up and Recovery Premium Action Plan.

1. To develop an effective assessment/metacognition for learning in order to promote enquiring minds, independence and initiative and support the Covid-19 recovery plan. (Based upon EEF Toolkit and Covid-19 recovery research)			Monitoring Responsibility: Headteacher/Governors Implementation Responsibility: Curriculum Leader
Specific tasks	**Strategies (Who and When)**	**Monitoring (what, who and when?)**	**Success Criteria**

-Staff to attend INSET and further training on Metacognition theory (including EEF research) and strategies.
 	
-Staff to attend further training on formative assessment (assessment for learning), flexible grouping and learning cycles.
 	
- Staff to include metacognition, KAGAN, peer, self and formative assessment strategies in planning and teaching
 	
– Staff to conduct 'little and often' formative assessments throughout the learning cycle such as regular quick quizzes, Q&A, application tests and other opportunities to recall prior learning.
 	
- Staff to use the wider curriculum assessment pro formas to record assessment.
 	
-Subject leaders are empowered to improve quality of teaching learning and assessment.
 	
- Subject leaders to scrutinise and feedback to staff on curriculum planning, coverage and assessment.
 	
-Subject leaders provide high quality professional development in the light of assessment analysis, learning walks, book & planning scrutiny.
 	
- Assessment pro-formas to be completed by staff for non-core subjects at the end of each learning cycle.
-Assessment pro-formas shared with subject leaders.
	-Performance management targets for middle/Subject leaders are sharp, measurable and include specific success criteria so that impact can be evaluated at key points in the year. Performance management reviews are to focus on the use of metacognition, KAGAN and formative assessment strategies.
	-Establish coaching programme for working with staff.
	-Subject leaders regularly check on the quality of teaching and pupils' progress in their areas of responsibility in order to evaluate the impact of school initiatives on different groups of learners. Subject leaders' journals are used to evaluate successes and identify areas for development.
	-Strategies will include:
	• Input from subject leaders at staff meeting
	• Support teachers with planning
	• In class support - Plan, teach review cycle Leadership meeting to review outcomes of monitoring & next steps termly
	-Staff ensure that planning:
	   • sequences NC requirements and end points.
	   • has clear statements of intent, implementation and impact.
	
	-Staff to conduct a recap week in July/September to identify gaps in learning from previous year groups.
		Monitoring by Subject Leaders and Curriculum leader:
		-Learning walks
		-Book scrutiny
		-Planning scrutiny
		-Pupil conferencing
		-Analysis of data
		-Lesson observation
		-Subject leader journals
		-Subject leader reports
		
		Governors check and challenge
		
		Curriculum Leader report to FGB at Curriculum meetings.
			• Achieve the vision – 'Learning without Limits'.
			• Pupils know, understand, remember and can do more.
			• Develop pupils self-regulation of their learning.
			• Pupils overlearn and develop automaticity.
			• Pupils have higher levels of independence e.g. pupils in Y5/6 no longer require a pro forma to complete a DT project or science investigation.
			• Pupils are more equipped for self-led learning
			• Teachers are confident to allow 'hands free teaching'
			• Children are able to lead the learning of other children.
			• Pupils articulate their learning on a day-to-day basis.
			• Sessions are structured using the principles of EYFS.
			• Staff are more confident to take risks and promote learning without limits.
			• Teacher assessment is more accurate across the wider curriculum.
			• Pupils have higher levels of independence e.g. pupils in Y5/6 no longer require a pro forma to complete a DT project or science investigation.
			• Pupils have better enquiry skills.
			• Pupils use initiative to work more independently and build resilience.
			• Improved standards in non-core subjects.
			• Pupils are more reflective
			• Further links in learning are made across the curriculum.
			• Pupils can self regulate their own assessment and the assessment of peers.
			• Promote effective peer assessment through quality feedback
			• Build pupils resilience and nurture a culture of it's ok to fail but recognise what they need to do to improve.
			• Teachers are able to unravel day to day learning

- Staff to include gap weeks within the learning cycles to address gaps in learning, reflection, extension and consolidation (start July 2021 to reflect on 2020/21 year). -Staff to describe the pedagogy we use to enable pupils to 'know more, understand more, remember more and are able to do more'. - Review marking policy and implement changes.			• Develop effective questioning to probe enquiring minds. • Re-build and recover pupil's social interaction and skills after Covid-19. • Pupils are able to recall prior learning and remember knowledge from previous year groups. • Teachers are able to assess pupils' wellbeing and learning needs in order to provide effective support. • Craft effective AFL Staff and pupils can use the following metacognition strategies: • Scaffolding • Graphical organisers e.g. mind maps • Concept mapping • CRIME • Exit ticketing and muddiest point • Fishbowl (Y5/6) • Guided heads up • Learning journals • One minute paper • Process mapping –investigation roadmap • Science/DT planning processes
Impact at the end of each term:	**Autumn Term**	**Spring Term**	**Summer Term**

2. To use the embedded strategies to support pupils and staff mental health and well-being following the COVID-19 pandemic.			Monitoring Responsibility: Governors & Headteacher Implementation Responsibility: SLT
Specific tasks	**Strategies (Who and When)**	**Monitoring (what, who and when?)**	**Success Criteria**
-To use skills of the Well Being Team with representatives from Y2-Y6. -Provide weekly counselling sessions for targeted pupils. (Place2be/WFW). -All staff to complete LOGOS mental health Village Approach training. -Select pupils in Y5/Y6 to complete mental health champion training. -Pupils in Y5/Y6 Well Being Team representatives complete mental health LOGOS Village Approach training. -Y5/Y6 pupils to take part in a mental health survey. -Provide each class with a range of mindfulness resources. -Provide staff with opportunities and resources to support their mental health e.g. counselling, mindfulness sessions. -St Luke's staff to lead training and implementation of 'Village Approach Project' for other schools in LOGOS. -Provide guidance and signpost parents/carers to support for mental health and impact of COVID-19. e.g bereavement, loss of earnings etc -Update mental health policy in line with impact of COVID-19. - Y5/Y6 pupils to lead training for other pupils in LOGOS schools. -Incorporate support for impact of COVID-19 throughout the curriculum and specifically in PHSE. -Dedicated staff meeting time to discuss implications and actions regarding impact of COVID-19 on the school community. -Key staff to complete bereavement and trauma training. -Use COVID 19 catch up funding to employ 1x 9 hour TA and 1x6 hour TA	Develop strong relationships by working alongside mental health external agencies: -CAMHS -Place2Be -Greater Manchester Combined Authority (GMCA) Health and Social Care Partnership -Wigan Family Welfare -Sensoriel -NHS -Youth Sport Trust -42nd Street -GM School Games Pupils and staff to use mindfulness techniques to support positive effects on mental health and well-being. Trained staff and pupils to act as ambassadors for mental health by supporting other pupils and staff. Designated Safeguarding Leads to signpost and complete referrals to external agencies.	Monitoring by Headteacher and Deputy. Activities to include: • Weekly learning walk/drop ins • Book scrutiny • Pupil discussions • Teaching and learning reviews • Lesson observations (SLT and mentors) • Data analysis of pupil groups • Safeguarding issues • Trends • Staff appraisals • Staff and Pupils well-being • Lunchtime observations • Well-being team meetings • External agencies feedback. • LOGOS Schools feedback • Staff meetings	• Successful completion of LOGOS Village Approach Training • Staff and pupils enhance knowledge of strategies to use. • Pupils use peer on peer support. • An active and effective well-being team. • Pupils and Staff are happy and feel valued. • Pupils and Staff are self-aware and able to access resources/strategies to deal with mental health issues. • Staff are more aware and have better understanding of recognising the signs of mental health issues. • School has a mentally healthy environment. • Staff and pupils are able to support other schools. • Staff and pupils can self- regulate their own mental health. • Child initiated decisions and directions shared with adults. • Staff and pupils are more resilient to deal with mental health issues as well as increase the ability to self-regulate emotion, compassion and **empathy**. • There are clear pathways for children to be referred to external agencies for mental health • Staff have a good understanding of the assessment and referral process for external agencies. • Results of mental health survey shows an improvement in pupils' well-being and resilience. • Results of mental health survey shows an improvement in adults' well-being and resilience. • The practice of mindfulness shows an improvement in attention and reduces **stress.**

	Early intervention measures to take place in every classroom everyday so that pupils and staff make sense of their own strengths and weaknesses and build resilience. Use the expertise of external agencies such as CAMHS and Place2be.		• Parents/carers are more informed on how to respond and manage their child's mental health. • Pupils and staff feel supported during the transitional return to school after the impact of COVID-19. • Raise profile of the school as a leader in the field of mental health and well-being.
Impact at the end of each term:	**Autumn Term**	**Spring Term**	**Summer Term**

3. To close the gap so that standards in boys' writing is more in line with that of the girls.			Monitoring Responsibility: Headteacher Implementation Responsibility: English Leader
Specific tasks	**Strategies (Who and When)**	**Monitoring (what, who and when?)**	**Success Criteria**
- All teachers to have the highest expectations of grammar, punctuation and spelling in writing across the curriculum (not just English) -Staff to provide writing tasks that acknowledge boys' interests. -English Lead to provide staff with information folder and training on guided writing, especially for staff in new year groups and new staff member. -English lead to deliver one-to-one coaching where necessary. -MF to attend Colourful Semantics Training then train other staff in school. - Well planned and structured shared guided writing sessions. -Staff to set appropriate and challenging targets. - Staff to provide stimulating experiences to specifically promote boys' writing. -Teachers to plan 'real life' activities to provide a genuine reason to write ie. Complaint/reply/action. -Targeted support in specific year groups (Y5 and Y6)	Teachers to provide more structure to support individual boys' writing. Teachers to assess the children's current starting points/gaps (due to COVID-19 closure). Teachers plan writing sessions to support pupil individual targets and fill gaps due to COVID-19 closure. Teachers to use peer assessment and peer coaching to share good practice. **Use assessment tool to identify gaps in learning** Learning ladders assessment and Big Write tasks to be carried out weekly to identify gaps. Teachers to use resources to enthuse and engage boys. Teachers to link writing activities to other areas of the curriculum.	Monitoring by Headteacher and Deputy Headteacher (English lead). • Learning walk • Book scrutiny • Planning scrutiny • Pupil conferencing • Analysis of data • Lesson observation LD to meet with English Governor to check progress. LD and SH to monitor standards of spelling and the effectiveness of the 'No Nonsense' scheme on standards, evidence of impact in books. LD to triangulate the evidence and produce a Leadership and Management trail. Curriculum Governors check and challenge judgements	Pupils are on track to achieve targets below. Increase the percentage of boys achieving ARE by the targeted amount in each cohort: (see table below) **Number of boys in each cohort:** **YR:19 Y1:17 Y2:19 Y3:20 Y4:20 Y5:11 Y6:16** • Percentage of boys achieving ARE is not noticeably less than the girls • The boys' average learning ladders points show at least good progress at the end of each term. • Boys are proud of and can articulate progress in their writing • Boys are more resilient • There is an improvement in self-led learning
Impact at the end of each term:	**Autumn Term**	**Spring Term**	**Summer Term**

	End of Summer Term (Writing) 2021	End of year Target 2021-22	Autumn term on track	Spring term on track	Summer term on track
YR	(Awaiting on entry baseline assessment)	%	%		
Y1	% EYFS	80%	%		
Y2	%	85%	%		
Y3	%	89%	%		
Y4	%	91%	%		
Y5	%	80%	%		
Y6	%	72%	%		

4. To support the recovery of pupils' learning and social development due to the impact of Covid-19. (See Catch-up and Recovery Premium Action Plan)			Monitoring Responsibility: SLT Implementation Responsibility: All staff
Specific tasks	**Strategies (Who and When)**	**Monitoring (what, who and when?)**	**Success Criteria**
-Staff to identify targeted pupils for intensive 1:1 and small group recovery support through assessment. -Specialist SEND teacher to provide 1:1 tutoring and small group support. -Specialist SEND teacher to focus on areas of the curriculum dependent on individual/group needs. -Staff to include gap weeks within the learning cycles to address gaps in learning, reflection, extension and consolidation (See SIP Priority 1) -Staff to implement metacognition and formative assessment strategies (see Priority 1) -PE lead to deliver training on an active learning curriculum. -Staff to include more opportunities within the curriculum for pupils to access active learning. -School to provide more opportunities for extra-curricular activities missed during the pandemic e.g. sports, music, art clubs. (See Sports Premium) -Assessment lead to produce two separate Key Stage Scatter graphs for Reading, Writing and Maths based on Learning Ladders. -Attainment and progress to be assessed and recorded in the Learning ladders for English and Maths.	- Staff to plan and deliver high quality recovery sessions, ensuring that knowledge and skills are being taught to a high standard. - Staff to update and amend the new assessment pro-forma based upon formative and summative assessment. - Staff to use the assessment pro-forma to assist judgement of attainment and progress of the targeted pupils. -Whole School Pupil Performance Management Objectives to be based upon the progress of a group of targeted pupils within each year group. -Use of Government Covid-19 catch–up and recovery fund (see St Luke's Covid Recovery Action Plan). - NCETM activities used with small groups of pupils to review, practise, and consolidate learning (Also used during the gap weeks to address gaps in learning)	SH and LD: • Book scrutiny • Planning scrutiny • Pupil conferencing • Analysis of data • Lesson observation Subject leaders to monitor progress and attainment across the wider curriculum English and Maths Lead to monitor progress and attainment in their subjects SLT to provide an overall monitoring of whole school Curriculum Governors check and challenge judgements	• Pupils are more resilient and are able to evaluate their work, suggesting where they could make improvements. • Pupils are able to apply and develop their skills independently to plan and complete further projects. • **Targeted pupils to make at least 120 recovery progress points (see learning ladders scatter graphs).** • Re-build and recover pupil's social interaction and skills after Covid-19. • Pupils know, understand, remember and can do more. • Pupils are able to recall prior learning and remember knowledge from previous year groups. • Pupils close the attainment gap with their peers • Gaps from missed learning due to COVID-19 are addressed and most children are achieving within age related expectations. • All children are achieving their individual targets. • Children are confident with their Maths knowledge and are able to use this in their everyday work.

-Attainment and progress for the wider curriculum to be recorded in the curriculum assessment tracker. -All staff to attend Maths Mastery Programme training. -Maths lead to implement the Maths Hub Mastery Programme. -Staff to use the principles of Maths Mastery to support the recovery of individual pupils. -Staff to use the DFE and NCETM 'ready to progress' Maths Covid recovery activities to support identified pupils.			
Impact at the end of each term:	**Autumn Term**	**Spring Term**	**Summer Term**

5. To ensure the gaps in phonics are diminished so that 100% of pupils are back on track to meet their individual targets.			Monitoring Responsibility: Headteacher & Deputy Head Implementation Responsibility: EYFS Leader
Specific tasks	**Strategies (Who and When)**	**Monitoring (what, who and when?)**	**Success Criteria**
- All teachers to have the highest expectations of phonics throughout the curriculum (not only during stand-alone sessions). - Well planned and structured phonics and linked Guided Reading sessions (where appropriate) - Staff to provide stimulating phonics experiences throughout the whole curriculum/in the classroom. - Assessment of children and specific intervention for Y1, Y2 and Y3 (target groups). - Children are assessed and grouped according to their phonic knowledge. Each child is then taught at the level of their phonic knowledge to ensure quick progress. -Identified pupils to support phonic development as part of Covid-19 recovery plan. - Continue to implement the Read Write Inc resources/training (See Covid-19 Recovery Action Plan).	-Teachers to assess the children's current starting points/gaps (due to COVID-19 closure), set targets and group accordingly. -EYFS lead to create a timetable of staff and sessions when the crossing of bubbles is possible. -Teachers plan intervention phonics sessions to support pupil individual targets and fill gaps due to COVID-19 closure. -Teachers to follow the Read Write Inc. Teaching Sequence to ensure high quality and consistency. -Teachers to use peer assessment and peer coaching to share good practice. -Ongoing assessment means that any struggling children are picked up immediately and if necessary given intensive one-to-one tutoring to catch up fast. Groups are adjusted regularly so all children make the best progress. -Teachers to link phonic activities to other areas of the curriculum, including Guided Reading.	Monitoring by Headteacher, Deputy Headteacher (English lead) & EYFS lead. • Learning walk • Pupil conferencing • Analysis of data • Lesson observation LD & NR to meet with English Governor to check progress. LD and SH to monitor standards of phonics and the effectiveness of the 'Read Write Inc' scheme on standards, evidence of impact on assessment and daily work. LD to triangulate the evidence and produce a Leadership and Management trail. Curriculum Governors check and challenge judgements	Pupils are on track to achieve targets below. Increase the percentage of boys achieving ARE by the targeted amount in each cohort:

	End of Year expectation	End of year Target 21-22	Autumn term on track	Spring term on track	Summer term on track
YR	Green/Purple band	87%	%		
Y1	Blue/ Grey band	87%	%		
Y2	No Nonsense Spelling	87%	%		
Y3	Covid-19 intervention group (No Nonsense Spelling)	100%	%		

• Gaps from COVID-19 closure are addressed and most children are achieving within ARE in phonics
• All children are achieving their individual targets.
• Children are confident with their phonics knowledge and are able to use this in their everyday work.
• Most children pass the phonics screening test in Y1 with all children passing by the end of Y2.
• Phonics knowledge is applied to the No Nonsense Spelling in Y2-Y6. |
| **Impact at the end of each term:** | **Autumn Term** | **Spring Term** | **Summer Term** |