



**Hull Collaborative Academy Trust
Trust and School Covid Recovery Plan - Autumn 2020**

Bellfield Primary School



Priority 1 - Overarching Trust COVID recovery Priorities

Curriculum, behaviour and pastoral support

- Identify, address and support pupils in all schools to “catch up” on gaps in pupils’ knowledge and skills.
- Have a clear plan to return to a full, broad and ambitious curriculum across all subjects.
- Develop remote education so that it is integrated into school curriculum planning.
- Have clear systems in place to identify and support pupils who display challenges in behaviour or require emotional support.
- Have clear systems and strategies in place to support pupils in returning to the structured environment of schools and with attendance.

School Operations

- Schools across the trust to regularly update premises and operational risk assessments and disseminate clearly to all stakeholders in line with government and DFE advice/guidance.

Additional Funding

- Schools to identify and allocate additional funding to support pupils in their return to full time education.

Appendix 1 – Trust wide phonic plan

Appendix 2 – Flowchart for home learning

Appendix 3 – Year 1 trust guidance on continuous provision

Appendix 4 – Rationale for Rainbow room

Appendix 5 – Covid risk assessment

Appendix 6 – Covid funding plan

Appendix 7 – Trust behaviour policy

Appendix 8 – Trust bereavement policy

Appendix 9 – Science catch up

Focus Priority 1a: Curriculum, behaviour and pastoral support			
<u>Trust actions / support</u>			
<p>Central catch up curriculums have been designed and created by central SLEs that focus on core knowledge and skills in RWM and phonics.</p> <p>Online learning platform that supports the delivery of remote learning and allows for remote communication between pupils and teachers.</p> <p>Trust amended behaviour policy to reflect Covid implications</p> <p>Central emotional well-being team in place to assist school-based well-being teams in offering support to families who are identified as being in need.</p> <p>Trust central curriculum plans to support teachers in delivering the full national curriculum.</p>			
<u>Key Performance Indicators</u>			
Whole Trust Objectives	School Specific Actions	Responsibility	Timeframe
Identify, address and support pupils in all schools to “catch up” on gaps in pupils’ knowledge and skills.	<ul style="list-style-type: none"> Analysis of existing data and intelligence gathered during partial closure to identify children at higher risk of having gaps in knowledge and skills to inform provision maps. Assessment screening undertaken in appropriate year groups for phonics, reaching benchmarking, timetables Pupil progress meetings more regularly to monitor assessment of gaps Revised timetable to allow for additional ‘catch-up’ teaching. Teachers deployed to teach key groups of pupils. Supervision in place for all teachers to support the ‘catch-up curriculum’. Strong links made to practice basic skills Weekly gaps identified and addressed the following week – SLT to be informed of gaps in year groups and monitor 	SLT RN AH/MB	Autumn 1
	<p><u>Phonics</u></p> <ul style="list-style-type: none"> Teachers to use the phonics guidance written by the Trust in Years 1, 2 and 3. Miss O’Connor, our school phonics lead, was part of the team who wrote this programme. Aim of phase one catch up - develop essential listening skills and 'tune in' to sounds. (10/20 mins) Years 1 & 2 sessions - identifying the phoneme, segmenting and blending with the phoneme and reading a caption/short sentences with the phoneme (do not play games/write/recap over other sounds) Focus on one phoneme to secure pupil knowledge. (20 mins) This catch-up programme to also be delivered to identify pupils in KS2. EYFS NQT and New to Year 1 teacher – supported by phonic lead Additional learning time to be given to phonics. To consist of an additional lesson in an afternoon Phonics assessments with all pupils in Year 1 and Year 2 to identify gaps in learning, as in line with section 3 of the DfE guidance. 	SOC AH SOC	Autumn 1

	<ul style="list-style-type: none"> • Times Table Rock stars to be used weekly for additional maths catch up and encouraged to use at home through praise and reward • Children in Years 2 to 6 to carry out a previous year group lesson to identify pupils with gaps in knowledge for pre-loading sessions – previous year group objectives will be covered first and this will allow teachers to see gaps and plan accordingly. This would begin with one session at first but more if appropriate. <p>Wider curriculum</p> <ul style="list-style-type: none"> • Music and Jigsaw will be taught fortnightly for the first half term and then RE/Music will be alternated. • MFL and Computing will be taught through other subjects for the first part of the year to allow for extra sessions in other areas. • PE will be taught in KS1 as normal (outside). KS2 will complete the daily mile for the first half term and then will have weekly PE skills lessons for Autumn 2 • The culture of our curriculum is geared around revisiting skills yearly. As a result of this lockdown did not have a hugely detrimental impact on wider learning. • Through ongoing formative assessment (observing pupils, talking to pupils to assess understanding and scrutiny of pupil's work, as recommended in Section 3 of the DfE guidance) teachers will be altering their teaching sequences accordingly to identify gaps in skills progression. • Teachers will assess knowledge retention through an identified application opportunity at the end of a unit. • Weekly class assemblies will be Jigsaw (PSHE), cultures around the world (1 lunchtime per week is linked to food from around the world) and preparation for jobs in the future. • Science catchup is in place for the year to address gaps when starting new units of work <p>Appendix 9 – Science</p>	<p>JC/AH</p> <p>RN</p> <p>BB</p>	<p>Autumn 2</p>
<p>Have a clear plan to return to a full, broad and ambitious curriculum across all subjects.</p>	<ul style="list-style-type: none"> • Due to the school providing a broad and balanced curriculum to be completed during lockdown, of which the vast majority of pupils accessed, the school is in the position to continue to offer a full broad and balanced curriculum. This is largely due to the schools historically successful curriculum. • Class curriculum plans on website for parents and pupils to access. • Use guidance from Trust SLEs on identification of missed knowledge and identification of missed skills. Documents will be used to support return to full curriculum. • Additional funding to be used for ASA employment and individual/small group intervention • Any pupils identified as under achieving in core subjects by end of Autumn 2 will continue with additional intervention sessions. These will be on a rotational basis, so pupils still access all foundation subjects. <p>Appendix 6 – Covid funding plan</p>	<p>AH/MB</p>	<p>Autumn 2</p>

<p>Develop remote education so that it is integrated into school curriculum planning.</p>	<p>Develop hybrid approach that supports maximum access using intelligence gathered during partial closure.</p> <ul style="list-style-type: none"> • Flowchart in place so staff/parents are aware of how to support children in the event of home learning taking place. • Trust to provide immediate resources to be sent home in isolated cases hence ensuring that learning opportunities are not lost. • All work to be uploaded to Seesaw each week in the event that children may need to access home learning – explore the prospect of purchasing the full version of Seesaw – early in the new term. • School website has a bespoke section for children and parents to have easy access – this is the same section used during lockdown so it should be embedded. • Teachers to identify resources that match their phonics and maths weekly. • Work will move to Trust online platform where appropriate. • Reintegration plan for children returning from isolation. • Survey the children’s perspective regarding their access to work. • Family consultation/survey to gather intelligence to support swift adjustments as necessary. <p>See home learning flow chart – Appendix 2</p>	<p>AH/MB</p> <p>RN</p> <p>RN</p>	<p>Autumn 1</p>
<p>Have clear systems in place to identify and support pupils who display challenges in behaviour or require emotional support.</p>	<ul style="list-style-type: none"> • Provide a single point of access (SP) • Daily check-in circles. Specific focus on language development to express emotions • Extended work on getting to know each other and class charters – this to be done during the Restorative week (first week of term) • Whole school mapping for coherence including family communication • Staff logging on CPOMs any changes they notice in children for wellbeing team to follow-up. • Check-in champions for specific pupils. • Feelings ladders in use to identify children who need support when they arrive at school and throughout the school day. • Identified areas for specified pupils to be able to access (safe spaces). • Enhanced PSHCE curriculum – Jigsaw. • Emotional Wellbeing Officer to identify pupils needing support. • Mapping of assemblies and circles focused on mental health and Jigsaw. <p>See Trust amended behaviour policy – Appendix 7 See Trust amended bereavement policy – Appendix 8</p>	<p>SP</p> <p>AH</p> <p>AH</p> <p>SP</p> <p>RG</p>	<p>Autumn 1</p>

<p>Have clear systems and strategies in place to support pupils in returning to the structured environment of schools and with attendance.</p>	<ul style="list-style-type: none"> • Risk assessments show a safe school environment. • Clear communication provided to parents and children before school begins. • Immediate reintroduction of attendance policy • Communication of attendance policy for non-attenders. • Home visits to be conducted. • Redeploy member of staff available to support attendance. • Whole school focus on attendance. • Pro-active positive messages to encourage school return – use of social media to be used to celebrate the start of the new term. • Re-engagement action plans to be put in place for identified families. • Fortnightly attendance meetings to monitor impact for individual families and to inform whole school actions. • Support/challenge from Trust family links worker, if required. • Welcome all children back with, or without, uniform. Where parents are struggling financial, provide uniform for the child/ren • Additional snack times introduced for a short time • Lessons punctuated with short breaks and activity until stamina develops. • Ensure that behaviour expectations are re-established as quickly as possible. • To compare attendance at start of year to last year to identify similarities in families. • Develop reintegration plans for children returning from self-isolation. <p>See home learning flow chart – Appendix 2 See whole school Covid risk assessment – Appendix 5</p>	<p>MB AH AH/KP AH/KP</p>	<p>Autumn 1</p>
<p>SEND</p>	<ul style="list-style-type: none"> • All SEND children to receive 1:1 reading and writing support. • EHCP risk assessments in place and updated on return to school and then as necessary. • De-escalation plans in place as required. • Rainbow Room planned to meet IEP needs/Life skills development/Speech and Language as a core offer for catch up • Teachers to adapt HCAT catch-up plans and have flexibility in these for pupils on SEND register. 	<p>AH/RG</p>	<p>Autumn 1/2</p>
<p><u>Monitoring arrangements</u></p> <ul style="list-style-type: none"> • Attendance monitored weekly by SLT at individual and group level to inform personal re-engagement plans and whole school action (specifically additional actions to mitigate the risk of illness) Head of school and attendance admin to meet fortnightly to discuss all attendance cases. • SLT to identify and review emerging needs regarding behaviour and emotional support, adapt whole school mapping, and review implementation of re-engagement plans and de-escalation plans. 			

- Assessment/curriculum lead to monitor the implementation of the curriculum through fortnightly teacher supervision meetings, necessary adaptations made to programmes and pacing.
- SLT to monitor interventions weekly.
- Pupils' teacher assessed in core subjects against KPIs at February mid-year.
- Stakeholder group to receive SLT progress reports termly.

Autumn 1 Milestones

All pupils continue to be taught a broad range of subjects.

Remote learning systems, including tracking and monitoring are established. It is aligned with some of the key skills and knowledge that are being taught in the classroom.

All families are confident in the work of the school and are only taking absence to self-isolate in line with Government guidelines or are genuinely ill. Re-engagement action plans are in place for all identified families.

Plans in place for all pupils who display challenges in behavior or require emotional support.

Autumn 2 Milestones

Monitoring of remote learning indicates that provision is effective, aligned well with the school curriculum and children learning from home are still making good progress.

Rates of attendance are consistently in line with national for all groups.

Number of children requiring continued support through re-engagement plans reduced.

Staff report that additional supervision is positively impacting on the content and pacing of their curriculum.

Early indications from assessments are positive and demonstrate the impact of catch up funding and the school's approach.

Spring Milestones

All subjects have now been taught over the two terms.

Mid-year assessments demonstrate that the majority of children have made at rapid progress in core subjects and numbers on track to meet end of year AREs are at least in line with Feb 2020's assessments.

Wave 2 and 3 interventions that are required during the Summer are identified.

Re-engagement plans discontinued. Number of pupils requiring additional emotional/behaviour support reduced.

Catch up funding has been used effectively to support the whole school's recovery.

Summer Milestones

Children return to full curriculum.

All children previously ARE are working at their ARE for 2020.21

Some disadvantaged children have made more rapid progress and have now met the ARE for their year group.

Focus Priority 1b: School Operations

Trust actions / Support

Central Covid risk assessment in place with trust wide measures identified.

Central policies on systems to report suspected and confirmed cases of Covid.

Amended policies as a result of COVID.

Trade Union consultation

Key Performance Indicators

Whole Trust Objectives	School Specific Actions	Responsibility	Timefram
<p>Schools across the trust to regularly update premises and operational risk assessments and disseminate clearly to all stakeholders in line with government and DFE advice/guidance.</p>	<ul style="list-style-type: none"> • Whole School Risk Assessment written by SLT via consultation with staff, following DfE guidance. • Union consultation on new revisions in-line with Trust schedule. • Staff to inform SLT of any issues arising that would require amendments to the risk assessment. • Staff and pupil circles used to reflect on school implementation of risk management. • SLT to update Whole School Risk Assessment as required. • Whole School Risk Assessment review - standing agenda item on weekly SLT. • Amendments communicated to staff and families via text, social media, letter. • Updated Whole School Risk Assessment summary to be made available on school website. • Amended behaviour, safeguarding/child protection policies in place. • All interim policies available on website, in the staffroom and implemented through staff meetings. • Personal Risk Assessments in place for all staff identified as clinically extremely vulnerable or who have identified additional personal circumstances, including increased anxiety, that requires them to have a Personal Risk Assessment in place. <p>See Whole School Risk Assessment – Appendix 5</p>	<p>MB/AH/SB</p>	<p>Immediate and ongoing</p>

Monitoring arrangements

SLT and site facilities officer to complete weekly site walks to monitor implementation of the risk assessment.

Trust supported monitoring half termly. (CEO/SIP)

<p>Autumn milestone A fully operational and updated risk assessment in place with any amendments communicated to all stakeholders.</p>	<p>Spring milestone A fully operational and updated risk assessment in place with any amendments communicated to all stakeholders.</p>	<p>Summer milestone A fully operational and updated risk assessment in place with any amendments communicated to all stakeholders.</p>	
<p>Focus Priority 1c: Additional Funding</p>			
<p>Key Performance Indicators</p>			
<p>Whole Trust Objectives</p>	<p>School Specific Actions</p>	<p>Responsibility</p>	<p>Timeframe</p>
<p>Schools to identify and allocate additional funding to support pupils in their return to full time education.</p>	<p>See Catch Up Plan for full details of spending allocation - Appendix 6</p>	<p>AH/MB</p>	<p>Immediate and ongoing through Autumn and Spring</p>
<p>Monitoring arrangements</p> <ul style="list-style-type: none"> • Attendance monitored weekly by SLT at individual and group level to inform personal re-engagement plans and whole school action (specifically additional actions to mitigate the risk of illness) • Well-being ambassadors established in each class to meet fortnightly with EWO and weekly pastoral meetings with SLT to access emerging needs, adapt whole school mapping, and review implementation of re-engagement plans and de-escalation plans. • Assessment/curriculum lead to monitor the implementation of the curriculum through fortnightly teacher supervision meetings, necessary adaptations made to programmes and pacing. • SLT to monitor interventions every 4-weeks. Analysis of data • Structured family surveys monitored by SLT to access the success and limitations of remote learning. Necessary adaptations made to approach. • Governors to receive SLT progress reports termly. 			

**Bellfield Primary School
Catch Up Plan 2020-2021**

In August 2020, the Government announced additional funding for schools to deliver Catch- Up funding following the COVID 19 lockdown measures. This amounted to £80 per pupil. The amount allocated to Bellfield Primary School based on eligible pupils is £17,280

The Education Endowment Fund (EEF) has provided early research evidence around projections for the impact of school closures during lockdown, predominantly on the impact for disadvantaged pupils. The school's strategic response to devising and implementing the Catch- Up programme fully takes these findings into account.

In summary, the EEF projections for the impact of widespread school closures identify;

- **The disadvantaged attainment gap widens**
- **Assessment of lost learning is crucial**
- **Targeted support in addition to wider school initiatives are required**
- **Absence rates upon return are crucial**

Effective home learning programmes have been found to mitigate the impact. HCAT provided a standard home learning offer for all pupils. There is an acknowledgement that whilst the take up of remote learning was strong, a significant number of pupils (including disadvantaged pupils) have had a prolonged period without face to face teaching and learning.

The purpose of this report is to effectively plan the way the Catch-Up money will be spent over the coming year and enable us to inform parents, carers and trustees of the impact it has on pupil achievement.

Catch Up strategy statement (primary)

1. Summary information					
School	Bellfield Primary School				
Academic Year	2020-21	Total catch up budget	£17,280		
Total number of pupils	214				

Planned expenditure								
Academic year	2020 - 2021							
	The plan below outlines how the use of Catch-Up funding improves classroom pedagogy, provide targeted support and support whole school strategies.							
2. Quality of teaching for all (Quality First Teaching) WAVE 1								
Desired outcome	Chosen action / approach	EEF Research link	Implementation date	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Costings	Staff lead	When will you review implementation?
All pupils attend school and are punctual	Attendance team to meet fortnightly to track and put intervention in place. Whole school attendance focus	EEF Impact of School Closures 2020	From September (ongoing)	Anticipated PA/lates to increase due to parent/pupil anxiety and possible Covid-19 outbreak	Fortnightly team meetings – data produced weekly	N/A	KP/AH	On-going
All pupils regain the work ethic prior to lockdown to sustain learning	Use school BEAMS as a reward for showing strong characteristics and determined attitudes	EEF Improving Social and Emotional Learning in Primary Schools	September (ongoing)	All pupils (including those who have attended school during lockdown) have	Staff CPD Weekly BEAMS reward for whole classes/individual pupils	£500	RN	On-going

throughout the full school day	BEAMS interwoven through lessons with focused praise from adults			experienced reduced curriculum timings/ lower levels of learning support.				
All pupils have sufficient opportunity to access regular basic skills revision and instruction	Revision to timetable of school day to include a 15 minute session in addition to daily English / maths lessons on; Phonics (EYFS/KS1), SPAG (KS2) and Maths. Other subjects protected in weekly timetable particularly PE (Daily 10 min Daily Mile and KS1 Balance bikes/Scooters) PSHCE, Science and weekly class assemblies to cover cultural diversity and lifelong learning.	EEF Improving Social and Emotional Learning in Primary Schools	September Throughout Autumn term	Assumption that all pupils have increased gaps in skills and knowledge due to lack of daily practice	Effective communication with all staff of whole school expectations	N/A	AH/JC	On-going
Gaps in knowledge and skills are accurately identified	Assessment screening undertaken in appropriate year groups Weekly assessments used to identify ways forward and show individual class needs		September	Staff need accurate information around gaps to inform planning and intervention	Effective communication with all staff of whole school expectations	N/A	JC/SLT	Weekly through individual class gaps – identification and action put in place for following week
All pupils rapidly recover	EYFS/ KS1 recap daily phonics – use HCAT	EEF Impact of School Closures 2020	Throughout Autumn term	Reading identified as key area of	Teaching structured approaches as		AH/RR/SOC	Phonic data to be collated half termly

Reading skills (including phonics) so they meet or exceed ARE	<p>phonic document to remain on track for the year and use additional catch up document to recap previous phase/gaps in phonics – purchase additional phonic books for school daily read sessions</p> <p>EYFS/KSI children to have a 'reading buddy toy' to encourage reading at home and in school. Pupils to read to their 'buddy' daily</p>			vulnerability due to lockdown	proven to previously work effectively	<p>£879 (Phonic additional reading books)</p> <p>£200 (Reading buddy toys)</p>		<p>Phonic tracker to be monitored half termly</p> <p>Reading – track progress through phonic books and colour banding books half termly</p>
All pupils rapidly recover Reading skills (including phonics) so they meet or exceed ARE	EYFS/KSI children to have a 'reading buddy toy' to encourage reading at home and in school. Pupils to read to their 'buddy' daily	EEF Impact of School Closures 2020	Throughout Autumn term	Reading identified as key area of vulnerability due to lockdown	Teaching structured approaches as proven to previously work effectively	£200 (Reading buddy toys)	AH/RR/SOC	Reading – track progress through phonic books and colour banding books half termly
All pupils rapidly recover Reading skills (including phonics) so they meet or exceed ARE	<p>SEND population to all have 'Precision Reading' and/or 'Paired Spelling' at least 3x weekly (1:1)</p> <p>HCAT catch up programmes followed</p> <p>TA support in Year 1 and Year 2 for daily 10 min individual phonic</p>		On-going throughout the year – as long as pupils need	Reading identified as key area of vulnerability due to lockdown	Teaching structured approaches as proven to previously work effectively	N/A	AH/RG	<p>Track progress weekly as this has proven effective previously</p> <p>Daily individual tracking for pupils</p>

	read – encourage pupils to apply from their phonic lesson							
All pupils rapidly recover Writing skills so they meet or exceed ARE	Whole staff focus on the writing sequence Daily handwriting and expectations are displayed on books – pupils are referred to these daily		Week 4 – whole school training on writing sequence	Writing identified as key area of vulnerability due to lockdown	Teaching sequence has proven track record of success	N/A	SLT/AE	Autumn half term – review of writing process and any gaps that still need addressing
All pupils rapidly recover maths skills so they meet or exceed ARE	HCAT catch up programme adapted in line with pupil gaps – weekly gaps identified and taught sessions in the next weeks catch up time		September	Maths identified as key area of improvement	Teaching sequence has proven track record of success	N/A	JC	On-going
3.	4. Targeted support WAVE 2/3							
Desired outcome	Chosen action / approach	EEF Research link	Implementation date	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Costings	Staff lead	When will you review implementation?
Pupils in identified vulnerable groups rapidly recover lost gains in learning through lockdown	ASA targeted support in reading (including phonics), writing (including GPS and handwriting) and maths across the school for pupils highlighted through initial assessments/weekly observations or from prior low attainment before lockdown	EEF Impact of School Closures 2020	September	Identified vulnerable groups are more likely to require additional support outside of lesson time	Bespoke support programme overseen by Senior Leader/Teaching and Learning Lead	N/A	JC	Weekly – through teacher 'closing gap' information sheets – collated by JC and presented to SLT – plan of action weekly for each year group

Pupils in identified groups rapidly recover lost gains in learning through lockdown	Pupils in Yr2 targeted for additional basic skills intervention due to identified lack of engagement in home learning during lockdown Pupils in EYFS have come back more unsettled than the school aged children and support is needed	EEF Impact of School Closures 2020	September	Identified groups are more likely to require additional support outside of lesson time	Additional ASA support for the year to help with gaps in basic skills and settling EYFS children	£10,430	AH/SOC	End of Autumn Term
Pupils in identified vulnerable groups supported socially and emotionally to ensure good attendance and punctuality	Attendance Team actively engaging with identified groups and being proactive in approach to dealing with attendance/ punctuality – groups invited to breakfast club/early bird club Groups identified and bespoke intervention/support offered from Attendance Team	EEF Impact of School Closures 2020	From September (ongoing)	Identified vulnerable groups are more likely to require additional support to enable them to attend school every day and on time	Review of previous strategy to implement a more pro-active approach to PA	£1000	Attendance Team (AH/KP/SP)	Fortnightly meetings
Pupils in identified vulnerable groups supported socially and emotionally to ensure they are in an optimum state to learn	Allocated emotional well-being worker support for on-going needs. Identified by teacher/parent or daily feelings ladder checks	EEF Impact of School Closures 2020	From September (ongoing)	Identified vulnerable groups are more likely to require additional support to enable them to access learning	Proven track record in restorative approach to support emotional well-being	N/A	SP/AH	September 2020