



Archbishop Runcie Church of England (VA) First School

Current estimate: 114 children (Y1 – Y4) @ £80 per head = £9120

| Area | Barriers | Approach from Sept 2020 Mitigating Actions | Anticipated Cost | Monitoring |
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| Core Curriculum recovery | Public Health and DFE guidance from March 20 th 2020 has resulted in partial school attendance, a range of approaches to curriculum delivery (including blended learning) and modified curriculum delivery. Students across school are likely to have gaps in knowledge and insecure components of the curriculum. | <ul style="list-style-type: none"> • Baseline to identify learning skills/techniques which children may be struggling with. • Careful assessment of each child without assumptions. • Use WRMH Premium which weaves in previous year group teaching to current units. • English planning based on baseline and end of unit assessments to address gaps in knowledge/ insecure components of curriculum • Purchase Accelerated Reader- Reading Ages for all children in Years 2-4. Books well matched to needs of children. • Spelling Shed, Tapestry and IXL purchased to support remote learning • Have clear information in school about which children engaged with home learning/ attended school. • Focus on home learning in parent-teacher consultations wb 5.10/20. • All staff to have writing based Appraisal targets to maintain this as a key priority across school • Physical resources sent home (book and pencils) so children can maintain physical writing skills at home. • Establish if children are secure in previous year's curriculum using a range of assessment methods during the first three weeks of term. (Mainly formative assessment opportunities). • Additional opportunities for addressing missed teaching e.g. additional GPS sessions/Phonics etc until October half term • Early PPMtg to focus teaching needs and target interventions/resources accordingly. • Joint monitoring to share good practice within school. • Bespoke non-negotiables set for each class and built up throughout term. • Increased opportunities for reading, writing and maths initially. For example, teachers to identify opportunities for cross curricular writing, maths within science lessons or reading of sources within history/other curriculum areas). • Emphasis on writing in all subjects and use of non-negotiables (agreed after baseline) • Reallocate/source staff so each class to have designated TA. • Effective use of Teaching Assistants within lessons (if needed TAs support by splitting class into two smaller bubbles – half to work with teacher on key knowledge/catch up while other children work with TA on 'wider curriculum' or application before swapping. This approach may be needed throughout Autumn Term. See EEF doc. • Increased pre and post teaching and Rapid Response (same day intervention) • Where particular concerns with key Maths and English skills are identified, consider making use of additional small group interventions and 1:1 at suitable points in the school day. | <p>AR- £4500 SS- £500 Tapestry- £200 IXL- £1500</p> <p>Cost of L3 additional TA for Y4 £16000 (approach Trustees to fund this)</p> <p>Cost of additional TA for Y2 £16000 (part fund from SEN funding - £840)</p> | <p>Initial September assessment and Autumn Term assessment point. Ongoing PPMtgs.</p> <p>Close monitoring of impact of additional intervention. JB review impact</p> |

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| | | <ul style="list-style-type: none"> All children to read to an adult in school frequently. To engage in the Early Language Intervention project (if application is successful) to support the development of oral language in early years. KW <p>DfE curriculum expectations for September 2020: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support</p> <p>Ofsted interim approach to inspection from September 2020 https://www.gov.uk/guidance/education-plans-from-september-2020</p> <p>Evidence and implementation guide for 1:1 https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p> <p>Evidence and implementation guide for small group tuition: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>Key questions: How are leaders ensuring pupils rapidly settle back into school and resume the school's curriculum (including, where necessary, the blend of classroom teaching and remote education)?</p> | | |
| Wider Curriculum recovery | Public Health and DfE guidance from March 20 th 2020 has resulted in partial school attendance, a range of approaches to curriculum delivery (including blended learning) and modified curriculum delivery. Children across school are likely to have insecure components of the curriculum. | <ul style="list-style-type: none"> Subject leaders will create bespoke long-term plans that are ambitious whilst aware of the children's prior learning or lack thereof due to COVID-19. This will build on and reactivate where necessary prior learning in all subjects. Long Term Plan will be delivered with pre and post teaching, as required. Lesson sequence carefully planned and delivered to ensure strong foundations are laid and previous teaching activated and is built upon. Effectiveness of subject leadership developed across the school through SLT training of subject leaders and increased monitoring, both formal and informal Staff CPD as required, particularly looking at developing CPD within the school and enabling middle leaders to share best practice Pre-teaching required for units of work that build upon summer term learning 2020 Subject leaders will have a range of strategies so that their subjects can be adapted to suit home learning as required Broad, balanced and ambitious curriculum taught that has the school's context (high baseline on entry particularly) in mind and evident through books and pupil voice. <p>DfE curriculum expectations for September 2020: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support</p> <p>Key questions: How are leaders ensuring pupils rapidly settle back into school and resume the school's curriculum (including, where necessary, the blend of classroom teaching and remote education)?</p> | <p><i>Release time for RE, PSHE, PE leaders to work with KM/JB on Long Term Plans</i></p> <p><i>SLT release time to monitor and provide CPD</i></p> <p><i>Middle leader release time for out of school CPD and then leading school CPD</i></p> | SIP visit Monitoring Staff CPD as required |

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| Behaviour | <p>During the period of home learning, those children who have not attended school may have experienced reduced routines and expectations for their own conduct and behaviour.</p> | <ul style="list-style-type: none"> Additional routines outlined in risk assessment to be followed (including updating behaviour policies to reflect risk assessments). Time planned in first few weeks of term on teaching and embedding expectations. JB update Behaviour Policy- Autumn 1 staff meeting Consider how routines will be re-established as part of reintegration to school. Use of rewards. Class Teachers plan PSHE sessions to look at additional measures for Covid-19, including hand hygiene/social distancing etc. High expectations reminders with staff in staff meetings and with children in lessons. Focus of learning walks in Autumn Term. Expectations for remote learning shared in teacher video clips e.g. "Are you dressed and have you brushed your teeth so you are ready to learn?" <p>Key questions: How are pupils settling back into expected routines and expectations?</p> | <p>PPA time Teaching time Leadership time</p> | <p>Monitoring by SLT Staff training as required</p> |
| Attendance | <p>Compulsory school attendance has not been in place since from March 20th. Lack of routines along with parental and community fear around Covid-19 could potentially impact on the regularity of attendance from Sept 2020.</p> | <ul style="list-style-type: none"> All children should be in school from start of term (following school transition for Rec and Nursery). Continue clear messaging to parents about attendance to raise understanding of expectations of attendance. Follow additional steps to support attendance, including use of Dan Tolan/letters if needed. Half Termly meetings with Dan/KM (block time rather than 2hpw) Once attendance patterns have been reviewed consider use of additional home visits for any children who are PA/ at risk of PA. Class Teachers report attendance to parents at P/T consultations wb 2/10/20 Issue COVID-19 Absence guide to parents Update Attendance Policy <p>Key questions: Do parents understand attendance expectations? What are their worries/fears? How can these be reduced/managed? What barriers has the school faced (or is still facing) in managing the return to full time education of all pupils?</p> | <p>HT time Attendance Officer SLA</p> | <p>Monitor for whole cohort. Identify if additional steps will be required.</p> |
| Health and Well-being | <p>The Health and well-being of children may have been impacted by:</p> <ul style="list-style-type: none"> - Anxiety about Covid-19 and direct family experience of Covid-19, including bereavement - Reduction in physical exercise and opportunities | <ul style="list-style-type: none"> High priority for September and as necessary after that (PSHE evidenced in scrapbooks) Staff signposted to THRIVE activities Time spent building and re-establishing relationships with children and their families. Autumn P/T consultations focused on pastoral support and parents given opportunity to feedback how children coped during lockdown and over summer. Continue partnership work with families. Use external providers for support where needed. HT to be visible on yard before and after school, engaging with parents who may have worries or concerns. Where needed target specific families for conversations. Class teachers and TAs to have whole class sessions on well-being and worries in week 1. If individuals need further support, teachers to sign post to appropriate support and intervention. Sign-post families to additional support in the community if needed – including CYPs. If necessary, support families with applications for support such as free school meals. (AP Reissue form in September) | <p>HT time PPA SENCo time Fund places for Breakfast Club Boxall Profiles</p> | <p>Feedback from children and parents Staff to monitor individuals closely and share concerns at weekly briefings</p> |

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| | <p>for physical development</p> <ul style="list-style-type: none"> - Poverty, including lack of access to a healthy diet. - Safeguarding concerns such as neglect or domestic violence. | <ul style="list-style-type: none"> • Target pastoral and family support via Early Help if needed (JB). • Where appropriate liaise with children's services/make appropriate referrals. • Safeguarding Briefings for all staff to focus on DV, bereavement etc • All classes have weekly PE sessions (outdoors) in addition to daily mile. • After School Club use outdoors where possible • Breakfast Club places free for PP children • Weekly packed lunch parcels delivered by KM to children who are absent • HTPM and staff Appraisals linked to pupil and staff wellbeing. <p>DfE resource list for mental well being https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/online-science-pe-wellbeing-and-send-resources-for-home-education#mental-wellbeing</p> <p>Key questions: How any identified and specific health and well-being issues for particular pupils are being addressed and what may be needed at a local and/or national level to support this?</p> | | |
| Safeguarding | <p>Whilst schools have remained open to vulnerable children from the 27th March 2020, some vulnerable children have either not attended school or have only partially attended school.</p> <p>Concerns regarding ongoing, and new, safeguarding issues during lock down from domestic violence, potential neglect.</p> | <ul style="list-style-type: none"> • The safety of pupils remains of paramount importance. School safeguarding systems will revert from those established during the period of home learning back to those which will maintain the safety of pupils at school. • Contact with all known vulnerable families in September via informal meetings or, where needed TAF/CiN/CP meetings. • Staff to monitor children, and families, reporting any concerns to HT/DHT • Staff and SLT know children and families well. Culture of open communication between staff and parents. • Schools to provide training and monitor that staff are recognising signs of any potential safeguarding concerns. Annual safeguarding training in September in line with KSCE 2020. • Where appropriate liaise with children's services/make appropriate referrals. • Re-establish weekly safeguarding briefings with all staff (socially distanced) <p>https://www.scie.org.uk/care-providers/coronavirus-covid-19/safeguarding/children</p> <p>Key questions: Is the appropriate level of support being offered to all our families in need? Are the correct external agencies support our families on Early Help, CiN or CP? Do parents need any further support– if so, how can this be targeted at the right people?</p> | <i>Directed time</i> | <p>Feedback from children and parents</p> <p>Staff to monitor individuals closely and share concerns at weekly briefings</p> |

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| SEND | <p>School closures/partial opening has impacted on some SEND provision, with some vulnerable SEND children having an experience of education which is mainly remote.</p> <p>Risk assessments have impacted on aspects of typical practice, including interventions and elements of assessment and review.</p> | <ul style="list-style-type: none"> • From 26th September temporary changes to law on EHCP end. • https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus/education-health-and-care-needs-assessments-and-plans-guidance-on-temporary-legislative-changes-relating-to-coronavirus-covid-19 • From this date or before EHCP provision should be met and schools must plan as part of reopening to do this. • Continue partnership work with families, LA, Educational Psychologists and external providers such as OT/CYPS who support school. • Individual risk assessments to be reviewed/written for relevant children by SENCo to help children transition back into school. • Additional SENCo time may be required during autumn half term (when Jenny returns) to support staff/children with SEND needs • Ensure SEN register is updated by end of September (ready for Census) • Staff meeting on Mainstream guidance (JB) <p>Key questions:</p> <p>Have all children transitioned back into school, irrespective of their needs?</p> <p>Does any further work need to be done to support/identify individual needs? Is there relevant CPD which could be done to support this?</p> <p>Have all children with EHCP/IEPs ensured their needs are being met and relevant support given? Are external professionals supporting this?</p> | <p>SENCo time JB overtime costs Directed time PPA</p> | <p>Identify those SEND children who are not on track to meet expected progress/ small stepped learning goals.</p> |
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K Massey

September 2020