

2020/21 Recovery Curriculum PRIORITIES (incorporating **Catch up Premium spending £10480)
To re-engage, inspire and challenge all our children**

Guidance taken from EEF's school support planning document - tiered approach 2020-21

September observations of learners show that in:

EYFS – Early Language skills are lacking, speaking clearly and in sentences under-developed

KS1 – Phonological knowledge is relatively secure however letter formation and transcriptional skills for writing are lacking

KS2 – learners are dependent upon adults, unused to independent thinking/reasoning and problem solving, lacking in challenge, unused to having to remember, recall and transfer learning, unused to following instructions, lacking in stamina/discipline to get to the end of a day

Y3/4 – Real casualties of the Lockdown and then a second partial Lockdown – social and emotional anxiety, loss of routine, boundaries, self-discipline

Desired outcomes	Actions/ Interventions	Responsibility	Timescale	Monitoring Has it happened?	Spending Inc. Catch Up Premium	Evaluated Impact
To prioritise children's social, emotional and physical health whilst balancing the need to teach the Basic Skills	Identify and support vulnerable children and the need behind their anxieties through observation and talk	SB in discussion with staff	Sept 2020	Pastoral Governor Margaret	TA support in LKS2 £4000	Attendance remains at 96%+ Autumn 2020/Spring 2021
	Timetable discrete/sacrosanct PSHE/circle time sessions for all	All teachers	Autumn Term			
	Create systems for all children to share their feelings with a significant adult	All teachers	Autumn Term			
	Identify safe spaces for the most vulnerable children	All teachers	Autumn Term			
	Use Collective Worship to promote mental health and well-being strategies	All Teachers	Autumn Term			
	Seek out specialist support from Healthy Minds/Casy counselling for extremely vulnerable children	All teachers	On going			
Ensure everyone has at least 3 physical activity sessions/week to build stamina	SB					
		Sports coach			Sports Premium £8000	RM targets on track to be met by July 21 Y3 68% of Y3 children (13) will achieve ARE in Reading 5% of Y3 children (1) will achieve Greater Depth in Reading 78% of Y3 children (15) will achieve ARE in Maths 20% of Y3 children (4) will achieve Greater Depth in Maths 78% of Y4 children (11) meet ARE in Reading

						21% of Y4 children (3) achieve GD in Reading 85% of Y4 children (12) meet ARE in Maths 21% of Y4 children (3) achieve GD in Maths
To champion/safeguard a broad curriculum	Analyse subject coverage on timetable Subject champions talk to children about their experiences Subject Champions to scrutinise children's work/teachers' plans/displays Analyse subject progression 2019-20, evaluate knowledge and skills gaps and plan for learning opportunities	JG MW LN All teachers	Leadership day each in Autumn term 2 22/09	SDP Governors Kitty and Sherine	Staff meeting time Leadership time Mobilise CPD for Curriculum Design and Impact £525	Evidence files/timetables/book looks/pupil conferences demonstrate broad, balanced, enriched curriculum teaching and learning for all years
To support all children who need catch-up opportunities	Deliver high quality teaching with explicit instruction, scaffolding, modelling, flexible grouping, metacognitive strategies and constant feedback Explore NCETM/Power maths progression materials and resources to identify vulnerable children and intervene Use NFER Summer summative assessments in R/M to analyse group/individual's strengths and weaknesses and to target Catch-up interventions where the need is greatest in Y3/4 Analyse Y1/2's phonic knowledge to deploy key staff for RWInc catch-up/interventions Secure reading stamina in vulnerable Y2-4, using carefully graded low readability, high interest books	All teachers All teachers All teachers KR	Autumn staff meetings Weeks beg. 15/22 nd September Every half term	SDP Governors	Mobilise CPD for Metacognition and Self-Regulation £525 £280 KS1 intervention support £4421 £500 Graded reading material £291	YR 12 children will achieve Expected in Reading 1 child will exceed in Reading 12 children achieve Expected in Maths 2 children to exceed in Maths Y1 77% of Y1 children (17) will achieve ARE in Reading 18% of Y1 children (4) will achieve Greater Depth in Reading

						<p>91% of Y1 children (20) will pass the National Phonics Threshold</p> <p>Y2 78% of Y2 children (15) will achieve ARE in Reading 10% of Y2 children (2) will achieve Greater Depth in Reading</p> <p>See Y3/4 targets above</p>
To develop children's resilience as independent learners	<p>Share strategies to enable/encourage children to become more independent</p> <p>Analyse which subjects/learning opportunities are helping children persevere</p> <p>Reward resilience/independence/growth mindset in individual children every week</p> <p>Use low stakes testing to help children understand their responsibility as active, listening learners who are committing knowledge to the long term memory</p>	<p>SB (following observations)</p> <p>All teachers</p>	<p>22/09</p> <p>On going</p>	Pastoral Governor - Margaret		<p>Pupil conferences/book looks/staff surveys evidence all children are able to focus upon and concentrate on independent tasks for an age appropriate amount of time</p>
To be able to deliver virtual teaching (in case of another partial Lockdown)	<p>Create tutorials to support staff's CPD</p> <p>Set up Google Classrooms</p> <p>Timetable R/M virtual lessons for all children (assuming each family has one device available)</p> <p>Decide how best to teach reading and writing (based on JG's experiences during first Lockdown)</p> <p>Ensure all staff have suitable hardware to deliver sessions</p> <p>Coach children on how to use the technology before partial lockdown</p> <p>Ensure every child affected by the partial Lockdown has</p>	<p>JG</p> <p>All teachers</p> <p>JG</p> <p>JG</p> <p>AA</p> <p>All teachers</p> <p>JG/AA</p>	<p>By end of September 2020</p>	SDP Governor – Kitty and Sherine		<p>All families have had access to effective, appropriate remote learning when locked down/self-isolating</p>

	access to hardware					
To have active family commitment to supporting learners	<p>Build strong, trusting relationships between school and home to benefit the learners</p> <p>Send home regular information to help families co-educate</p> <p>Ensure absenteeism is followed up on the day</p> <p>Work with families of vulnerable children to ensure maximum attendance</p>	<p>All teachers</p> <p>JB/LS</p>	Two parents' meetings by phone during the Autumn term	<p>Parent Governors</p> <p>Attendance Governor</p>	<p>Oxford Owl subscription for RWInc tutorials for home learning £210</p>	<p>75% of our families are helping their child engage in virtual home learning in and out of Lockdown</p>