

Shakespeare Primary School

Covid Recovery Strategy

2021 – 2022

Developing 'everyday excellence' through research, evidence and practice.

Context:

As a result of the Covid-19 pandemic, children have experienced a significant loss of learning and development since the first lockdown of 2020. To aid the work of recovering the lost learning schools have been allocated £80 per pupil from Reception through to Year 6. For Shakespeare, based on 629 pupils, this amounts to **£50,320**. This funding has been allocated in three instalments across the 2021/2022 financial years.

The requirement for schools to use the guidance outlined by the EEF fits in with our school's approach to target high leverage areas to improve outcomes that are evidence and research based. Our recovery strategy can not be considered in isolation and many of the strands form part of the school's wider school improvement work.

There are three main areas in which we are targeting support:

1. Teaching – CPD focussing on critical areas of pedagogy to secure greater impact of teaching
2. Targeted Support – identification of areas of the curriculum and children requiring additional focus or teaching
3. Wider Strategies – a focus on emotional and physical well-being, an outdoor curriculum, school routines



Covid -19 Recovery Strategy 2021/2022

What Action are we taking?	Why are we taking this approach? What is the evidence and rationale for this choice?	How will we ensure it is implemented successfully?	What is the estimated cost and who will monitor?	When will evaluation and review take place?
<p>Teaching Focussed: Reading. Strengthen the impact of teaching on reading skills through teacher CPD. Precision of questions and answers. Developing a clear model for teaching reading fluency.</p>	<p>An 'Excellence for all' and an 'Everyday Excellence' approach of teaching will have the greatest impact on the greatest number of children. (Ruth Walker and Tom Sherrington) The children's deficit in reading skills has been deepened by Covid and is a key priority. EEF reading research identifies the importance of fluency as a critical skill to enable children to progress with higher order reading skills</p>	<p>Reading made a key SDIP priority. Shared with Governors. All School Leaders to take responsibility for an aspect of the reading strategy. Appraisal objectives to support improvement in the impact of teaching. Staff training scheduled into CPD calendar.</p>	<p>No additional cost. JG, AB, HD, RW, JF</p>	<p>Mid-term appraisals Summer English subject leader review Termly SDIP/SEF update</p>
<p>Teaching focussed: Reading resources. Resourcing Phonic Reading books to ensure match of books for in-school and home reading. Re-establish partnership with Beanstalk Readers. Review of Class texts for challenge, diversity, representation and purpose. Resourcing school libraries with Year Group texts.</p>	<p>Key steps in children's phonics knowledge have been missed. Uneven opportunity at home for children to maintain the learning of phonics. Partnership work with the English Hub, Ofsted and EEF research identifies the match of books to the taught phoneme to be critical. To secure a 'Love of Reading' books should engage and interest readers at every age. Increasing the time spent reading at home will contribute to the improvement in reading and comprehension skills (Book-Trust evidence)</p>	<p>Weekly checking of match of books by Phase Leaders. Half termly review of Home Reading and Library usage. Teacher assessments – weekly and half termly review of phonics in R, Y1 and Y2.</p>	<p>HD, AB, £10,000</p>	<p>Summer 1 to ensure readiness for the new phonics programme</p>

<p>Teaching Focussed: Assessment. Immediate assessment in Sept of key skills in Reading, writing and maths to identify gaps – leading to adjustments in teaching. September fluency and question level analysis carried out by teachers to identify gaps. Teaching Focussed: EYFS Part fund an additional teacher to increase</p>	<p>To immediately identify gaps and prioritise learning time for them so that some ‘quick’ learning wins can be secured. Post lockdown assessments identified a lack of precision in basic skills that need to be addressed.</p>	<p>Pre and post assessments will be made.</p>	<p>Low cost – part of normal school improvement activities. Part contribution to teacher Salary cost - £10,000</p>	<p>Reviewed at each assessment point: Dec, Feb, July</p>
<p>Targeted Support: Tutoring. School based staff to provide small group English and Maths tutoring for learning that is linked to key skills and current learning.</p>	<p>Teacher led, immediate follow up to learning has the biggest impact on securing a deeper understanding. Individual, small group teaching provides highest leverage to improved learning.</p>	<p>Teacher formative assessments will be used to continually identify and update the children who are being targeted.</p>	<p>Estimate of additional £15,000 (above Gov funded amount)</p>	<p>Reviewed by BW KF every 6 weeks and fed back to JG</p>
<p>Targeted Support: Mastery. Provide one to one teacher led mastery sessions for all children. Focussing on same day follow up to misconceptions and mistakes.</p>	<p>Teacher led, immediate follow up to learning has the biggest impact on securing a deeper understanding - EEF</p>	<p>Providing timetabled cover.</p>	<p>Funding contribution of £6000</p>	<p>Reviewed by Senior Leaders every 6 weeks and fed back to JG</p>
<p>Targeted Support: Year 1 Academic Mentor Targeting the early development of reading and the missed phonic knowledge.</p>	<p>Key steps in children’s phonics knowledge have been missed. Uneven opportunity at home for children to maintain the learning of phonics.</p>	<p>Access the Government funded Academic Mentor scheme – double up if possible.</p>	<p>HD, LH, JG 5% of salary - £1000</p>	<p>Reviewed by BW every half term with NTP partner</p>
<p>Targeted Support: Reading Champions Skilled and trained support staff to deliver inference intervention programme for reading.</p>	<p>Ongoing limited home learning Individual, small group teaching provides highest leverage to improved learning.</p>	<p>Reading Champions to follow Local Authority Inference Training Scheme. Timetabling of interventions.</p>	<p>RW, JF, MB Uplift in salary 6 x B3 – £6000</p>	<p>Mid-term appraisals Summer English subject leader review Termly SDIP/SEF update</p>

<p>Wider Strategies: Physical Well-being. Extend the provision for after-school sports clubs to increase participation levels. Increase Play provision activities at lunchtime – table tennis, dancing, football, skipping, Playground Buddies. Recruit PE HLTA to lead sporting and PE lessons, activities and initiatives.</p>	<p>Opportunities for outdoor play are very limited in the local community. Housing types further limit play opportunities. Feedback from children, post lockdown, has been that many of them have stayed indoors and had limited opportunities to exercise. Data for obesity and other health indicators in the locality are very poor. As a foundation for good learning – physical well-being is a priority.</p>	<p>Feedback from children. Monitoring of attendance levels. Reviewing incidence of behaviour issues.</p>	<p>SP, JG £4500</p>	<p>Reviewed through Sport Premium report and termly club/PE assessment and evaluation</p>
<p>Wider Strategies: Curriculum. Further development of a 'Curriculum of Excellence' that is knowledge rich, provides learning links between subjects and provides opportunities to return to previous learning and concepts.</p>	<p>An 'Excellence for All' strategy requires a curriculum of excellence that embeds learning and secures a deep understanding of taught concepts. The stronger this is, the better the chance of accelerated progress.</p>	<p>Planning Reviews Learning Walks Book Looks</p>	<p>Senior, Phase and Subject Leaders. Consultant support.</p>	<p>Mid-term appraisals Termly SDIP/SEF update</p>