

COVID Recovery Strategy and Funding Report 2021 - 2022

SUMMARY INFORMATION

Total number of pupils:	34	Amount of catch-up premium received per pupil:	£145
Total catch-up premium budget:	£4,930	Amount of catch-up funding carried forward from 2020 – 2020.	£10,961.15
Available for the 2021 – 2022 year	£15,891	School led tutoring funding for 2021 – 2022	£3847.50

STRATEGY STATEMENT

The overarching aim of our COVID recovery is to raise standards of attainment of all pupils to close the gap created by COVID related closures over the last two years. As 69% of our pupils have English as an Additional Language, oracy and communication skills are at the heart of our curriculum. Furthermore, 68% of children on the SEND register have 'speech, language and communication' identified as their primary need. As a result of the disruption to schooling caused by the COVID pandemic in the last two years, the oracy and communication skills of our children have been severely impacted. As a result, we have carried out language assessments on all our children using the Language Link assessment tool for children in Years 2, 3 and 4. We are also in the process of assessing all children in EYFS and Year 1 using the Wellcom assessment tool. Nearly 50% of children in Years 2, 3 and 4 have language levels that are below the expected range. The weakest areas are questioning and reasoning, language structures and concepts and instructions. In all three of these areas less than 25% of pupils passed. Therefore helping children make accelerated progress in their language and communication skills is one of our recovery priorities.

Baseline data – September 2021

	Year 1	Year 2 - % at ARE	Year 3 - % at ARE	Year 4 - % at ARE
Reading	GLD = 6%	53.3% (57% achieved expected standard in Phonics screening check)	50% (72% achieved expected standard in Phonics screening check)	65.1%
Writing		37.8%	23.5%	53.5%
Maths		51.1%	52.9%	51.2%

Clearly, raising standards of attainment in Year 1 needs to be a recovery priority for the 2021-2022 school year. This cohort of children have not yet experienced 'normal' school life as a result of the disruption to their school caused by COVID. This data also shows that reading and writing need to be recovery priorities for our school. The proportion of children achieving ARE in maths is higher in all year groups, however, when looking at the data more closely, it shows that boys outperform girls quite significantly. So, raising the standards of attainment in maths among girls is also a recovery priority.

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Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Oracy and communication skills: Poor listening and attention skills and low levels of receptive and expressive language (see also SIP/SDP)
B	Low standards of attainment in reading (see Autumn term RAP)
C	Low standards of attainment writing (see SDP)
D	Low standards of attainment in maths among girls (see also Maths action plan).

ADDITIONAL BARRIERS

External barriers:

D	Lower than national average attendance and high percentage of persistent absentees (see also SIP/SDP)
E	Parental engagement in children's learning and the home learning environment (see also SIP/SDP)

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Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Purchase additional speech and language therapist time.	<p>Language assessments are carried for all pupils promptly, so no time is wasted in implementing strategies to support them.</p> <p>Additional, high quality CPD opportunities are provided for teachers and teaching assistants e.g. Signalong training, Word Aware training, interventions are modelled.</p> <p>Pupils make accelerated progress in their language development so that higher % are working within the expected range by July 2022.</p>	<p>Language delay has long-term consequences for the education, health, and wellbeing of individuals and potentially the prosperity and cohesion of our society. Social disadvantage probably exacerbates rather than causes language delay. In addition to more traditional education objectives such as literacy and numeracy, oral language needs to remain on the school curriculum throughout primary school (Centre of Research Excellence in Childhood Language).</p>	<p>Language Link assessments to be completed by October half-term. Language Link intervention groups to be established in KS2 in Autumn 2.</p> <p>3 x weekly listening and attention intervention groups to be established in KS2 by October half-term. SALT will run 2 sessions per week for each group with TA present; TA will run 1 session per week for each group.</p> <p>Signalong training for all teachers to take place in September 2021. Use of Signalong will be considered during monitoring activities such as learning walks and lesson visits.</p> <p>Word Aware training for new staff to take place in the Autumn term.</p>	SENDCO	February 2022
Total budgeted cost:					£11,000

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Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Enhance progress in Years 1 and 2 by teaching the children in these cohorts in 4 smaller groups by employing an additional teacher for the second half of the Spring term and if bid to the Directors COVID recovery fund is successful the first half of the Summer term.</p>	<p>As a result of higher pupil: teacher ratios:</p> <ul style="list-style-type: none"> there are higher quality interactions modelling is more precise and tailored to individual pupil needs more precise feedback is given about how to improve more frequently learning behaviours (including independence) the Year 1 cohort improve <p>The % of Year 1 children achieving ARE rises from 6% at the end of Year R to at least 55% at the end of Year 1.</p> <p>The % of Year 2 children achieving ARE rises to be at least 73% in reading, 55% in writing and 70% in maths by July 2022.</p>	<p>Evidence from EEF has found that smaller class sizes and KS1 where there are lower levels of attainment can have a greater positive impact on disadvantaged pupils.</p>	<p>There are 8 to 10 weeks of lead in time to ensure all staff understand the rationale and are involved in the planning process and their roles and responsibilities in the implementation.</p> <p>All staff concerned will know the expected outcomes and have had the time and resources to consider how to adjust their practice in the light of smaller pupil numbers, in order to achieve the desired outcomes.</p> <p>The long lead in time also provides opportunities to ensure parents and pupils understand and support the rationale.</p> <p>Monitoring and evaluation approaches in line with the school improvement strategy and Raising Attainment Plan will continue across all 4 teaching groups.</p> <p>The four teachers will continue to have PPA at the same time to ensure there is consistency and scope to tailor provision to the needs of their teaching groups.</p> <p>An appropriate room where the additional teaching group will be based has been identified and there is sufficient time to ensure it is 'fit for purpose'.</p>	<p>Marie Bradbury with KS1 team</p>	<p>End of Spring 2</p>
Total budgeted cost:					£6050 for Spring 2

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Non-academic support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
If bid to the Director's Recovery Fund is successful, employ 12.5 hours per week of additional administrative time to sustain more rigorous and robust strategies for monitoring and taking action to improve attendance and punctuality and introduce new initiatives such as 'wake up' calls, high visibility information displays and liaison with local partners.	Reduce persistent absentees from 18.2% in October 2021 to be closer to the national average of 9.9%. Improve attendance for pupils across the school to at least be in line with national average of 95.3%. Reduce the number of children who frequently arrive late and the number of minutes of lost learning time.	There is a clear link between poor attendance at school and lower academic achievement. Evidence shows that children who miss significant amounts of their education in primary school are more likely to truant later on. This means schools are not held to account for pupils' attendance until they reach the age of five. Many schools do not take measures to improve attendance until their pupils reach statutory school age, but for some children this is already too late. Children with low attendance in the early years are more likely to come from the poorest backgrounds. These children are likely to start school already behind their peers, particularly in their acquisition of language and their social development. They have little chance of catching up their peers if their attendance is bad. If they fail to succeed early on in their school careers they are likely to get further behind. (DfE 2012)	There will be a clear description of the roles and responsibilities of the person leading this project. Systems have been established. The person leading this project will work under the supervision of the headteacher. The person leading this project is known to our children and their families.	HT with a member of admin staff.	End of each half-term
				Total budgeted cost:	£4,800

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EVALUATION OF IMPACT