



Academic Year 2020-2021

Middleton School COVID-19 Recovery Plan – updated March 2021

Total funds to be received: £21,600

This plan has been written to address the changing needs of our pupils as they re-emerge from a second period of 'lockdown' and for some, disengagement with school from 18th December until the 8th March (11 weeks in total). The aim of this plan is to identify areas for development and to consider the needs of the whole school community as we strive to regain some 'normality' and ensure the optimum well being for all.

Academic Progress

INTENTION	IMPLEMENTATION	IMPACT	Budget
To measure pupil attainment in the three key areas of Reading, Writing and Numeracy, so that pupils who may have fallen behind can be identified.	Weeks commencing 8 th March and 15 th March – planned cover and adjusted teaching timetables for teachers to work 1:1 with all pupils in their class to reassess against M scales for Reading, Writing and Numeracy. Monitoring sheet to be completed. Class teachers to identify pupils who have remained at the same level, improved or fallen behind. Pupils to then attend Intervention sessions to assist with rebuilding attainment in key areas.	Pupils identified who have fallen behind, potentially as a result of COVID19 school closure and non attendance. Intervention strategies to be planned and delivered for these identified pupils. Pupil attainment to improve by the June 21 assessment period.	£350 – supply cover using TA's £3000 - 8 week programme 2 days a week Teaching
To measure pupil attainment within the foundation subjects (Humanities, Creative Arts, and PE) so that pupils who have made less than expected progress can be identified.	Timetables adjusted the weeks commencing 8 th and 15 th March to allow intensive teacher assessment opportunities within these foundation areas. Planning for after Easter may then be adjusted by department heads and teachers to allow for catch up opportunities within these areas. In addition, enrichment opportunities to be explored over the Summer term by means of visitors into school or offsite learning.	Pupils make progress in their attainment within the Foundation subjects. This is evidenced in the March 2022 data collection.	£350 – supply cover using TA's
To re-engage pupils and improve pupil attainment within Science and Technology.	Science and Technology Fun day planned for Thursday 18 th March. At least one Science, DT and ICT activity planned as well as one Enquiry skills activity, alongside visiting activities to the school.	Pupils motivated and engaged in the learning process within Science and Technology. Teachers able to make accurate and up to date assessments.	workshops - £600 Resources - £200
To assess pupil progress within the area of PE and ascertain which pupils may require further intervention.	Weeks commencing 8 th , 15 th and 22 nd March, Tom Wildey to work individually and in small groups with pupils to explore attainment within PE (Monday and Wednesday mornings)	Sound knowledge of pupil attainment and confidence in teacher assessments. Pupils identified that may require further support to improve attainment within this curriculum area.	£600 - 3 days a week Teaching

Assess pupil 'readiness to learn' skills.	Staff to dedicate a staff meeting and departmental meeting to discuss the performance of individual pupils and highlight those who they share concerns for. Particular reference to be given to the PSHE M scales and the general learning attitude of pupils. Intervention strategies put in place where appropriate.	Pupils re-engaged with learning and motivated to achieve. Pupils make good progress in their learning. Pupil attainment to improve by the March assessment period.	TA additional hours for staff attending meetings weekly - £1,000
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Social/ Emotional Development

INTENTION	IMPLEMENTATION	IMPACT	Budget
To Assess pupils against all three strands of PSHE in order to identify pupils who may require further intervention.	Week commencing 15 th /22 nd March – planned cover for teachers to work 1:1 with all pupils in their class to reassess against M scales for all three strands of PSHE. Monitoring sheet to be completed. Class teachers to identify pupils who have remained at the same level, improved or fallen behind.	Pupils identified who have fallen behind, potentially as a result of COVID19 school closure and non attendance. Intervention strategies to be planned and delivered for these identified pupils. Pupil attainment to improve by the June 21 assessment period.	£200 – supply cover using TA's £550 - Programme 8 weeks 1 day TA
To enrich the curriculum with access to additional resources and experiences which explore the development of social and emotional skills.	SLT to examine the curriculum provision this term and departments to review their curriculum maps and lesson planning. More focused and adult structured playtimes. Visiting educational providers to be invited into school to provide enrichment opportunities for learning i.e.; drama therapist/ outdoor pursuits tutor/ team building tutor.	Pupil well being improved. Secure and positive relationships with others re-established. Pupils' happy, content and sharing experiences and feelings with others.	£2500 - 5 days of visiting therapists £3,050 Resources
To survey pupil feelings and experiences to establish an appreciation of pupil wellbeing.	Survey conducted with all pupils during the week commencing 8 th March. This survey will be repeated in June to establish if well being and emotional security among pupils has improved.	Pupil response feed into school development plan for 21/22 Interventions may be put into place to support pupils who are identified as requiring additional emotional support. Pupils feel safe and happy attending school.	
Employment of TA support to assist with the re-introduction of pupils into school, particularly those who were new into Middleton this academic Year.	Two day a week contract for TA support well being and positive re-integration for identified pupils.	Pupils feel happy and safe to attend school. Class teams well supported to meet specific needs of pupils.	£6,000 – Sep 20-Aug 21

Communication

INTENTION	IMPLEMENTATION	IMPACT	Budget
To work with the SALT team to identify pupils who are a priority for SALT input, having missed a period of provision.	SALT team to begin sessions within a focused class bubble the week commencing 14 th September. Assessments carried out and interventions identified.	Pupils identified who have fallen behind in their speech and communication skills. Additional input from SALT to improve communication skills.	
SALT team to support staff in the planning of additional relevant learning experiences which may improve communication skills for all.	SALT team to provide both face to face support and virtual support in staff training.	Communication skills prioritised within the learning experience. Pupil communication skills improve.	
Class teachers to assess pupil's against M scales for Speaking and Listening.	Week commencing 8 th /15 th March teachers to assess pupil attainment and also adjust timetables to allow for teacher assessment in this area.	Pupils identified who have fallen behind in their speech and communication skills leading to intervention work. Pupil attainment will rise as evidenced in June 21 assessments.	
Enrichment opportunities for communication built into Summer term Planning.	Visiting facilitators invited into school. Specialist Focus week; 4 th May planned for all pupils.	Pupil attainment within speaking and listening will rise as evidenced in June 2021 assessments.	£800
Parents to be offered additional support, virtually at first, in the development of their child's communication skills.	Virtual training sessions for parents/ carers offered on a range of communication themes. Virtual drop in clinics offered once a half term.	Consistency in the development of communication skills between home and school. Pupil communication skills improve.	£400 - 2 days teacher cover

Community well being

INTENTION	IMPLEMENTATION	IMPACT	Budget
To rebuild the sense of 'community' with all stakeholders across the school.	Provide virtual departmental assemblies 12 th March. To provide a whole school virtual assemblies until Easter. Provide regular communication between home and school. Deliver virtual EHCP Review meetings. Provide opportunities for parents to meet socially (virtually initially) and grow their support network. Explore 'safe' ways for Governors to visit school. Re-build the Outreach Provision with local schools. Regular CPD and meetings planned for staff which considers COVID19 safety. Whole school Summer term outings to rebuild relationships Whole school Summer term events to rebuild relationships	Pupils re-establish a sense of belonging and identity. Families feel valued and involved in their child's learning experience as well as supported emotionally. Governors become actively involved in school and known to staff and pupils. All stakeholders feel informed and a sense of belonging to our school community. They understand and endorse the values of Middleton School. Schools within the local area seek support via Outreach provision. Staff confident in attending the work place safely. Whole school community re-established.	£2,000
To review the current 'class bubble' approach within school in the hope of widening bubbles to 'departments'.	SLT to meet and review current practice, while also reflecting upon local and national developments.	The size of pupil and staff contact bubbles grow and access to a wider range of experiences is permitted.	
Build upon a 'Well Being Action Plan'	WELL BEING teacher lead to meet with well being team to audit current practice and reflect upon areas for development. Targets written and shared with stakeholders.	Pupil well being monitored and evaluated. Staff and family well being addressed and action plan formulated.	