

Recovery Principle	Objective	Actions	Cost implications	Success criteria	RAG
Creating a safe environment for all	To ensure that all members of the school community feel safe and reassured (as much as they can be) about Holy Trinity's approach to the full reopening of the school.	The SMT and Governing Body monitor, review and regularly update the Covid-19 Risk Assessment in light of Government, DfE and Public Health England (South West) guidance and communicate to all relevant stakeholders.	Cleaning materials Additional mid-day cleaning 1hr per day £47.15 p/week	The Covid-19 Risk Assessment reflects current guidance and is a dynamic document that evolves through an unpredictable and ever-changing situation. The school will be able to step-up/step-down procedures by following guidance. Staff and children are aware of how to behave safely, so that we keep each other safe. Updated (in light of Covid-19) Behaviour Policy shared and agreed by staff and governors (published on the school website)	
		All staff to talk to the children about the measures required to keep them all safe.			
		Re-establish boundaries and expectations regarding acceptable behaviour, this will include unhygienic behaviour and malicious, deliberate acts of transmission being treated with the utmost seriousness.			
Supporting mental health and wellbeing	To ensure that children feel supported. To rebuild the relationships between school and home.	The Staff will monitor children's well-being through a periodic rating system which assesses their readiness to learn.	Reflected in the Provision map Sept 2020 and March 2021 Wellbeing Toolkit £110 Bespoke Pastoral 1:1 £2800 (MF), £1200 (AM)	Children feel happy to come to school and confident to talk about how they are feeling and use some strategies to help them to feel good about themselves. All staff understand that anxiety is a block to learning and that an 'anxious child is not a learning child.' All members of the school community feel supported during lockdown.	
		Bespoke pastoral and in-class support are given to children and groups who require it.			
		During partial, full class <i>and/or</i> bubble closures, individuals will be supported by regular phone calls or School Cloud to monitor mental health and wellbeing			
		Parents and children are signposted to other forms of support through LA communication and links from school website.			
		Giving the children planned opportunities to talk and to discuss their feelings through well-designed Collective Worship, PSHE and RE curricula.			
		Ensure that 'enjoyment' and 'engagement' are central to curriculum planning and delivery.			

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	To plan behavioural support for 2021/22 academic year.	Increase pastoral support for most vulnerable children – Mrs Fergusson to work with Reception and KS1 children and Miss Moore to work with KS2 children for the equivalent of one morning a week each.	COMF Funding 2020/21 £1259 Training: First Aid Mental Health/Youth First Aid		
		Pastoral and class teachers to create bespoke pastoral support packages for our most vulnerable children. This will include additional one-to-one PE sessions, additional TA time and liaising daily with parents. September transition to secondary schools and to a new year group will be managed by the Pastoral Manager, current class teacher, future class teacher and relevant external professionals.	£300 Resources: £200	Children feel happy and supported in school. Children feel confident about moving into the next year group/new school.	
		Provide pastoral support through physical activity – small groups to work with David Tomlinson over the course of the academic year each Thursday afternoon.	£1700	Children engage in physical activities and understand the mental health benefits that come from this.	
	To ensure that adults feel supported	Mental and wellbeing as an agenda item on every staff and teaching assistant meeting.	£30 Staff Wellbeing training - AM	Staff feel happy in the current situation and feel that the school is managing the best it can under the current restrictions.	
		Informal chats with staff to ensure that they do not feel isolated as part of a pod and/or bubble.			
		Miss Moore to attend 'Managing Wellbeing of your staff' webinar and feedback to whole staff			
Staff to engage in the following activities: <ul style="list-style-type: none"> • Staff 'mugs' are shared anonymously • Cake rota • Regular staff buffets • Regular staff socials • Staff library in the staff room • Staff netball team 					
Children creating Christmas cards for local homes and hospices					
	Weekly prayer group led by Steven Colby	£100	Calne community feel valued Staff can reflect on their faith in a quiet collective space.		

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Re-energising learners, their parents and staff	To reopen the school in July, so that the children's worries about September 2020 and meeting their new class teacher are alleviated.	In consultation with staff, governors and parents the school was reopened to Reception, Year 1, Year 2, Year 3, Year 4 and Year 5 children in July, so that each child has the opportunity to spend three days with their new class teacher in the <i>updated</i> school environment.	£900	All children feel happy about coming back to school and can look forward to September 2020 without feeling worried (having had nearly six months away from the school site). The process of rebuilding starts before the summer.	
	To reintroduce Building Learning Power and its focus on learning to learn.	All adults talk to children about learning to learn, this will include buying resources related to 'learning to learn' for our newest teachers and making resources available to staff as part of a 'staff library' housed in the staff room. Learning power will form action research opportunities for the teaching staff.	£200	Building Learning Power is re-established as an integral part of the school's day-to-day practice. The school continues to be an active community of learners. Action research findings to be discussed and shared by teachers during the Summer Term.	
	To re-build children's enthusiasm for learning.	Balance the need for children to experience rapid initial success to build up their confidence with planning 'potholes' in their learning to challenge them.		Children to enjoy the rigours of a broad and balanced curriculum in which they reach their full potential.	
	To understand that 'catching-up' will take longer than this academic year.	Work with parents and other professionals to find the right balance between support and challenge. Staff know that this will vary between age groups and particular cohorts.			
	To re-engage parents as partners in their child's development.	Provide additional parent sessions (when the guidance allows following full lockdown) demonstrating the aspects of the curriculum and how they can support their child -particularly our newest parents (2020-21 Reception cohort). Use School Cloud to host parents evenings in April 2021- focusing on how well the children are catching up and where they sit in the context of the whole class.	£200 £300	Parents feel more equipped to support their child if the school goes into another lockdown. Parents feel more confident in the potential role as class teacher, if another lockdown occurs. SeeSaw lends	

		Investigate providing face-to-face parent sessions when the Government roadmap allows in Autumn 2021		itself to enabling parents to feel part of their child's learning.	
		Reassure parents that they did and are doing a good job during lockdown and endeavour to prepare them as best as we can for any potential further lockdown scenarios		Feedback from parents has been overwhelmingly positive	
		Meet the parents and curriculum afternoons have proved successful. High numbers of parents attend Celebration Assemblies		This is very positive and we have received feedback.	
	To re-engage all staff by making the recovery curriculum part of every staff meeting.	Staff to discuss how the recovery plan is working and suggest adaptations after looking for cohort, key stage and whole school trends.		The ongoing adaptation of a Recovery Plan that reflects current practice which leads to greater progress.	
	To engage children throughout lockdown and support parents to help their children.	SMT to monitor online provision regularly and feedback during weekly staff and SMT meetings. Provide regular telephone calls for those children and offer bespoke support.		Staff feel confident and there is a clarity and structure across all year groups.	
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Identifying gaps and setting goals	To re-emphasise the importance of deep learning, rather than skating over the curriculum to satisfy coverage.	All adults to assess where the children are and what they need next. This will include designing a bespoke curriculum for each class in which they are given time to spend longer on aspects that they find difficult and shorter periods of time on areas that they are comfortable with.		At the end of the year, the curriculum will not have been 'caught up', but the receiving teacher will know where the children are so that the Recovery Curriculum 2021-22 can be redesigned.	
	To continue to give the children high quality feedback to enhance learning and progress.	Adults to 'mark at the point of recording' wherever possible, this includes oral feedback, so that marking has relevance and the children can be given time to refine their responses. The school has purchased i-Pads for each class base, these can capture key learning points for the whole class.		No time is wasted! - All staff know what the children can do and what they need next.	

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	<p>To assess children's progress since lockdown</p>	<p>Focus on talk and debate – give children opportunities to collaborate and safely interact with others.</p> <p>Give children thinking and reflection time. Insist on children responding in full sentences in both speech and when recording.</p>	<p>£200</p>	<p>Children rediscover their confidence in speaking and listening to others and value others' opinions.</p>	
	<p>To support the bespoke needs of children with SEN (please refer to the school's provision maps)</p>	<p>SENCo to produce a provision map that adapts and responds to the children's needs as they return in March. This will be supported by the Wiltshire Educational Psychology Service.</p>	<p>£350</p>	<p>To ensure that children with additional needs have plans in place that positively impact on their learning. Key adults are used to carry out short interventions that are baselined and then adapted to meet the needs of all learners.</p>	
	<p>To use Coronavirus catch-up premium to release a teacher to do reading recovery sessions three afternoons a week</p>	<p>Three children for up to 20 weeks (normally 10 on average) 1:1 reading and writing support three times a week (between the ages of 5:9 to 6:3). This was done 2020-21 and in the Autumn Term 2021 Teaching Assistants to observe to develop their practice and use this in their own class bases</p>	<p>£8700 (2020-21) £2610 (2021)</p>	<p>Children to make at least two book bands progress over the duration of the programme.</p>	
	<p>To improve and develop children's speech and communication in the Early Years.</p>	<p>Holy Trinity to join Wiltshire's Oracy Project The project will involve schools, teachers and leaders working with experts in their field to develop and promote clear approaches, strategies and systems that promote oracy. Content will include developing an understanding of the whole school approach to oracy, its impact, the place of oracy during schools' recovery phase, practical application and strategies across the curriculum, CPD models dialogic talk and vocabulary development and parental engagement and involvement. Initial sessions will be for headteachers, Chairs of Governors and an identified oracy lead. The oracy lead then becomes trained to deliver and drive forward the programme back in school. Material can be shared within the participating school, including with Governors, to ensure sustained impact.</p> <p>Holy Trinity, Cherhill and Heddington identified issues with speaking and listening following lockdown one. This is a historic issue in the locality. The three schools have taken part in a collaborative project focusing on speech and language (CAL) in the Early Years. Each provision will be baselined, interventions and impact will be shared. A plan for future years' provision will be produced.</p>	<p>The cost per school £300. £200 release time</p>	<p>This programme with help build a professional community of oracy leads in order to sustain the impact of this project in the long term.</p> <p>Phase One (Autumn) will consist of 8 pre-recorded webinars and 4 live webinars; Phase Two (Spring), 3 full-days face-to-face. At the end of the project, each school will gain accreditation as an 'Oracy School'.</p> <p>Complete project and reshape/review each year to support speech and language in the Early Years</p>	

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Prioritising the Curriculum ‘The curriculum is the servant of the child, not its master’ - Barry Carpenter	To continue to maintain flexibility and maximise learning time.	Work out which approach best suits your class (here are two examples): The traditional five Lessons a day will need to change. Plan to teach Maths and English across the morning to ensure that teaching time has maximum impact and children have opportunities to write for extended periods of time and have time to embed their maths. This will be mirrored in the afternoon for foundation subjects. Children may need short bursts of teaching and learning. The class needs to build up their learning stamina as they are unable to concentrate for sustained periods of time.*		Learning has been well-crafted and designed to meet the needs of my class. <i>*Please note: the approach will vary due to the time of the day and curriculum area.</i>	
	To redesign the curriculum for cohorts that best meet their needs following the lockdown.	Class teachers and subject leaders to work together to ensure that each class are working on the curriculum priorities that the children need. Children are given opportunities to reconnect with Building Learning Power, not just praised for managing distractions. Subject Leaders capture their areas via i-Pads and offer support to others.		Children are given time to work on identified weaknesses and given less time on areas of the curriculum that they find more straightforward.	
	To quickly assess and plan from the children’s September starting points (this cannot be done before September)	Teachers to plan from where the children are in March, this will be communicated in staff meetings so that everyone feels supported. Expectations need to be high, so that there is no wasted time working on the previous year’s objectives if this is not needed.		Teachers able to plot a route through any gaps in the children’s learning.	
Developing a Remote Learning offer that best fits our school community and	To assess the home-learning experienced by pupils during the lockdown and the potential for future home-learning	JB to produce a questionnaire for parents, to ascertain availability of on-line devices for future home-learning.		Analysis of questionnaire to give a clear indication of future accessibility to on-line learning. Overwhelmingly positive feedback and high uptake of remote learning provision.	

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supporting home learning	<p>To choose a platform from which home-learning can be quickly accessed when needed (E.g. if a class needs to self-isolate due to a child in that class testing positive for Covid 19)</p>	<p>JR and JB to investigate different platforms – e.g. Seesaw, Teams, Purple Mash, Dojo (GS, JB, JR, LC (ICT Lead)). Plan a strategy for using a preferred provider -analyse cost, sustainability in a post covid world, Share and discuss with class teachers in staff meetings. The school is going to use ‘SeeSaw’ -this will include in class sessions and home learning if the school has to undertake a partial or full lockdown. Seesaw tasks were undertaken in some ICT lessons in school prior to it’s roll-out in the January lockdown. A homework task – set and completed on Seesaw – was sent home on 27th Nov so parents could have a look at the platform.</p>	<p>£1000 purchase of SeeSaw platform</p>	<p>A home-learning platform which meets our needs will be chosen that also meets a sustainability model (so if there is not a full or partial lockdown, the school can still use the platform to deliver improved outcomes for children).</p>	
	<p>Once a platform has been chosen, teachers to be confident in its use</p>	<p>Teachers to become familiar with the platform and introduce it to the children in their class – Children to use it in school as appropriate and in preparation for use at home.</p>		<p>Teachers and children to be confident in use of the platform to ensure a smooth transition to home-learning, as and when necessary.</p>	
	<p>To create a bespoke home learning package that ensures that children without <i>ready</i> access to a digital device are still able to learn remotely.</p>	<p>JR and JB to create a home learning strategy that takes into account the learning styles of the children in our care and their access to digital devices. In case of a partial or full lockdown, class teachers will supply lessons in English, Mathematics and a foundation subject each day. Children will be expected to read each day. Teachers are uploading tasks with written and/or audio and/or video instructions so that different learning types are catered for. Pupils can make responses using the drawing tool, notepad, video or audio functions as well as uploading paperwork from home. 3 live lessons are week for each class were created and managed by each class teacher. School purchased 2 CGP books per class to ensure higher standards of written recording</p>	<p>£2000 CGP books</p>	<p>All children to be able to learn remotely if a full or partial lockdown occurs at Holy Trinity. Overwhelmingly positive feedback from children and parents. Children enjoyed live lessons, so that they could see their friends and their teacher. This was really appreciated by the parents.</p>	
	<p>To ensure that children have access to a digital device so that they can access the school’s remote learning offer</p>	<p>Following a parental questionnaire, respondents stated that there are many constraints in setting up ‘live’ learning. Parents prefer online learning that they can do flexibly around a busy home life.</p>	<p>£1300 LA allocation DfE allocation –nine devices/ LA allocation- 5 devices</p>	<p>All children have access to a digital device, so that multiple children are not sharing one device or using mobile phones to access remote learning.</p>	

			School bought 2 devices £800	Those children who needed a device were loaned one. We have up to 16 devices that can be loaned out immediately in the case of a full or partial closure.	
	To ensure that communication with parents and children is clear and up-to-date	Parents are given clear guidance on how to support pupils at home, via a detailed letter stating expectations and the academy's remote learning policy (this included refinements made during lockdown). Pupils understand how to participate in the remote education via Seesaw and can submit assignments easily. They may upload photographs of their work if they are unable to print at home. Feedback is given on tasks every day by class teachers.		Parents feel supported and fully informed. Pupils are able to access work set and receive daily feedback. This ensures that they are motivated to learn. All teachers offered daily and weekly one-to-one support to children remotely via phone or digitally.	
	To continue to create a sense of community	Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially the disadvantaged and SEND pupils. Initially a remote 'catch-up' session for each class will allow children of key worker children, who are in school, and those learning remotely at home, to meet together. This whole class approach of interactive lessons will be developed after initial sessions are evaluated and feedback analysed. Clear rules during these sessions will be set by the teacher to enable all children present to participate.		Every pupil will feel valued and part of the school community. This will enhance their motivation for learning.	
Outward-looking and forward-thinking: Collaborating with other schools	To continue to look outwards as a Single Academy Trust	Subscribe to full membership of the Confederation of School Trusts. This includes weekly webinars and updates. Headteacher to attend Schools Forum as an elected Academy representative of Wiltshire Primary Heads Executive Chair of Governors to continue to sit on the Wiltshire Chairs Reference Group and attend SAT Chairs inset.	£125	Maintain and strengthen Holy Trinity in an ever-changing Educational landscape	

	To continue to collaborate with the local Calne Cluster	Regular remote meetings which have included the LA. Leaders have offered reciprocal support during lockdown. Joint decisions have been made so that there is consistency across Calne – parents’ Evenings, transition, assessment, etc. This includes shared discussion around responses to Public Health England and Government recommendations.		Stronger collaborative working practices. Successful Remembrance Day song performed by all Cluster schools.	
	To continue to collaborate with local Church SAT schools	Regular remote meetings have been held. Bespoke SAT responses to the Covid-19 Pandemic have been reviewed and discussed (all schools have been part of the RSC Round Table meetings of SAT schools). Continuing discussions have been held regarding the future for SATs Closer collaboration with SATs: <ul style="list-style-type: none"> • Investigate sharing School Business Managers • Establish Chairs and Vice-Chairs SAT group • Continue Deputy and Assistant Heads group to safeguard continuity plans 		Maintain and strengthen Holy Trinity in a family of like-minded Church schools SATs	

School spend to date £19,537.15

2020/21 Covid Catch-up grant £16, 720 (£4240 – Autumn), (£5520 – Spring) and (£6960 – Summer).

COMF funding £1259

2021/22 Covid Catch-Up grant £2610 (on 18 PP children, not the 20 that we have) £145 per child. This has been used on Reading intervention.