

Covid Catch up Recovery Curriculum 2021-2022



Rationale and Strategy Statement

Covid-19 has impacted on all our lives. We are mindful that many pupils missed weeks of face to face learning and the impact that this will have had on both their education, emotional wellbeing and readiness to learn. Many of the children received home schooling and the school provided lessons through paper packs (where needed), the home learning online platform, Purple Mash, TT Rockstars and The Oak Academy. However, it is important to remember that children, due to home circumstances, will not have received the same quality of education, consistently and as thoroughly as if they had been in school being taught during this time.

Teachers have completed assessments during the summer term 2021 and also on return this academic year. This gave them insight to where to target the necessary ongoing recovery. Even though we acknowledge that Reading, Writing and Maths need to be a focus to help the children to 'catch up' on their missed learning, our intention is to still offer a broad and balanced curriculum for all of the children. We have continued to develop a recovery plan to ensure children catch up on any lost learning time and potential gaps in knowledge. This plan will focus on pupils eligible for pupil premium and some of their peers, quality first teaching, empowering our team of staff by providing high quality training, specific year group 'gap' filling, classroom intervention and small group targeted support with the child's health and well-being at the centre of all we do. We have also considered advice and guidance from the Department for Education and Education Endowment Fund.

Evidence of need	Action	Finance	Delivery or Monitoring	Intervention or support	Impact
<p>Phonics (knowledge and recall): Gaps between identified pupils and their peers have widened during lockdown. Pupils have not all had the opportunity to read to others, access stories and enjoy books. Identified pupils have not accessed quality texts during lockdown or texts matched to their phonetical knowledge and ability and which did not contain words which can be broken down using phonics</p>	<ul style="list-style-type: none"> Reception year early language programme (NELI) Daily intervention groups (maths and English) with Teachers/HLTA for targeted support of lower attaining pupils across all key stages. Teachers/HLTA are working within their bubble. Year 1 and 2 children are in phonics groups to ensure each child is catered for to make progress. 	<p>Additional LSA £15,500</p>	<p>SLT EYFS leader</p>	<p>SEN TA to deliver the Neli programme 4 x per week (incl initial testing)</p> <p>1 x HLTA Year 2 maths – daily Year 2 English – daily</p>	<ul style="list-style-type: none"> Children are making at least expected progress from their September 2020 baseline. Identified pupils make rapid progress in communication and language development (Speech Link/Neli). The school has a sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.

	<ul style="list-style-type: none"> Phonics in year 3 extended programme 			Year 1 phonics – daily	
<p>Reading</p> <p>Some pupils who did engage in home learning did not have access to quality texts to read or support subject learning. Questioning from supported adults may not have supported the development of inference and comprehension skills.</p>	<ul style="list-style-type: none"> Targeted interventions for children in OT, speech and language, phonics and reading across year 2 	New books £400	LSAs targeting readers. Teachers monitoring reading levels.	<p>Targeted interventions for children in OT, speech and language, phonics and reading across year 2</p> <p>1 x Teacher Year 5 Year 6</p>	<ul style="list-style-type: none"> Pupils will develop reading skills at a rapid rate and continue the progress rate they previously achieved pre-covid. Pupils will be able to read books at their age related expectation
<p>Speaking and Listening</p> <p>Identified pupils' communication and language development has not made sufficient progress during 2019-20 and significant gaps between them and their peers have arisen. Lack of access to quality texts and limited discussion about books.</p>	<ul style="list-style-type: none"> Team teaching activities to implement approaches for speech and language interventions within classrooms. Providing professional development to staff (NESI- see above) to improve quality first teaching provision for children with communication In house training for teachers from English coordinators 		<p>Training (8 to 10 hours)</p> <p>SLT and KS1 lead</p>		<ul style="list-style-type: none"> Pupils will have experiences and being taught skills to help them communicate, express themselves and use correctly, a wide vocabulary.
<p>Pupils unprepared for the next phase of learning.</p> <p>Curriculum may not flow for pupils who have missed topics</p>	<ul style="list-style-type: none"> Training day agenda's altered for teachers to collaborate and adapt planning. Tuition (small groups) for reading, writing and maths. LSAs used for pre-teaching 	£4320	Curriculum lead. SLT	<p>6 Teachers Years 2 and 6</p> <p>6 hours weekly x 12 weeks (£60 ph)</p>	<ul style="list-style-type: none"> Tuition to start January 2021 to May 2021. 11+ tuition pupils are boosted to achieve their potential.
G&T Booster	Maths able group			1 x CT (3 hours per week)	Children to reach depth level

<p><u>Assessment</u></p>	<p>Assessment levels will be taken in October and December with monitoring from SLT to ensure progress is being made. (Chris Quigley assessment sheets are used in reading, writing and maths).</p> <p>Three data drops are asked for through the academic year.</p>		<p>Deputy Headteacher SLT</p>	<p>All class teachers x 3 yearly.</p>	<p>Analysis of progress being made across the year groups.</p> <p>Analysis of which children need targeting in various areas of the curriculum and support put in place.</p>
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