



# Roundswell Community Primary Academy

## COVID Recovery Plan 2021-2022

### Background Information

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be amongst those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year.

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.



Roundswell Community Primary Academy, welcome to a world of opportunities.



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### ***COVID-19 Catch-Up Premium Funding Allocation***

#### ***Funding Allocation (Mainstream Schools)***

*Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years Reception through to 11.*

#### ***Payments***

*This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second payment grant in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census. The second grant payment will also take account of the initial part payment made in autumn 2020, so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term 2021.*

*Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.*

#### ***Use of funds***

*Schools should use this funding for specific activities to support their pupils to catch up from lost teaching time over the previous months, in line with the guidance on curriculum expectations for the next academic year. (See also EEF – School Planning Guide 2020-21). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.*

#### ***Accountability and monitoring***

*As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.*

*Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise school's approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities and ensuring appropriate transparency for parents. (DfE guidance – Coronavirus (COVID-19) catch-up premium – updated 24.08.2020)*



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### Context of the School and rational for the strategy (with reference to the specific impact of COVID-19)

2020-21 was an incredibly exciting, but also challenging year for RCPA. What was planned to be a huge community event, opening our new school, the first in North Devon for a number of years, quickly changed as the impact of the COVID-19 virus pandemic spread. Visitors were not allowed in schools, including parents, so settling a cohort of children in the Nursery and Reception Classes in September 2020, whilst leaving their parents at a distance was a challenge, but one that we embraced with positivity. Ensuring that children remained in small bubbles to ensure a safe opening of our school led to increased demands on staffing ratios and strain on the school budget. Additional staff were also required, as many children had not yet attended a setting, due to the pandemic of the previous year.

These changes and unforeseen costs impacted the school and the development plan significantly. However, the new plans were adapted and further developments still need to be implemented and embedded, whilst reflecting the impact that the pandemic has had on the school and the challenges of reconnecting our pupils and parents during this time. The aim of this COVID Recovery Plan is to highlight what we are doing as a school to effectively support our children.

During the subsequent school closure in January of 2021, more than 60% of our children were in school, including the Nursery, and home learning engagement surpassed 95% each week.

However, whilst engaging in home learning to some extent, due to the age of our children, this learning was fragmented depending on the level of support available at home. Both Nursery and Reception children were affected by a considerable amount of lost learning and engagement / socialisation opportunities with their peers in school during this period.

As a staff, due to the number of children not attending a setting previously, we recognised the need for the use of consistent and accurate beginning of the year baselines within the EYFS, in order that consistency and standardisation was achieved. Throughout the year, children were monitored and progress was assessed at regular intervals, in order that timely support and interventions could be implemented, both in terms of their learning and well-being. The catch-up premium of £1,440 was targeted to provide this support and intervention.

Our proportion of disadvantaged pupils has risen, perhaps as a direct impact of the COVID pandemic and its impact on the financial situation of families. In 2020-21, we recorded 6 children on the Pupil Premium register (10%) compared to 17.3% nationally.



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At RCPA, this funding will be used in order to provide:

- Curriculum resources and materials to support 'catch-up' and the mental health / well-being of pupils
- Additional support staff to develop the outcomes of children who have been identified as needing 'catch-up' in their learning

There are two broad aims for 'recovery' at RCPA:

- To provide a rich and balanced curriculum that supports the developments needs of every child so that they achieve good or better progress from their starting points by the end of the year
- To create a safe, secure and nurturing school environment where the social, emotional and mental health needs of the children are supported by the school

'Recovery' at RCPA is:

- Working through well sequenced, purposeful learning approaches – particularly in terms of speech and language development
- Focus on consolidation of basic skills – opting to be 'Early Adopters' of the new EYFS framework
- Particular focus on early reading, phonics and vocabulary – developing childrens' reading ability and vocabulary / speech and language development
- Assessment of learning an of basic skills to identify gaps – teachers will work to identify gaps in learning and adapt teaching accordingly
- Time spent on mental health, well-being and social skills development – this will be at the core of all catch-up work as many children will not have accessed a formal school setting

(For some children):

- 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 – dependent on the needs of the children with a focus on phonics and early reading, increasing vocabulary, writing and mathematics.

'Recovery' at RCPA is NOT:

- Cramming missed learning and pressuring children and families into rapid learning

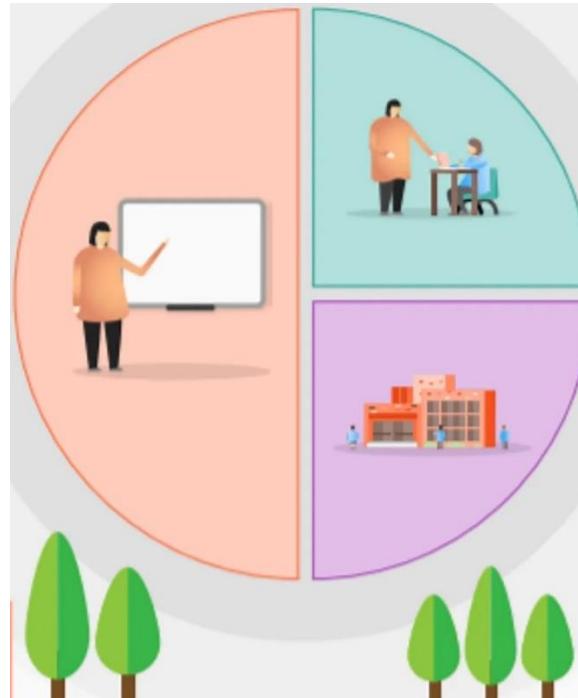
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### RCPA Tiered Model Approach to Support the Recovery of Learning

#### 1 Teaching

- Quality First Teaching supported by evidence informed CPD for teachers and support staff
- A broad and engaging curriculum that focuses on vocabulary acquisition
- Deliberately reduce workload (eg. reduced meetings) to aid staff well-being and enable high-quality response teaching
- Monitor and evaluate outcomes and quality of implementation of the global curriculum and new EYFS framework
- CPD focus on developing the quality of teaching
- Development of EYFS provision supported by EYFS Leader and External Specialists
- Introduce teaching and learning approaches to support emotional and spiritual development eg. Jigsaw, Discovery RE, School Values



#### 2 Targeted Academic Support

- Same-day-in-class intervention
- Teacher led targeted group teaching
- Specific intervention led by teachers and TAs
- Collaboration with professionals to create bespoke and targeted learning for specific children, including those with EHCPs

#### 3 Wider Strategies

- Extensive outdoor learning provision and physical activity
- **Based on strong relationships:** Communication with families and staff by developing relationships and trust meaning that families support the school's approaches and support the strategies in place for learning and well-being



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### Barriers to Future Attainment

		Barriers as a result of COVID-19	Desired Outcomes
Teaching Priorities	1.1	Gaps in children's learning as a result of lockdown and not having attended settings previously	All pupils make accelerated progress from their starting points and ongoing assessment that informs teaching and learning
	1.2	As a result of the COVID-19 disruptions, children have missed their entitlement to the full EYFS foundations in previous settings	The EYFS Early Adopter Framework is implemented fully alongside our global curriculum and all children are making good progress in all areas
	1.3	System Leadership disrupted due to daily focus of keeping the school open and safe during the COVID-19 pandemic	Leadership at all levels is effective in monitoring and evaluating the quality of teaching and learning across the whole school
	1.4	The school CPD model of coaching and supervision has been reduced, impacting on the further development of staff and pedagogy	Weekly learning conversations and peer to peer supervision taking place. The full cycle of CPD, appraisal and school improvement is on track
Targeted Academic and Pastoral Support	2.1	Inconsistencies with pupil engagement in formal learning and attendance at setting during lockdown has meant that the gaps for some children are greater than others	Catch-up support is carefully planned and targeted at those most in need, resulting in good or better progress from their starting points
	2.2	Low resilience and increased anxiety in some pupils is resulting in lack of confidence with their learning and friendships	Targeted intervention and SEND support is supporting children in managing their resilience and anxiety. This is resulting in good or better progress from their starting points
	2.3	Some children (including SEND and PPG) are not making progress during whole class teaching due to their individual learning needs	High quality targeted support is in place and delivered through 1:1 and group intervention
Wider Strategies	3.1	Children's physical development is lower than expected as a result of less time outdoors and opportunities for exercise and extra-curricular clubs	Outdoor learning is being delivered on a daily basis as part of the EYFS continuous provision. Indoor learning opportunities are taken outdoors.



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	3.2	Well-being of children and resilience is lower than age and stage expectations due to time away from Nursery settings	Children feel happy, safe and secure and are engaged with their learning and friendships as a result
	3.3	Routines to learning and behaviour have been disrupted and children are unable to make good progress as a result	School routines and learning behaviours are in place and good choices are being made by all pupils.



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### Teaching Development Priorities from September 2021

	Action	Success Criteria	Lead Staff	Resources	Start Date	End Date
1.1a	All children will be assessed at the beginning of the year (Baseline) and at each subsequent end of term in the Characteristics of Effective Learning and each area of the EYFS Curriculum with a focus on Prime Areas	Baseline data collated for all pupil groups Progress meetings held half-termly to identify gaps in learning and targeted support planned Teachers will understand the gaps in learning and will plan how to address through quality first teaching	KF / LT	Staff training – 2 hours	September 2020	July 2021
1.1b	All teachers will receive training on using the SEND graduated response tool and provision maps to help in identifying SEND and well-being needs of pupils	Staff are confident in recognising the early signs of SEND and mental health with their classes. Provision maps are in place	LT	Staff training – 2 hours	October 2020	Ongoing
1.1c	The profile of PSHE is highlighted through the use of Jigsaw as a whole school approach to support pupil's mental health and well-being	Jigsaw purchased and staff understand how to plan, teach and assess using Jigsaw. They are able to identify children who may need additional pastoral support	KF	Jigsaw purchase £350	September 2020	Ongoing
1.2a	New Early Adopter EYFS curriculum is in place and implemented	Staff are trained in changes and development of new EYFS framework	LT	Staff training – 4 hours SLT Training via EYFS Leads Groups – 6 hours	September 2020	July 2021



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1.2b	All teachers plan and ambitious curriculum based around the sustainable learning goals	Through monitoring, leaders will be able to evidence the quality of curriculum provision in place for all pupils. Planning is to cover the sustainable learning goals.	KF / LT	SLT Meetings	September 2020	Ongoing
1.2c	The school will investigate and receive training on the Oracy Project approach and begin to embed as a golden thread in the curriculum	Teachers will use the oracy approaches during their whole class, group and 1:1 teaching as well as throughout the learning environment	KF / LT	5 x training days release for LT = £1,250	September 2020	October 2021 then ongoing
1.3	SLT will meet to develop the SDP, SEF and COVID-19 Recovery Plan	All Senior Leaders will be clear about their roles, responsibilities and will be able to discuss strategic aims with confidence	KF / LT	SLT Meetings	September 2020	Ongoing
1.4	SLT continue to coach, in order to effectively hold staff to account	Leadership is effective and SLT meet regularly to monitor impact of leadership	KF / LT	Regular Leadership Time	September 2020	Ongoing
	Total expenditure for wider development priorities from Covid Catch-up Funding, Whole School Budget and PPG			<b>£1,600</b>		



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### Targeted Academic and Pastoral Development Priorities from September 2021

	Action	Success Criteria	Lead Staff	Resources	Start Date	End Date
2.1	Using the COVID catch-up premium funding and additional PPG funding, additional TAs will support pupils who require further intervention and targeted support. Additional support to be provided in the Nursery during busier morning sessions, in order to support the settling in of children who have not attended a setting previously.	Identified children make good or better progress from their starting points. TAs will be deployed effectively	KF	Additional TA in Nursery – mornings only £6,000 TA support in class as required - £2,000	January 2021  September 2020	Ongoing  Ongoing
2.2	Additional SENDCo time to be given to support the children and staff with the additional needs as a result of COVID-19 and the growing school. HLTA supported by TA to cover for one afternoon per week.	SENDCo supporting the needs of the school for an additional afternoon per week.	KF / LT	Additional TA support for one pm per week - £1,000	September 2020	Ongoing
2.3	Working with the TLP EP, establish systems and processes and a SEND toolbox, in order to support the additional needs of children through quality first teaching in class and through targeted interventions	Each Class Teacher, with the support of TAs is able to ensure the progress of all children, including those with additional needs in class.	KF / LT	Class TA support and training for all staff	September 2020	Ongoing
	Total expenditure for wider development priorities from Covid Catch-up Funding, Whole School Budget and PPG			£9,000		



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### Wider Development Priorities from September 2021

	Action	Success Criteria	Lead Staff	Resources	Start Date	End Date
3.1	Physical development will be a priority for the EYFS, with the outdoor areas incorporated into continuous provision. Purchase class sets of coveralls in order that the outdoors can be accessed in all weather. Ensure that gross motor skills are a priority and that children have the opportunity to develop upper body strength by building a digging pit.	Children will have increased physical resilience and fitness and enjoy learning in the outdoor environment	KF / LT	Cost of materials for digging pit - £90 (gravel) and £20 spades	September 2021	Ongoing
					November 2020	Ongoing
3.2	Additional support to be provided in the Nursery during busier morning sessions, in order to support the settling in of children who have not attended a setting previously.	Children settle well into school and enjoy their time in the Nursery – they feel safe and secure.	KF / LT	Additional TA support for mornings – costed above in 2.1	January 2021	Ongoing
3.3	As a staff team establish expectations of learning behaviours and non-negotiables once settled into school	Staff are confident and consistent in expectations of behaviour and subsequent behaviour management across the school. Children are aware of non-negotiable expectations.	KF	Staff meeting time	October 2020	Ongoing
	Total expenditure for wider development priorities from Covid Catch-up Funding, Whole School Budget and PPG		£110			
<b>Total expenditure for all priorities from Covid Catch-up Funding, Whole School Budget and PPG</b>				<b>£10,710</b>		