

Covid-19 Recovery Strategy A Tiered Approach

1. Summary information					
School	Sutton-at-Hone Primary School		Academic Year	2020-2021	
Total number of pupils	410	Number of pupils eligible for PP	53	Number of pupils on SEND register	
Total Covid Funding		£80 per pupil = £33120		Date of most recent Covid review	Sept 2020
				Date for next internal review of this strategy	Dec 2020
Tier 1 proposed spend			£14,961.00	Date for next internal review of this strategy	Feb 2021
				Date for next internal review of this strategy	Sept 21
				Date for next internal review of this strategy	Dec 21
Tier 2 proposed spend			£18,159.00	Date for next internal review of this strategy	Dec 21
Tier 3 proposed spend			£0	Date for next internal review of this strategy	

Tier 1 Teaching	
<p>High quality teaching for all</p> <p>Effective diagnostic assessment</p> <p>Supporting remote learning</p> <p>Focus on professional development</p>	
A	<p>High quality teaching for all</p> <p>It is essential that all teaching time is used effectively. An emphasis on restoring and recovering lost learning opportunities will be our primary focus. This will impact on the breadth of the curriculum offered as key skills and learning gaps will need to be addressed. Explicit phonics teaching will be timetabled in EYFS, KS1 and Year 3. Engaging and motivating our children through our curriculum has been an important part of our offering in the past and whilst the curriculum may be more concentrated on key skills, children will continue to be engaged and enthused through the wider curriculum. All wider curriculum subjects will be used to further embed key objectives from the core subjects and enforce English non negotiables.</p> <ul style="list-style-type: none"> ● Teaching sequences are designed to be progressive and knowledge is layered across subjects with prior knowledge regularly referred to. ● Subject knowledge and skills documents are comprehensive providing teachers with clear instruction and a deep subject knowledge so that teachers can be specialists. ● Vocabulary exposure focus - Prioritised in all subjects. Daily explicit teaching in English.

- Specific thought has been given to develop higher order thinking opportunities within lesson designs.
- Pupil Knowledge organisers clearly outline the nuggets of knowledge which children need to know and remember. Lessons are sequenced around these so that children’s understanding can be developed and links to prior knowledge connected and built upon.
- Skills are built upon progressively as set out in the National Curriculum.
- Revisiting, reinforcing and layering knowledge across subjects so that it becomes embedded will support children to narrow and close gaps.
- The ‘I do’ approach by Teachers will clearly model strategies and instructions using metacognition techniques so that children are exposed to the practice of skills.
- The ‘we do’ approach will provide appropriate scaffolding (visual, verbal or written) to support children to successfully complete tasks.
- The ‘I do approach’ will be used over time as scaffolding is removed so that children can complete tasks independently.
- Cognition strategies will be fundamental to learning e.g. memorisation techniques and step by step processes
- Metacognitive strategies will be used to organise knowledge, concepts and ideas e.g. Venn diagrams, mind-maps, cognitive maps, chronologies or event chains
- A focus upon the checking of approaches to solving maths problems will explicitly direct children to their thinking and learning.
- High quality assessment will identify what children have/have not learnt through the use of PiXL.
- NQTs and Early career teachers are supported with effective mentoring in line with The early Career Framework Handbook
- Identified groups of children with similar abilities will be grouped within bubbles to access pre teaching activities/more explicit instructions or understanding of concepts.
- Collaborative opportunities where appropriate using Kagan strategies
- Further CPD for staff to support with metacognition and vocabulary

B

Effective diagnostic assessment

Effective diagnostic assessment will need to take place at all levels. Initially, a baseline will be ascertained from previous end of year group assessments (PiXL). Year 1 will use a previous phonic screening test and refer to the development matters and four strands of the EYFS curriculum to observe children’s learning and development. Year 2 will complete a previous phonics screening check by the end of the autumn term and early assessments will take place in the initial weeks. Year 3 will sit the Year 2 SATs tests for Reading and Maths. A writing task will be designed (for completion before October half term) within year groups and moderated across phases. From these baseline assessments, teachers will be able to determine the waves and intensity of intervention required. An understanding of lost/misunderstood learning will also need to be addressed.

- Targeted diagnostic assessments - class teachers will be assessing all children as a baseline for this academic year. With this assessment data, the teachers will analyse and search for objectives that need to be taught in small groups through the use of Pixl’s “therapies”. The priority will be whole-class teaching; however, where there are specific gaps for some children, these children will be taught in small groups as part of our catch-up intervention plan.
- Identification of lost or misunderstood learning will be ongoing
- Gap analysis from assessments, will identify where our funding needs to be prioritised to support the children who have become most disadvantaged, as a result of lost learning time.
- Regular reviews and evaluations of all interventions
- Daily assessments will be an essential part of classroom practice. The use of targeted questioning, verbal questions, short answer quizzes and multiple-choice questions will be an integral part of lessons and plenaries. These low stake style approaches will help to diagnose gaps in learning, inform teaching and next steps.

	<ul style="list-style-type: none"> ● Pupils’s knowledge needs to be continuously reviewed and where necessary approaches refined to ensure the greatest impact. Never before has assessment for learning been so important. ● Our Feedback and marking policy will be crucial to supporting our children and intervening at the point of learning. ● Open ended questioning directed to assess vocabulary, background knowledge and reading comprehension will be a key component of all teaching. ● Capturing pupil voice to assess pastoral and wellbeing.
C	<p>Supporting remote learning</p> <p>We will offer all year groups a blended learning approach through our Google Classroom platform. Clear explanations, scaffolding and feedback will be uploaded weekly for core subjects in conjunction with teachers’ weekly planning. Lessons and resources online will mirror the teaching content occurring in school each day. This will ensure that should an absence be short or indeed long-term children will not fall behind through a lack of exposure or routine. The use of technology will be integrated into daily lessons: Google chrome books will be used regularly in all classes and become a part of everyday practice.</p> <ul style="list-style-type: none"> ● All home learning throughout the year will be Google Classroom based. ● Pupils with a lack of technology and home support will be identified and support offered accordingly. ● CPD opportunities and guidance will be delivered to all staff to ensure they have the skills and confidence to maintain the online platform ● During a longer period of whole bubble absence, teachers will regularly upload videos and messages on the classroom feed to keep in touch and maintain engagement and motivation with pupils ● WAGOLs and scaffolding templates and examples will be used so that children can see the expectations of tasks, which will guide their learning. ● Google comments will enable staff to provide children with immediate feedback remotely during longer bubble absences upon tasks completed, providing the ability for children to edit and improve where appropriate despite being at home. ● Personal attributes will continue to be a priority. These will be celebrated through the use of collaborative work sharing opportunities. ● Independent research opportunities will be planned into teaching sequences where appropriate.
D	<p>Focusing on professional development</p> <p>Professional learning opportunities are selected to lead to tangible impact upon practice and work with pupils. This year vocabulary and metacognition will be whole school areas for development. Staff meetings will be allocated to these in conjunction with webinars and specific training. Collaborative approaches like mentoring are used to support all staff. SLT and Subject leaders provide ongoing modelling, feedback and support within their subjects and challenge and evaluate outcomes in order to achieve the most impact. Use of The National College to provide key CPD to individuals and groups.</p>

Tier 2 Targeted Academic Support

**High-quality one to one and small group tuition
Teaching Assistants and targeted support**

<p>E</p>	<p>High quality one to one and small group tuition</p> <p>High quality teaching and secure assessments will identify lost learning, misunderstood content and areas for development. Due to the extended period of the whole school closure this may require targeted one to one or small group tuition to address gaps. Small group and one to one interventions are a powerful tool to support pupils. High quality, structured interventions will be carefully targeted through the identification and assessment of need. The intensity will be monitored over time. Interventions cannot be a bolt on, they have to be linked to the curriculum and focussed on the areas where pupils will benefit most from additional practice or feedback, as this will have the most impact.</p> <ul style="list-style-type: none"> ● Sessions will be brief and regular for an agreed period of time (usually around 6-8 weeks before being reviewed). ● Plans and structures of programmes will be agreed. ● Staff will be trained accordingly to deliver intervention content ● Interventions will have structured supporting resources and lesson plans with clear objectives ● Assessments will be used to identify appropriate pupils, areas for focus and will track pupil progress ● We are using Pixl, Dyslexia Gold, TTRS, MYMaths. ● Dyslexia Gold will support children with literacy-based core skills (reading and spelling) through the use of diagnostic assessment and personalised teaching, which is based on children’s knowledge gaps. ● Pixl will enable teachers to effectively analyse gaps in knowledge for their whole class. We will also identify and then target “key marginal” children who have specific gaps in their knowledge. The “key marginal” children will become part of a “therapy group”, in which this specific objective will be retaught until it has been mastered. ● Additional teacher support for identified year groups ad children – using a range of strategies including PiXL, team teaching, pupil conferencing. ● Teachers and TAs are used to offer after school 1:1 and small group tuition.
<p>F</p>	<p>Teaching Assistants and targeted support</p> <p>Teaching assistants will be thoughtfully deployed in order to supplement everyday teaching. As a school we will only use the following TA-led interventions: Pixl and Dyslexia Gold. These have been selected to complement and extend class-based teaching and learning.</p> <p>Dyslexia Gold was specifically designed for children with specific learning difficulties; however, the pedagogy behind the approach is effective for all children. The intervention is approximately 30 minutes daily and works in three parts: eye-muscle strengthening, single-word reading and single-word spelling. Due to the diagnostic assessment, it is personalised.</p> <p>Pixl will enable teachers to effectively analyse gaps in knowledge for their whole class, through using the Pixl- published assessments. Identified children (who Pixl terms as “key marginal children”) may have specific gaps in their knowledge, so these children will become part of a “therapy group”, in which this specific objective will be retaught. Due to class teachers’ assessment, this intervention is personalised.</p>
<p>G</p>	<p>Planning for pupils with Special Educational Needs and Disabilities</p> <p>Good teaching for children with SEND is good teaching for all. SaH staff are aware of individual learning needs of pupils and have a repertoire of flexible strategies to respond to these. Our metacognition focus supports children to become more efficient, self-regulated learners. Scaffolding and modelling by adults supports pupils to break down tasks into a series of more manageable steps. Scaffolding of self-regulation support assists children with self-organisation, time management and daily routines and allows SEND children to develop greater independence allowing staff to have a wider impact across the class.</p>

Supporting pupils' SEB needs

SEL curriculum

Parental engagement

Successful Implementation

H Supporting pupils' SEB needs and SEL curriculum

To prepare our children for their transition back into school in September a parental survey was shared to ascertain valuable information so that teachers and support staff were fully aware of the impact that Covid might have had on individual children and families. This identified which pupils needed a focussed support package for social, emotional and behavioural needs. All disadvantaged pupils and their families work closely with the FLO who acts as a mentor and provides the opportunity for pupils to articulate their experiences.

Our PSHE curriculum theme in the Autumn term throughout the school is Relationships. Relationships will be a key part of helping children and young people to reintegrate into school life. In supporting the children with relationships teachers consider that children will be navigating ways to restore connections with their peers and possibly to develop new friendship groups. Pupils may need time to establish relationships with new school staff, develop trust and a sense of security within the classroom. Having a sense of belonging will be important if pupils are to feel emotionally safe and be able to engage in learning. Staff are responsible for informing their class about where they can find support to help them adjust to changes and manage their emotional well-being both in and out of school.

- Circle times: To further support the children's mental health and well-being at this time staff are to use two assembly times to provide circle time sessions with their class. During these times these circle times will inevitably be more pastoral or interventional in tone than usual. Focus immediately on areas such as relationships, mental health and emotional well-being but also consult pupils on what they need or want to cover beyond this.
- Reflection Area/Worry box: Each class must now have a reflection area with a worry box displayed in a prominent place in the classroom. Teachers are required to introduce the worry box during your first circle time. Please explain to the children that they can share anything they want to share (including things they may feel uncomfortable saying out loud/to an adult) anonymously, feelings about returning to school, discussion points children would like to cover. Some issues could be shared during circle time if you feel it is appropriate, necessary or a common theme occurs.
- If there are any issues that arise that teachers feel unable to support effectively, they are to refer the child to the school's Mental Health First aider (Sharon Ashley).
- Mental Health First Aid: There will be an additional worry box in the main hall. This will be available for children to request some time with the Mental Health First Aider (Mrs Ashley) to discuss any issues they do not feel comfortable discussing within their class or that need a deeper discussion or support. The children will write their name and class on a piece of paper as a minimum. This worry box will be checked daily. SAY will come and collect the children from their classrooms/outside area during lunch breaks. Staff are responsible for making sure their class is aware of this provision and its purpose.
- Brain breaks: Returning to school, staff are reminded to consider that children may struggle to maintain attention and therefore are reminded to brain breaks throughout the day.
- Daily Mile: Returning to school, staff are reminded to consider that children may struggle to maintain attention and therefore are reminded to use the daily mile as a planned break.
- Self-regulation: Teachers are to introduce and teach calming and self-regulation techniques to help reduce anxiety and refocus the class.

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Parental engagement

Communication with parents during the school closure was very successful – regular phone calls and contact via GC, as well as regular updates from HT.

Regular communication with parents via Gateway, Facebook and Google Classroom. We have identified that the engagement and learning needs of some Pupil Premium children and their families is an area which would benefit from further development. Parent and Pupil Conferences for our Pupil premium children provide an opportunity for teachers, pupils and parents to have an ongoing dialogue, equipping parents with a comprehensive knowledge of their child's targets, creating a forum to acknowledge and celebrate children's progress, valuing their efforts, monitoring outcomes and making decisions about next steps. These will be held termly.

2. Planned expenditure

Academic year	2020-21					
The three headings below enable schools to demonstrate how they are using the Covid funding to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Tier 1						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Diagnostic review of gaps for all children as well as the ability to target key marginal children with identified therapies needed to secure knowledge.	PiXL	Clear identification of the gaps in cohorts and individual children. Support in the form of therapies to use with the children – upskilling the TAs delivering them.	Regular monitoring by SLT. Impact assessed at regular intervals.	GRE	Termly	No additional costs incurred
Staff engaging in regular, targeted CPD, with a focus on Meta Cognition	National College – online CPD	Due to social distancing online staff training is a preferred option. Some research and review into quality/relevance of courses/webinars, accessibility and ease of use for all stakeholders.	All SLT will promote independent use – building on the free online courses people undertook during Lockdown. Planned sessions for whole school training during staff meeting time as well as individual suggestions. Cover time agreed where needed.	MTT	Termly	No additional costs incurred
SEND children with reading difficulties gain improved reading skills.	Dyslexia Gold	Ability to use an online support which can be used by the child independently, also developing their self-regulation skills and overall learning behaviour improved.	Regular monitoring by Inclusion Leader. Impact assessed at regular intervals – use of wider tests (PiXL reading and AR Star test) to ascertain wider impact.	MYG	Dec 2020	£799.00

Children are able to work on gaps in maths knowledge at school and home	MyMaths	Children are able to work on gaps in maths knowledge at school and home	Regular monitoring by SLT. Impact assessed at regular intervals.	GRE	Feb 2021	£339.00
Children are able to work on gaps in English knowledge at school and home	Edshed	Children are able to work on gaps in maths knowledge at school and home	Regular monitoring by SLT. Impact assessed at regular intervals.	LGK	Feb 2021	500.00
Children are able to respond to feedback given to them and act on it to improve their learning.	Talking Clipboards	During lockdown, when teachers were able to leave verbal feedback in the form of messages, had a positive impact on learning – particularly for those who found reading difficult.	Regular monitoring by SLT. Impact assessed at regular intervals.	KTL	Dec 21	181.80
Regular access to online packages to enhance and support learning. Children to become increasingly confident using online learning platforms which will support them and their learning in the event of further lockdowns.	iPads	Too much time is wasted waiting for access to devices. Children will have greater independence.	IT lead to ensure timetabling and allocation of resources are fairly distributed in a Covid safe way.	GGD	Feb 2021	9363.17
Improved formative assessment strategies leading to better outcomes for children.	'Embedding Formative Assessment' Programme - EEF	EEF endorsed project,	A TLC will be appointed. The project is part of our whole school improvement plan and will be	KTL	Feb 2022	3778.03
Total budgeted cost						£14,961.00

ii. Tier 2						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
High quality targeted tuition fills gaps in children's knowledge quickly enabling them to catch up.	Additional teacher to support upper KS2 – 2 days per week	Quality first teaching has the highest impact. The children have missed huge chunks in learning and therefore require greater access to an experienced teacher to quickly diagnose and address the gaps.	Regular monitoring. Clear outcomes and expectations set at the start of the process.	KTL	Dec 2020	£16345
Improve children's mental health and wellbeing	Counselling service	Children will not be able to learn if they are struggling emotionally.	Regular monitoring. Clear outcomes and expectations set at the start of the process.	MYG	Feb 2021	£1814
Total budgeted cost						£18159.00

iii. Tier 3						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost

At least one mental health first aider trained.	National College training.	Supporting children's wellbeing in order to help them be better learners.	Use of Leuven scales to assess involvement and well being as a way to measure impact.	MYG	Dec 2020	No additional cost
Total budgeted cost						0