



Sacred Heart Recovery Plan September 2020 (Including COVID Catch up Premium)

Reset- for Safety

Objective what do we want to achieve?	Key Tasks What will we do?			Monitoring/Evaluation:		
Ensure a safe as possible environment for pupils and staff	<p>Use adapted Risk Assessment from HfL</p> <p>Limit assembly groups- no whole school assemblies for at least September</p> <p>Stagger start and leave times during school day- based on HOUSE groups.</p> <p>Classrooms to be open from 8.40 am- teachers ready to greet. Soft start with register at 9.00 am</p> <p>Stagger lunch/ playtimes -Zone areas for different classes</p> <p>Staff room rota available</p> <p>Ensure new routines of handwashing are in place. New hand sanitisers outside each classroom.</p> <p>Visual illustrations to be put around the school.</p> <p>Create relative safety in school through reminding children that school is a safe place and giving a clear explanation of how and why (e.g. handwashing, physical distancing)</p>	Cost of hand sanitiser stations (COVID Budget-	All staff	<p>H&S walk</p> <p>SLT to evaluate each week through discussion with whole school staff</p> <p>MP to ensure all sanitisers are full</p>	All school community are able to learn and work in an environment which is considered as safe as it can be.	
<p>Ensure that all staff are fully aware of the procedures in place to keep children and staff safe.</p> <p>Note there are changes to the KCSiE document</p>	<p>https://safeguarding.network/keeping-children-safe-education/</p> <p>Ensure an accurate and organised sharing of information and voice across staff body; be aware of the influence of the media and address any rumours where information is lacking.</p>	Cost of training(hours for support staff)	MF	<p>Regular random questions of staff to ensure understanding.</p> <p>DSP to check safeguarding each half term</p>	All staff are confident in safeguarding procedures	

in September 2020:	All staff to be aware of online learning policy			Safeguarding governor discussions each term with HT-report to FGB	
Recover- for Wellbeing					
Objective what do we want to achieve?	Key Tasks What will we do?	Budget Implications how much time/money/people do we need to allocate?	Responsibility: Who will make sure that we do it?	Monitoring/Evaluation:	Impact/ Success Criteria
Re-establishing values and group collaboration	<p>Focus on PSHE related tasks for first two days- Use ideas from Tate Year 3 Projects e.g. A Day in the Life of ... How Do We Belong? (On teacher area)</p> <p>Use Jigsaw resources for eg: Promoting Belonging and Connectedness</p> <p>Jigsaw activity – it is important to recognise that we are all unique individuals but we can also come together as a group of students, class, or year group</p> <p>Recognising positive qualities, Positivity Jar</p> <p>Managing feelings and emotions activities, Mindfulness and activities for calming anxiety</p> <p>Charlie Mackesy quotes for communal displays.</p> <p>Regular PSHE sessions, daily, review where necessary</p> <p>Pupil preparation of class worships, daily circle time(past, present and future conversation starters</p> <p>Support and visual resources introduced for SEND pupils in particular ASD pupils to promote expressing thoughts and feelings</p>	Rainbows Programme -Silver Linings	<p>All Staff</p> <p>JM</p>	Pupil Voice ascertain how pupils feel about school	Children’s individual social, emotional, mental health needs will be addressed/supported to enable successful learning.



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	Silver linings program Think about children and staff who may not yet be back and let each other know how everyone is.				
Bereavement/ Attachment Support for any identified trauma experienced	Rainbows H. Celano- co-ordinator L.Seiler/ G. Ryan- facilitators Other staff aware of Rainbows practice – staff briefing (HC) Rainbows group set up 2x weekly Bereavement Policy in place For school support Access website https://www.winstonswish.org/supporting-you/support-for-schools/ to support pupils through Bereavement and attachment	Staff training Extra resources Rainbows Training- £335	HC LS GR BC	HC to monitor group. Regular feedback each half term.	Children's individual social, emotional, mental health needs will be addressed/supported to enable successful learning.
Wellbeing of pupils and staff are a priority.	Reinforce Wellbeing Team with specific roles. H. Celano and B. Cork to liaise. Time to Talk at lunchtimes available Encourage sharing of experiences – through PSHE lessons, stories Reassure children and staff that emotional reactions are normal.	Staff training on statutory wellbeing course (cover)	HC BC All staff aware	HC to cascade HC to prepare report for FGB (Dec)	Staff are supported in school. Pupils needs addressed .
Connect with school community	Share with parents all plans being made in school to address children's wellbeing and readiness to learn. Engage parents in the transition back to school. Invite response from parents on what may be needed to support their child. SENCO to invite parents for ½ termly stay and chat coffee mornings with a relevant theme on parenting Give guidance to children and families on sleep, hygiene, media exposure and relaxation		MF BC		Parents are confident about sending pupils to school



Rebuild- for Learning

Objective what do we want to achieve?	Key Tasks What will we do?	Budget Implications how much time/money/people do we need to allocate?	Staff Lead	Monitoring/Evaluati on: who will check and feed back on impact?	Impact/ Success Criteria
Smooth and effective transition R- Year 1	<p>Focus on talk and play to strengthen critical aspects of development and ensure that any subsequent planning starts from where these children are.</p> <p>Plan a day that reflects the best of Reception class practice...these children need to continue and complete their EYFS even though they may be technically in Year 1. This means a pedagogy based around the Characteristics of Effective Teaching and Learning i.e. Playing and Exploring; Active Learning and Creating and Thinking Critically. Good early years practice also means a day not interrupted by unnecessary compartmentalisation. Ensure that the Early Learning Goals are addressed and mastered before moving on to a Primary curriculum.</p>	<p>Year 1 transition book</p> <p>Extra support in afternoons</p>	H.C P.S H.P	<p>Review at half term transition of pupils</p> <p>Review in December use of TA</p>	<p>This will have a significant impact on the mental health of the children and make them feel more comfortable and familiar with their new setting to enable successful transition. Staff build trusting and respectful relationships with children quickly to enable successful learning.</p>



Ensure skills for learning are made explicit in our school nurturing environment	<p>Introduce new Sacred Heart Curriculum Wheel</p> <p>Throw a wide circle around pupils with a 'learning space' that is first a 'nurture space'. Avoid deficit talk of 'catching up', "being behind", or "missing work". Instead, focus on them and their interests, use your expertise to set engaging, exciting and challenging work that connects with pupils' meaning, purpose and passion</p> <p>Make the individual the expert on what they need – give the children skills to express and achieve goals</p>	NONE	All Staff Joe Mc	Pupil Voice on SH Wheel (JMc)	<p>Pupil saware of SH curriculum and the part they play in it.</p> <p>Pupils are stimulated by an engaging curriculum- pupils have skills in learning.</p>
Ensure Assessment of current understanding	<p>Informal assessments through quizzes and teacher judgement</p> <p>Use end of year expectation information from HfL</p> <ul style="list-style-type: none">• Reading TAFs each year group guidance• Maths- Year group on a page• Maths assessment tasks where needed (on Teacher area- assessment- recovery curriculum) <p>Feed forward marking- providing pupils with effective feedback.</p>	NONE	All Staff	Half term meeting with KS leaders to discuss assessment and attainment. Use to reevaluate planning.	SLT will be able to see the quality of practice occurring, observe the progress of the children and content being taught and support where necessary.
Accelerate learning of expectations of previous school year	<p>Use of non-negotiables for previous school year to inform Autumn Term Planning.</p> <p>Review every two weeks.</p>	NONE	All Staff	Half term meeting with KS leaders to discuss assessment and attainment. Use to reevaluate planning.	
Ensure a broad range of curriculum subjects taught in the Autumn Term	<p>Use themed approach for the term but focusing on the non-negotiable skills.</p> <p>Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.</p>	NONE	All Staff	Planning conversations with staff peers Learning walks Lesson visits Monitoring of	



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				planning folders	
Ensure opportunities for Outdoor Learning	Within planning, highlight opportunities for outdoor learning. This is a priority! Outdoor Learning cards available.	NONE	All Staff	Planning to include opportunities for Outdoor Learning Outside Learning Day- 1 st October	Pupils enjoy school and
Ensure adequate provision for pupils with SEN as well as pupils who need extra support	Weekly plans should have expectation s/ interventions for each group/ individual with SEN Prioritise catch up interventions for pupils with SEN Extra training for Interventions plus extra hours for TAs. Purchase of Provision Map Software	Catch Up Literacy/ Numeracy Training (PPG budget) TA Extra Hours Extra day per week for SENCO	JB GR EH AW BC	SENCO to revisit provision map Parent Meetings to review support plans	A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly.
1:1 SEN provision	Purchase Power of One (Maths) Purchase Toe by Toe (reading) Deploy TAs and LSAs effectively to deliver SEN programmes	Maths books-£170 (SEN) Toe by Toe books-£53 (SEN)		SENCo to review data and effective deployment. Feedback to SLT and Governors at Autumn FGB (Dec)	Pupils' learning is supported effectively and can be measured.
Reading	Reading is a priority. Ensure pupils heard read by an adult. Slowly re introduce Reciprocal Reading but ensure individual reading takes place	NONE	All Staff	RS to monitor reading and writing assessment through TT and observation	
Writing	Ready to Write- exercises/ posture/ pen control. Positive reinforcement needed for good practice. Ensure extended writing is completed every other week.			RS to monitor reading and writing assessment through TT and observation	
Spellings/	Continue to use Spellings from HfL planning and No Nonsense. Revisit previous years spelling	NONE	All Staff		



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Phonics	KS1 and Year 3 to have extra phonics sessions/ interventions (2x a day) for first half term then reassess.	NONE	KS1 Team MJ	JW to regularly review phonics teaching in EYFS and Yrs 1-3		
Maths	Remember with Feed Forward marking to praise the working out and perseverance. Use of White Rose Autumn Term plans which incorporate Summer from previous year. Useful document DfE Ready to Progress (On teacher area)	NONE	All Staff	JMc to monitor whole school. Regular learning conversations with staff on maths teaching and learning.		
Possible 1:1 tuition	Identify Pupils in Upper KS2 for 1:1 tuition					
Cost- subtotal Rebuild for Learning (Catch up Premium)					£16320	Availble
Targeted academic support:						
Wider strategies	Rainbows Training	£335				
Targeted academic support:	Extra day for SENCo (until December)	£3529.32				
Targeted academic support:	Extra TA hours (Until April)	£6176				
Targeted academic support:	Intervention Teacher 1:1/ Group tuition - January to July for Years 6,5 and 4	£6593.48				
			Total Spend So far		£16633.80	
Teaching: <ul style="list-style-type: none"> High-quality teaching for all: Is there a logical and well-sequenced plan to support and sustain high quality teaching? Is this plan being followed in all classes 						



and does it meet the needs of all learners?

- **Effective diagnostic assessment:** Are school staff sufficiently skilled in approaches such as assessment? What opportunities have been identified to reinforce pupils' reading strategies?

Targeted academic support:

- **High-quality one-to-one and small group tuition:** Is relevant and rigorous data to being used effectively to ensure targeted interventions are appropriate?
- **Teaching Assistants and targeted support:** Are school staff sufficiently skilled in delivering targeted academic interventions? If not, what additional support is required?
- **Planning for pupils with Special Educational Needs and Disabilities (SEND):** How well do staff know the needs of their pupils, including those pupils with SEND?

Wider strategies:

- **Supporting pupils' social, emotional and behavioural development:** What approaches to social and emotional learning will best support pupils to reconnect with their peers and to re-establish positive learning behaviours? What opportunities are there to meaningfully combine Social and Emotional Learning (SEL) and the academic curriculum? How will SEL support be sequenced throughout the academic year?

Professional development