



## **St Francis Catholic Primary School** **Recovery Plan 2020/2021 (post COVID-19)**

The Covid-19 pandemic will have affected and impacted on us all and for some of us, this will be life changing. As a school, we recognise that our children and families will have very individual and diverse experiences. This is at the forefront of how we are planning our recovery curriculum.

From experiences with our key worker children throughout lockdown, and more recently with all of the children who have returned to school in September, we have seen the incredible resilience of our children and families and the children's ability to adapt and change. They have brought a joy back to school with them. Throughout this unknown time we have learnt the importance of not planting worries in our children's minds and to only address them when or if they arise.

However, we know that for some of our children, they will be bringing with them experiences of loss, anxiety, change and in some cases, the fear of the unknown.

As we plan for a return for all children, we need you all to be aware that these are plans that may be subject to change, as they hinge on the Government's guidelines and the operational capacity of school. The basis of our recovery curriculum however, will not be as uncertain. We are planning for the wellbeing of our children. Providing support to transition all pupils back into our school and their new classes is our priority.

Therefore at the heart of our approach will be the children's wellbeing. We know that each child will return to us at a different place and not where they left us in March.

Alongside the focus on wellbeing and transition, Curriculum leaders and teachers will be looking at the academic recovery of the curriculum, making the decisions needed to provide a curriculum that is adaptable and responsive to the diverse needs of individual learners within our school community. The teachers will know what is best for the children in their class. Observations and conversations with children will support teacher judgements.

We are very aware that every child has lived a different experience but also a different academic journey over the past few months and therefore, we will have a wide range of starting points.

We are currently planning to deliver the curriculum for the children's new year groups in September by identifying any gaps and identifying key critical concepts. We will, where possible, track back to skills from the previous year to enable teachers to close gaps.

Structure and routine will remain a priority in our school. This will help to ensure children have the boundaries and security to feel as emotionally safe and physically safe as they can.

Once we feel our children are settled into school and school is running at a 'new normal', we will be carrying out more formal assessments to ensure we have the most accurate data possible for each child. We will then be able to close gaps and support progress. We will have to maintain a degree of flexibility in our approach, so that we are constantly addressing the ever-changing needs of our children. We very much

value the work you have been doing at home and hope to continue to work together to support your child's academic progress and overall wellbeing.

Our priority areas for development/improvement are listed below and we hope this explains some of the thinking behind our approach and planned actions, as well as providing some re-assurance as we journey post Covid. We are confident that by working together, we will make up for lost time.

### **Priority Areas for Development/Improvement:**

#### **1. Welfare**

- Protection of staff and pupils on return to school – COVID-19 protocols to ensure school is COVID-secure
- Safeguarding pupils; post lockdown and school- procedures in place to manage issues (re: behaviour, general safeguarding, child protection, online safety)
- Increased cleaning regimes and routines throughout the school
- Mental health support for staff, pupils (where appropriate); including bereavement support
- Confidence in coming to school by both staff, parents and children
- Wellbeing of staff and children

#### **2. People/Resources**

- Two members of staff in each classroom
- Financial management: increased expenditure due to ensuring that school is COVID-secure e.g. increase cleaning regime, day-to-day-management of COVID in relation to pupils and staff i.e. staff absences/shielding, changes in routines etc.
- Further strengthening communication channels with parents

### **3. Curriculum/Assessment**

- Re-establishing routines and expectations re: work and behaviour
- Establishing and maintaining bubbles for year groups, play/lunchtime etc.
- Curriculum adapted by subject leaders to highlight the critical concepts to support the recovery of a 'lost curriculum' and remote learning.
- Baseline/ Assessment of pupils: to identify gaps or gains
- Increase teaching of PSHE/PE
- Support for SEN children i.e. smaller/flexible groups
- Transition to EYFS and from previous to new class

### **4. Contingency**

- Establish contingency plan around 'closing bubbles' or school with reference to home-school learning, engaging disengaged families and pupils, education/caring for vulnerable and disadvantaged children
- Address staff shortages or financial issues re: COVID-19

Each Mainstream Schools' allocations is calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Years Reception through to 11.

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 for lost teaching 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. The way we have allocated our funds are detailed in the report below.

### **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 schools' 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)' **Not sure if we need to include this?***

#### **School Overview : *could add this under the 4 areas of development/improvements as then we are covered for publishing allocated funds?***

Number of pupils in school (YR – Y6)	194
Proportion of disadvantaged	26.8% (52 children)
Catch-up Premium allocation (No. of pupils x £80)	£15,520
Publish Date	October 2020
Review Dates	Dec 2020 April 2020 July 2020