



New Islington Free School

**COVID-19 Catch-up Recovery Plan
2020/21**

Following the Spring/Summer 2020 Lockdown period due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. In order to utilise the additional funding in the best possible way, we have used timely assessments of both the pupils' academic and personal development needs to inform our decisions.

CONTEXT	
Total number of pupils	322 (October 2020 census)
Total number of 'FSM ever 6' pupils	54 (17%)
Total number of EAL pupils	130 (41%)
Deprivation factors (2019 data)	12.5% of pupils are in the top 1% of deprivation (above LA average) 34.5% of pupils are band 1-5% deprivation (above LA average) 3.5% of pupils are in band 5-10% deprivation 12.5% of pupils are in band 10-20% deprivation
SEND	SEND Support 16 pupils (5%) EHCP 9 pupils (3%)
CLA	6 pupils (2%)
Total amount of catch-up funding allocated	322 x £80 = £25,760

KEY ISSUES IDENTIFIED	
Issue	Key actions to take
Increased gaps in reading, writing and maths for those pupils who were unable or unwilling to engage fully with the Remote Learning provision between March 23 rd and July 17 th . Addressing gaps emerging due to inconsistent attendance post-September (self-isolation/bubble closures)	Focus for teacher professional development targets to be Quality First Teaching – with specific focus on high expectations in reading, writing and maths. Focus for the SDP on developing Targeted Academic Support Plans reviewed half termly detailing intervention programmes content.

	<p>Focus of TA training on maximizing their impact on outcomes through whole class support and small group interventions</p> <p>Focus on delivering the New Islington Curriculum 2020 effectively, with high expectations for all</p> <p>Focus on effective data analysis at the end of each term.</p> <p>Focus on providing additional material for parents to support their child's learning – book packs for EYFS and access to MyOn online library for all pupils</p> <p>Employ a fully qualified experienced teacher 3x days per week to focus on Year 6 booster sessions 3x mornings and cross school booster sessions 3x afternoons</p>
Social and Emotional needs of children, exacerbated by the circumstances of lockdown March to July, and due to inconsistent education post-September	<p>Focus for DHT professional development target</p> <p>Focus of SDP to develop Targeted SEMH Plans</p> <p>Focus on core values through explicit teaching and weekly circles</p> <p>Focus on physical activity for mental wellbeing.</p> <p>Focus on timetable adaptations – daily mile/brain breaks. Teach CPD on delivering Gymnastics.</p>
Attendance	<p>Focus on addressing poor attendance, tracking attendance</p> <p>Developing an effective remote learning provision</p> <p>Phone calls and emails home</p>

<p>CURRENT SCHOOL IMPROVEMENT PRIORITIES TO SUPPORT THIS CATCH-UP RECOVERY PLAN:</p> <p><i>Managing the impact of COVID-19 on pupil outcomes and wellbeing: our 'live and learn well alongside COVID-19' plan of action</i></p>	
<p>1. To develop and implement an effective programme to support the social, emotional and behavioural needs of individual pupils who find the return to school challenging through Targeted Behavioural and Emotional Support Plans which run alongside flexible and needs-driven training and curriculum adaptations.</p>	<p><i>Alongside the 'core business' of teaching literacy and numeracy, a large part of our job as educators, involves addressing children's emotional, social and behavioural needs. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life – never more so than now during this pandemic, where children's experiences both at home and at school are far from 'normal'.</i></p>

2. Ensuring Quality First Teaching

The best available evidence indicates that great teaching is the most important lever that schools have to improve the outcome of their pupils. This has always been true, but never more so now we are living in a COVID-19 world where children have an inconsistent experience of education. It is essential we prioritise the principles of great teaching and apply this on a daily basis to ensure we give all children the very best chance of success; that we demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, with staff understanding the impact of their work on pupils' outcomes.

This target will have a specific focus on Peer to Peer observations, where we have a culture of 'open classrooms' as a basis for sharing best practice, drawing on and conducting relevant research and robust data analysis around the effective teaching of maths and writing.

3. To support Quality First Teaching, develop a programme of Targeted Academic Support.

Through effective assessments, it will be clear which pupils have lost learning, and which pupils have misunderstood the content of online learning. Evidence indicates that small group and 1:1 interventions can be a powerful tool to support pupils. Whilst Quality First Teaching will reduce the need for extra support, it is likely that some pupils will require a high quality, structured and targeted intervention programme.

A focus on narrowing the gap between disadvantaged pupils and non-disadvantaged pupils will be under the spotlight, and tracking progress and achievement of our SEND pupils will take a priority for the new SENDCo.

4. To deliver a comprehensive online learning programme for individuals and / or the whole class.

We will evaluate and revise our New Islington Curriculum 2020 in the light of pupil needs. Through additional and adapted planning, all our pupils will have access to high quality teaching and learning opportunities in order to counter-balance this period of 'inconsistent' education.