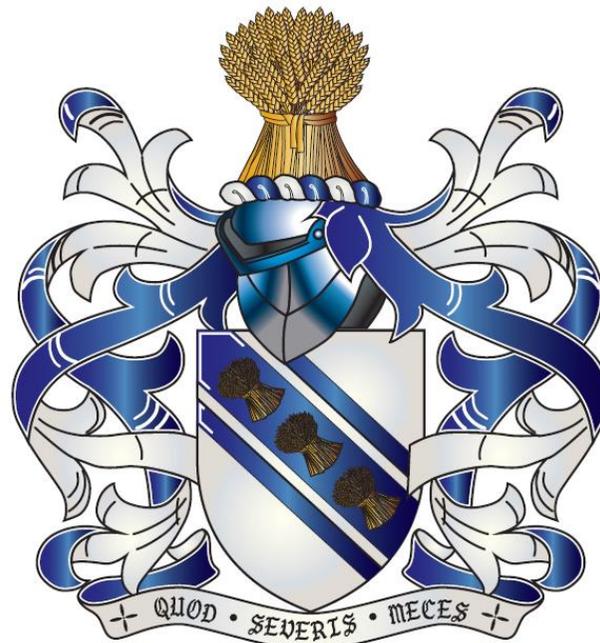


## The Bliss Charity School



*The Bliss Charity School aims to provide a caring, secure and enriching experience;  
each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.*

## **School Improvement: *Recovery and Catch-Up Plan***

2020-2021

Area: 4. Leadership and Management		Key lead: Mr. S. Carter		Link governor: Full Governing Body	
<p><b>AIM 4.2: RECOVERY &amp; CATCH-UP PLAN</b> – To adhere to the Government guidance for the full opening of schools in September 2020 and to support pupils to ‘catch up’ for lost teaching time.</p>					
<p><b>Rationale:</b> The purpose of this ‘Recovery and Catch-Up Plan’ is to provide specific targets and actions required in response to the COVID-19 pandemic and the subsequent impact on education. Aim 4.2 is organised into the same five sections as detailed in the <a href="#">Government guidance</a>:</p> <ul style="list-style-type: none"> <li>• 4.2a – Mitigating risk</li> <li>• 4.2b – School operations</li> <li>• 4.2c – Curriculum, behaviour and pastoral support</li> <li>• 4.2d – Assessment and accountability</li> <li>• 4.2e – Contingency for outbreaks</li> </ul> <p>Use of ‘<a href="#">Coronavirus Catch-Up Premium</a>’ (£15,200) has been planned through sections 4.2a/b/c/d/e, in line with the Education Endowment Foundation’s (EEF) <a href="#">tiered approach</a>.</p>					
4.2a – Mitigating risk					
Objective	Action(s)	Responsibility and timescales	Resources and cost	Planned impact	RAG Rating
<p><b>4.2a.i</b> To ensure safe working practices for all staff and pupils in accordance with DfE guidance, including minimising contact between individuals.</p>	<ul style="list-style-type: none"> <li>• Risk assessment and re-opening plans to be developed in consultation with staff and governors, and shared with all stakeholders.</li> <li>• Risk assessment to be reviewed at regular intervals and updated in line with DfE updates.</li> <li>• Control measures in place as identified in <a href="#">DfE guidance</a>.</li> <li>• Maintain class ‘bubbles’ – maximum of 30 pupils and 3 adults.</li> </ul>	<ul style="list-style-type: none"> <li>• SC, OT, LA, the Chair of Governors and the Vice Chair of Governors to complete the risk assessment and write a re-opening information booklet for parents/carers (before 17/07/20).</li> <li>• SC to stay up-to-date with DfE guidance and share with the SLT. OT to update the risk assessment weekly in September and fortnightly thereafter.</li> <li>• All staff to implement the protection and control measures within their class ‘bubble’ (from 03/09/20).</li> <li>• SLT to establish class ‘bubbles’, setting timetables and allocating facilities/resources to ensure contact between pupils and adults in different bubbles – and parents/carers – is avoided (before 03/09/20).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Additional cleaning costs (£777 per month) linked to the implementation of the protection and control measures – these costs have to be found from the main school budget.</li> <li>➤ Reallocation of communal spaces to specific classes so that each ‘bubble’ has its own additional learning space for ‘catch-up’ interventions and so that break-out spaces are not shared between children in different classes (no cost).</li> <li>➤ ‘Zoning’ of the playground so that distance between ‘bubbles’ is maintained at break times (£1,500 to come from fundraising streams and/or the PE and Sports Premium Grant).</li> </ul>	<p>Implementing the DfE’s protection and control measures will ensure that all pupils are able to return in full from 03/09/20. Moreover, minimising contact and maintaining the integrity of the class ‘bubbles’ should prevent the need to close in the future.</p>	

## 4.2b – School operations

Objective	Action(s)	Responsibility and timescales	Resources and cost	Planned impact	RAG Rating
<p><b>4.2b.i</b> Ensure all pupils are in attendance where they are not shielding.</p>	<ul style="list-style-type: none"> <li>Attendance expectations to be shared with parents/carers.</li> <li>Review and refine the school's attendance policy in response to COVID-19.</li> <li>Liaise with families directly where there are concerns about attendance due to anxieties, and agree actions to encourage/improve attendance.</li> <li>Ensure social, emotional and mental health pastoral support is available for reluctant attendees within their class 'bubble'.</li> </ul>	<ul style="list-style-type: none"> <li>SC to share mandatory attendance expectations with parents/carers in the re-opening information booklet for parents/carers (before 17/07/20).</li> <li>SC/EH to review the school's attendance policy and add a COVID-19 addendum (by 30/09/20).</li> <li>EH to work directly with families in this situation and escalate concerns to SC if necessary (from 03/09/20).</li> <li>SLT to ensure all class 'bubbles' have a 30:2 or 30:3 pupil-to-adult ratio, with one TA 'moving up' with children in Years 1-6 so that pastoral support is available in each class 'bubble' (before 17/07/20). LAnd/JB to share mental health expertise as needed by other support staff and co-ordinate support (as required).</li> </ul>	<p>➤ 'Coronavirus Catch-Up Premium' to be used to maintain high pupil-to-adult 'bubble' ratios from 01/04/21 so that the Tier 3 Wider Strategies advocated by the EEF are available for the whole of the 2020-2021 academic year – see section 4.2b.iii.</p>	<p>Clear messaging and policy regarding attendance expectations following the partial school closure – as well as the availability of effective in-class pastoral support – should ensure a full return of all non-shielding pupils.</p>	
<p><b>4.2b.ii</b> Ensure that staff return to work in accordance with contract of employment.</p>	<ul style="list-style-type: none"> <li>Working practices to be developed for vulnerable staff who were not required to return to work between 01/06/20 – 17/07/20, including individual risk assessments for clinically vulnerable and extremely clinically vulnerable staff.</li> <li>Ensure wellbeing support is available for staff.</li> </ul>	<ul style="list-style-type: none"> <li>SC to induct all staff returning to work for the first time in September on the school's risk assessment (01/09/20 – 02/09/20). LA to work with all clinically vulnerable and extremely clinically vulnerable staff on their return to work in September to draw up individual risk assessments according to their specific needs (01/09/20 – 02/09/20).</li> <li>OT to establish a system of wellbeing support for staff as part of the re-opening risk assessment (before 17/07/20).</li> </ul>	<p>➤ No cost.</p>	<p>A full return of staff will enable all children to return and begin the 'catch-up' process.</p>	

<p><b>4.2b.iii</b> Ensure effective deployment of staff.</p>	<ul style="list-style-type: none"> <li>Teachers and teaching assistants to be deployed so that the protection and control measures can be implemented consistently and in full, and so all pupils receive high quality teaching and effective learning support.</li> <li>Additional teacher employed to ensure dedicated SEND co-ordination is maintained throughout 2020-2021.</li> <li>Additional teaching staff to be deployed in upper Key Stage 2</li> <li>Risk assessment, practices and protocols to be shared with visiting adults</li> </ul>	<ul style="list-style-type: none"> <li>SLT to ensure all class ‘bubbles’ have a 30:2 or 30:3 pupil-to-adult ratio, with one teaching assistant ‘moving up’ with children in Years 1-6 so that ‘catch-up’ support can be provided throughout 2020-2021 (before 17/07/20). In line with guidance from the EEF, staff will be deployed to: <ul style="list-style-type: none"> <li><u>EEF Tier 1 High Quality Teaching for All</u> – Facilitate access to high quality teaching for all, with teaching assistant support used to supplement – not replace – teachers (Wave 1).</li> <li><u>EEF Tier 2 Targeted Academic Support</u> – Enable structured, objective-led, small group and one-to-one interventions as identified on the Class Achievement Plans (CAPs), including over-learning and pre-teaching (Wave 2) – see SDP Aims 1.3a/b/c/d/e/f.</li> <li><u>EEF Tier 3 Wider Strategies</u> – Provide social, emotional and mental health pastoral support for all children within their class ‘bubbles’.</li> </ul> </li> <li>WR to cover OT’s teaching responsibilities in Class 5 on a Wednesday to release her for SENDCo time – this is a short term measure whilst SC is unable to do so (by 03/09/20).</li> <li>SC and LAnd to provide small group teaching (‘setting’) in maths, reading and writing for lower attaining pupils in Years 5-6 (Wave 3) so that gaps can be closed quickly before children leave primary school (by 03/09/20).</li> <li>LA/EH to share protection and control measures with all peripatetic music teachers, class volunteers and curriculum enrichment visitors prior to coming on to the school site (from 03/09/20).</li> </ul>	<ul style="list-style-type: none"> <li>‘Coronavirus Catch-Up Premium’ to be used to maintain high pupil-to-adult ‘bubble’ ratios from 01/04/21 so that the tiers of support advocated by the EEF are available for the whole of the 2020-2021 academic year (£3,773).</li> <li>SENCo cover to be funded by the ‘Coronavirus Catch-Up Premium’ (£5,334).</li> <li>‘Coronavirus Catch-Up Premium’ to be used to part-fund additional teaching in Year 5 from 01/04/21 so that additional support is available for the whole of the 2020-2021 academic year (£3,293).</li> </ul>	<p>Deploying staff as outlined in section 4.2b.iii will maintain the integrity of the class ‘bubble’ system whilst supporting teachers to provide high quality first teaching. Moreover, having the teaching assistant support described for the whole of 2020-2021 will ensure the impact of the partial school closure is mitigated as far as possible because high quality structured interventions can be delivered alongside – and in support of – the main class teaching all year. Furthermore, support for the most vulnerable (i.e. SEND pupils) – and those most at risk at losing out on their primary school education (i.e. the oldest pupils – Years 5/6) – will be</p>
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	<ul style="list-style-type: none"> <li>Resume partnership with Nether Heyford Pre-school so that wraparound care is available before and after school, and develop new on-site extra-curricular club opportunities</li> </ul>	<ul style="list-style-type: none"> <li>SCal/EH/LA to liaise with Nether Heyford Pre-school and ensure the staggered start/end times enable access to wraparound provision (by 17/07/20). SC to explore club opportunities with third parties that adheres to the <a href="#">Government guidance</a> for extra-curricular providers and works alongside the school's 'bubble' system (by 07/09/20).</li> </ul>		<p>maintained and prioritised with staff deployed in this way.</p>	
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## 4.2c – Curriculum, behaviour and pastoral support

Objective	Action(s)	Responsibility and timescales	Resources and cost	Planned impact	RAG Rating
<p><b>4.2c.i</b> Identify educational needs of pupils and respond accordingly.</p>	<ul style="list-style-type: none"> <li>• Use formative methods to assess children’s needs and identify gaps in learning.</li> <li>• Plan ‘catch-up’ provision that focuses on the prime areas of learning and early language skills in Reception, and reading (including phonics), writing and mathematics in KS1 and KS2.</li> <li>• Utilise the 5-16 National Tutoring Programme.</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers to undertake formative assessments (throughout September) and plan ‘catch-up’ provision (by 30/09/20):                             <ul style="list-style-type: none"> <li>- All Class Achievement Plans (CAPs) to detail small group and one-to-one ‘catch-up’ interventions (EEF Tier 2 Targeted Academic Support) in reading (including phonics in Reception to Year 5), writing and mathematics, as well as social, emotional and mental health support (EEF Tier 3 Wider Strategies).</li> <li>- SCal to register for the DfE’s ‘Early Years Speaking and Language Skills Catch-up Programme’ (by 30/10/20) and engage with the programme throughout 2020-2021 if the application is successful.</li> </ul> </li> <li>• SC to register Bliss with the National Tutoring Programme (by 01/09/20) and engage with the programme in the second half of the autumn term when subsidised tuition becomes available.</li> </ul>	<ul style="list-style-type: none"> <li>➤ ‘Coronavirus Catch-Up Premium’ to be used to maintain high pupil-to-adult ‘bubble’ ratios from 01/04/21 so that the tiers of support advocated by the EEF are available for the whole of the 2020-2021 academic year – see section 4.2b.iii.</li> <li>➤ Direct some of the ‘Coronavirus Catch-Up Premium’ (£2,000) to provide additional, targeted support for children who need the most help, particularly disadvantaged and vulnerable pupils.</li> </ul>	<p>An accurate understanding of children’s needs is fundamental to the success of ‘catch-up’ provision in 2020-2021, so that resources and support can be directed to where they are most needed. Effective use of the ‘Coronavirus Catch-Up Premium’ will help to close gaps swiftly.</p>	
<p><b>4.2c.ii</b> Deliver a broad and balanced curriculum.</p>	<ul style="list-style-type: none"> <li>• Review the new PSHE curriculum to ensure that the units that relate to mental health and wellbeing are taught when pupils return.</li> <li>• Re-start curriculum mapping procedures to ensure that the National Curriculum is delivered in full through Bliss’ topic-based approach.</li> <li>• Teach music and PE in line with the latest Government guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• DN to evaluate the PSHE curriculum and work with teachers and teaching assistants to reorganise content so that the teaching of mental health and wellbeing is prioritised when pupils return to school (01/09/20 – 02/09/20).</li> <li>• All teachers to resume planning their termly topics in line with school model, mapping objectives against the National Curriculum to ensure full coverage of each subject over the academic year and to ensure core objectives are prioritised – see SDP Aim 4.1 (EEF Tier 1 High Quality Teaching for All).</li> <li>• KB and RC to stay-up to-date with the latest advice from the relevant governing bodies to enable teaching and learning in music and PE can resume as far as possible, including the sharing of planning</li> </ul>	<ul style="list-style-type: none"> <li>➤ No cost.</li> </ul>	<p>Access to all subjects will ensure school feels normal and it will enable teachers to deliver a full topic-themed curriculum experience in line with Bliss’ intent, implementation and impact statement.</p>	

		and resources to enable COVID-secure delivery of these subjects (by 03/09/20 and ongoing).			
<p><b>4.2c.iii</b> Ensure high behaviour standards are maintained once the school re-opens.</p>	<ul style="list-style-type: none"> <li>Behaviour expectations to be shared with parents/carers.</li> <li>Review and refine the school's behaviour policy and anti-bullying policy in response to COVID-19.</li> <li>Identify children who are vulnerable and likely to struggle to reintegrate to school easily and plan additional social, emotional and mental health pastoral support for these.</li> </ul>	<ul style="list-style-type: none"> <li>SC to share behaviour expectations with parents/carers in the re-opening information booklet for parents/carers (before 17/07/20).</li> <li>SC to review the school's behaviour policy and anti-bullying policy, adding COVID-19 specific information (by 30/09/20).</li> <li>SLT to ensure all class 'bubbles' have a 30:2 or 30:3 pupil-to-adult ratio, with one TA 'moving up' with children in Years 1-6 so that pastoral support is available in each class 'bubble' (before 17/07/20). All teachers/teaching assistants to plan how to meet the social, emotional and mental health needs of their class (EEF Tier 3 Wider Strategies) and record these on their CAPs. LAnd/JB to share mental health expertise as needed by other support staff and co-ordinate support (as required).</li> </ul>	<ul style="list-style-type: none"> <li>'Coronavirus Catch-Up Premium' to be used to maintain high pupil-to-adult 'bubble' ratios from 01/04/21 so that the Tier 3 Wider Strategies advocated by the EEF are available for the whole of the 2020-2021 academic year – see section 4.2b.iii.</li> </ul>	<p>Re-establishing behaviour expectations following the partial school closure will enable children to reintegrate quickly and follow the new safety rules/routines. In turn, this will enable teachers to focus on helping pupils to 'catch-up'.</p>	

## 4.2d – Assessment and accountability

Objective	Action(s)	Responsibility and timescales	Resources and cost	Planned impact	RAG Rating
<b>4.2d.i</b> Ensure that staff and pupils are prepared for Statutory Assessments.	<ul style="list-style-type: none"> <li>Staff to re-familiarise themselves with primary school assessment expectations, timetabling and materials.</li> </ul>	<ul style="list-style-type: none"> <li>SC to circulate information from the STA.</li> <li>Staff in relevant years groups to implement the statutory assessment procedures in accordance with the published timeframes:                             <ul style="list-style-type: none"> <li>'Early adopter' EYFSP – SCaI</li> <li>Year 1 phonics screening check – MC</li> <li>Year 2 phonics screening check – DN</li> <li>KS2 SATs – DN</li> <li>Year 4 multiplication tables check – CB/MS</li> <li>KS2 SATs – KB/SC</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ No cost.</li> </ul>	Statutory assessments will be used to identify the next steps for pupils.	
<b>4.2d.ii</b> To be aware of accountability measures for academic year 2020-2021.	<ul style="list-style-type: none"> <li>Data analysis from 2019 to be readily available and referred to as a starting point in conversation with outside agencies.</li> </ul>	<ul style="list-style-type: none"> <li>SC to re-share the 2019 data analysis with the SLT and the Full Governing Body (by the end of Term 1).</li> </ul>	<ul style="list-style-type: none"> <li>➤ No cost.</li> </ul>	Gap analysis focuses school improvement where it is most needed.	

## 4.2e – Contingency for outbreaks

Objective	Action(s)	Responsibility and timescales	Resources and cost	Planned impact	RAG Rating
<p><b>4.2e.i</b> Ensure continued educational provision in the event of an outbreak.</p>	<ul style="list-style-type: none"> <li>• SLT to be aware of the NCC <a href="#">plans</a> and <a href="#">processes</a> in the event of a school or local outbreak.</li> <li>• Provide pupils with immediate access to remote education.</li> </ul>	<ul style="list-style-type: none"> <li>• SC to stay up-to-date with local changes through LSE communications (ongoing).</li> <li>• Develop Bliss’ remote learning offer and procedures for pupils unable to attend school:               <ul style="list-style-type: none"> <li>- SC to evaluate online learning platforms so that remote learning from September 2020 progresses from the Home Learning Pack approach used successfully for 14 weeks between March-July and adheres to the <a href="#">Government’s expectations</a> for remote education (by 01/09/20).</li> <li>- SC to provide staff training throughout Terms 1-2 on delivering remote education through the chosen online platform (EEF Tier 1 High Quality Teaching for All).</li> <li>- SC and OT to write remote education procedures so that staff are aware of <i>how</i> and <i>when</i> remote education will be delivered, including ‘user guides’ for parents/carers (by 30/09/20).</li> <li>- EH to provide technical support to parents/carers <i>when/if</i> remote education needs to accessed on the new online platform (ongoing).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ ‘Coronavirus Catch-Up Premium’ to be used to fund professional development for staff on remote education. Budget for supply cover costs = £800.</li> </ul>	<p>Using a new online platform for remote learning will ensure that – as far as possible – pupils’ education is not disrupted in 2020-2021.</p>	

Term 2 Evaluation (2020-2021)	Term 4 Evaluation (2020-2021)	Term 6 Evaluation (2020-2021)
<ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Next steps:</u></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Next steps:</u></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Next steps:</u></p> <ul style="list-style-type: none"> <li>•</li> </ul>

Mr S. Carter

Headteacher  
(September 2020)