



COVID-19 Recovery Strategy Report

SUMMARY INFORMATION

Total number of pupils:	197	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£15,760		

STRATEGY STATEMENT

- To allow for and be accepting of a period of readjustment for our pupils, socially, emotionally, and academically
- To re-align behaviour and attitudes to learning that are in keeping with pre-lockdown school expectations
- To be aware of and monitor the mental health and wellbeing of pupils in light of the pressures of Lockdown and take necessary and appropriate action as needed
- Following assessment and judgment of attainment and progress following lockdown, teachers to adapt the curriculum accordingly
- Through Quality First Teaching, group work and one to one work endeavour to minimize, fill and close gaps in learning.
- Continue to reduce attainment gaps that might exist between advantaged and disadvantaged pupils.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Pupil wellbeing impacting upon ability to focus on learning.
B	Less helpful learning habits acquired from home during lockdown eg. Less able to independently learn/ helicopter adult support during lockdown/shortened concentration spans/challenging requests and instructions
C	Lack of Resilience and Stamina
D	Covid -19 related gaps and missed learning
E	EYFS/Y1 Covid- 19 related speech and language difficulties

ADDITIONAL BARRIERS

External barriers:

F	Long term implications of Covid -19 Pandemic
G	Impact of Lockdown on families and presentation of this in parenting
H	Family expectation and aspiration
I	Stakeholder accessibility. Capacity of outside agencies ability to support.

DESIRED OUTCOMES

- For pupils to re-adjust back into the pre-existing expected school behaviours and attitudes so that they have the best opportunity possible to thrive and succeed.
- For pupils to feel positive about their mental health and wellbeing, with a growth mindset that enables them to be the best that they can be, socially, emotionally and academically
- For Pupils to develop greater levels of resilience and stamina
- For pupils to be supported in closing gaps in learning
- For pupils to achieve or exceed there are
- For pupils to make good or better progress

Planned expenditure for current academic year

Quality of teaching for all					
Desired Outcome	Action	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	To Be Reviewed
Maintain standards in reading/writing and maths	Quality First Teaching. Good Curriculum progression. Agility with the Curriculum where gaps emerge or are apparent. Classroom support to provide additional focus for pupils as required	Quality First Teaching provides children with the greatest learning opportunities. Gaps existing as a result of Home Learning that require adaptation of Curriculum Some children require additional support with classroom learning	Standards monitored to ensure consistency and good progress. Rigorous Pupil Progress meetings. Regular review to ensure adjustments and interventions are amended and changed as required. Regular conversations between LSA's/TA's and Teaching staff	HT	Ongoing throughout year
Disadvantaged children attainment at least in line with ARE,	Targeted adjustments and interventions facilitated by Teachers and TA's	Sutton Trust identify Quality First Teaching as giving the children the greatest learning opportunities. School experience also	Attainment and progress monitored by SENCO/Wellbeing Mentor and HT.	SENCO	Ongoing throughout year

with good progress being made		identifies QFT as most effective way of closing gaps.	Adjustments and interventions amended/changed as appropriate when required		
Gaps are closed	Targeted adjustments and interventions facilitated by Teachers and TA's	Sutton Trust identify Quality First Teaching as giving the children the greatest learning opportunities. School experience also identifies QFT as most effective way of closing gaps.	Standards monitored to ensure consistency and good progress. Rigorous Pupil Progress meetings. Regular review to ensure adjustments and interventions are amended and changed as required. Regular conversations between LSA's/TA's and Teaching staff	HT	Ongoing throughout year
The impact of Lockdown disruption upon children's learning is addressed with due consideration to individual need in order that all pupils have the opportunity to achieve at least ARE.	Continuous evaluation/monitoring of attainment and progress through a variety of assessment strategies. Identify relevant and appropriate needs and address accordingly through adjustments and interventions.	Identifying individual needs is important to enabling pupils to thrive. Bespoking the curriculum and teaching is the most supportive way to help children close gaps. Flexibility and the ability to adapt according to need means pupils individual needs are most likely to be met.	Standards monitored to ensure consistency and progress. Regular review to ensure adjustments and interventions are amended and changed as required, according to need. Regular conversations between LSA's/TA's and Teaching staff and the HT.	HT Senco Wellbeing Mentor	Ongoing for this year and beyond.
The impact of Lockdown disruption upon EYFS children's development in speech and language addressed and supported according to the individual need.	Quality First Teaching. Continuous evaluation/monitoring during EYFS observations. Use of NELI (speech and language) assessment. Identify relevant and appropriate needs and address accordingly through adjustments and interventions.	S & L can impact on all areas of the EYFS curriculum. Required for GLD. Supports children's social and emotional wellbeing, relationships and academic progress. Flexibility and the ability to adapt according to need means, pupils individual needs are most likely to be met.	Attainment and progress monitored by class teacher. Adjustments and interventions amended/changed as appropriate when required. NELI speech and language intervention trial. EYFS curriculum. SEAL interventions/ adjustments. Regular conversations between LSA's/TA's and Teaching staff. Referrals to Virgin Care's speech and language therapists where required.		
Total budgeted cost:					£26,078

Targeted support					
Desired Outcome	Action	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	To Be Reviewed
For pupils to feel emotionally and socially secure and any impact caused by the Pandemic to be significantly reduced or returned to 'normal'.	<p>Monitor attitudes and behaviour. Whole Class 'wellbeing' focused sessions as well as the implicit. Maintain school's very strong culture and ethos on behavior and attitudes – and everything that is associated with making this happen.</p> <p>Individual/group conversations with Wellbeing Mentor where specific needs become apparent.</p>	<p>Children need to feel that they are safe and that they belong so need to feel part of a nurturing environment.</p> <p>Good TPP practice, inclusive of the above, strongly recognises nurture and understanding as essential in enabling children to develop and make progress.</p> <p>Therapeutic support enables pupils to help understand and</p>	<p>This is one of Epping Upland's strengths and so experience and practice already embedded and in place will ensure that additional work required as a result of the Pandemic will simply extend the work we always do in this regard.</p> <p>Regular monitoring and conversations with pupils, families and staff will ensure impact and what needs to</p>	HT Wellbeing Mentor	Ongoing for this year and beyond.

	<p>Bespoke adjustments and interventions as required.</p> <p>Maintain excellent communication with parents and families and most particularly with our vulnerable.</p> <p>Organise specialized therapy/counselling for pupils as required through FaCSS and by sourcing funding through Epping and Theydon Charities.</p>	<p>manage their emotions, behaviour and attitude whilst giving them strategies to manage these.</p> <p>Communication and talking are seen as fundamental to good mental health and wellbeing.</p> <p>If parents and families feel part of the process, a more consistent approach can be adopted</p>	<p>happen next to further improve.</p>		
Total budgeted cost:					£4316

ADDITIONAL INFORMATION

It was our absolute priority after each lockdown to ensure that our human resource was enough to support as best as we were able the return to school for our children. We unashamedly, during the first couple of weeks, ensured that we had enough staff to settle and reassure our children in order that they could re-adjust to school life having been at home for many months to help them feel safe and help them to feel that they 'belonged' again. Having supported the social and emotional return, it was then that we moved towards supporting the academic gaps.

Returning to school post lockdown for Y5 and Y6, as those nearest to secondary school transition, an additional 15 minutes teaching was added to every day. This was agreed by the goodwill of the teaching staff involved so was at no additional cost to the school.

To also note and monitor that the impact of the Pandemic for families could well be far reaching and will not necessarily 'end'. Families are experiencing bereavement, loss, change of lifestyles, mental health issues, financial challenge to name but a few – and as such, the requirement to be mindful of support required may not necessarily end as the Pandemic ends. 'Catch Up' suggests a short period of time. It seems more fitting to interpret the support that will be need for our pupils and families as 'Recovery' – and 'Recovery' continues and does not necessarily have an 'ending'.