



RECOVERY CURRICULUM

Leading children back to learning

COVID - 19

Following the Lockdown in March 2020, many children were taught remotely for 5 months and were not able to return to school. This statement outlines how the school is supporting pupils to identify gaps in learning , issues with mental health and loss of learning strategies. At Woodstock CE Primary we aim to help every child to reach their full potential, developing the skills they need to become lifelong learners.

Anne Hipwell
Inclusion Manager

Woodstock C E Primary School

Recovery Curriculum 2020-21

INTENT

In June 2020 the Education Endowment Fund published their COVID-19 Support Guide for schools. Within the guide they state;

The impact of Covid-19 has meant school leaders and teachers have met an unpredictable array of challenges. The year ahead will be crucial as schools re-establish routines and reconnect with pupils, so that all pupils go on to thrive.

The mental, physical, and economic impacts of Covid-19 will have affected every family and school in different ways, and the strains of lockdown may have created new barriers to learning, or exacerbated existing challenges for children.

Many children, particularly those from disadvantaged backgrounds, or who are vulnerable in other ways, will have been adversely affected by extended time away from school. Some will have inevitably suffered from the traumatic loss of a loved one or struggled with the loss of familiar routines. In terms of learning, many children may have been unable to access and engage fully with remote learning.

Some children will have had a positive experience, able to make the most of home learning as well as additional family time. However, the evidence suggests they are likely to be disproportionately from better-off backgrounds and that, as a result, existing learning gaps will have widened.

Furthermore Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University wrote that children will need much more than simply academic support to recover and suggests a set of levers for schools;

Lever 1: Relationships - we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community - we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3: Transparent Curriculum - all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Lever 4: Metacognition - in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: Space - to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

IMPLEMENTATION

Inset training was set aside for all staff to understand the Recovery Curriculum and to decide our school approach.

We agreed that the first 7 weeks would be used to settle children into new routines, gather their views about Lockdown and the return to school, share experiences and make dynamic in-class assessments about children's attitudes to learning and learning powers. Staff understand that a large part of Recovery is mental health and well-being and to create opportunities to discuss feelings, emotions and how we can look after ourselves.

Assessing Pupils

Mental Health and well-being: All staff have been observant in classrooms and out on playgrounds to watch and listen to children. Where pupils have expressed worries, anxieties or difficulties, staff are on hand to talk to pupils and offer support. Weekly PSCHE sessions continue to focus on relationships, E-Safety and dealing with emotions. Our Collective Worship programme has included New Beginnings, Perseverance, Kindness, Courage and Responsibility and Peace. These focus areas have helped children and staff to make meaningful links to well-being and learning powers.

Academic levels: Staff have used a combination of daily work tasks and formal assessments to gather information about children's existing levels of attainment and to identify any gaps in learning.

Information from all of these assessments has been used to create Provision Maps for each Year Group.

Interventions

Within phases, Teaching Assistants will normally run a series of short interventions throughout the week to support pupils with the work that they are doing in class. This structure of interventions is still in place.

Each TA identifies a small group of pupils to work with and they are responsible for monitoring progress over the year and they are able to plan and implement work with these groups.

In addition to these interventions we are making use of the additional Recovery Funding provided to school to structure afternoon interventions for pupils who have significant gaps in learning or whose specific learning difficulties have make it more challenging for them to learn remotely.

A team of eight teaching assistants and two teacher have agreed to provide a programme of additional interventions which include; additional teacher led lessons in maths and English, precision teaching, Springboard Maths, Talk Boost style sessions, White Rose Catch Up maths, Forest School, Nurture, The Power of 2 and Reading Recovery style sessions.

IMPACT

The well-being of all pupils will be continuously monitored by staff.

Teacher in each phases will monitor the progress of pupils involved in intervention groups and ensure that work done outside of class is encompassed into class tasks and continually developed through quality first teaching.

Termly assessments will also provide the Assessment Coordinator and SLT with a picture of ongoing progress of cohorts and groups of pupils.

IMPACT JANUARY 2021

Intervention groups were well organised and staff stepped up to run groups within each bubble. Budgeting for the Autumn Term was in line with the interventions that took place. At the end of the Autumn Term, we agreed that we would retest the Recovery groups with the PUMA, PIRA and GAPS tests as well as Salford RA and Phonic checks where appropriate. It was agreed that the best timing for the retests would be after 8 weeks of intervention delivery (at the end of the second full week back in January).

Following the latest lockdown only Keyworkers are in school so conventional interventions have been put on hold. Staff have worked quickly to ensure all pupils are online again and engaged in the Google Classroom. We have given iPads out to families in need of additional technology and can provide access to 4G where necessary. We have also supported families with furniture, stationery and additional resources if they have approached us.

Having invested in the full Google Classroom package we are now able to use 'break-out' rooms within the meeting facility and this should enable us to begin providing some 1:1 intervention to our most vulnerable pupils. We will continue to explore ways of continuing to deliver Recovery work to pupils despite the lockdown.

IMPACT MARCH 2021

All children returned for three and a half week after the lockdown and all staff stepped up to offer an enhanced support programme across school. Initially we focussed on the same children to be able to assess how they had been affected by the lockdown and if any further gaps had appeared.

After a three week period, all pupils across school were assessed using the PUMA, PIRA & GPS and in KS1 pupils also completed Salford Reading Checks and Phonic Checks. Assessment scores were used as part of the Teacher Assessment of all pupils and data was loaded into Hello Data to allow Whole-School and Group analysis. The overall picture remains positive and close to previous year's data. Where scores and TA were unexpected, teams worked to analyse questions and books to fully understand areas for intervention or further planning and support.

After the January Lockdown we did experience some E-Safety issues around the use of Social Media and additional sessions on these areas were put in place across Years 5&6.

The number of pupils receiving Nurture increased slightly and issues raised were associated with anxiety around the virus and difficulties settling back into school routines.

Forest School ran for three weeks before the Easter Break allowing each KS1 class to experience a session. Both Mrs Mankelow and Mrs Collett put an enormous amount of work into improving the environment in the woods; adding a wooden drum kit, tepee, large wooden scales, additions to the mud kitchen and working with the children to plant summer planting into the woodland.

The School worked with external agencies to support three families experiencing considerable turmoil during the lockdown periods and continue to provide family support and emotional support to ensure the well-being of parents and children.

IMPACT JUNE 2021

Following the Easter break, all pupils returned to phase bubbles and a normal timetable. Following the assessments carried out before the break, teachers and TAs worked together to ensure pupils in the additional afternoon groups were correctly identified.

The structure of the interventions remained the same but the focus within them changed according to the newly identified needs. Staff worked together with the English and Maths Subject Leaders to identify objectives taught this year, both in and out of lockdown, and any that had been missed. As a school we then prioritised the key skills needed by all pupils within each year group. Planning reflects the implementation of these key skills.

Weekly Forest School Sessions continued throughout Term 5 ensuring each KS1 class had two sessions. KS1 Staff ran an After School Multi-sports club for KS1 pupils and ensured that vulnerable children were included.

Craig McKay was able to set up and run a series of Sports Clubs after school, across the week, ensuring pupils from all phases had access to some extra-curricular provision. In the Easter break and May half-term there were also holiday clubs running and places were made available to some of our most vulnerable pupils. Beyond the school, many clubs and activities began again and school encouraged any achievements to be shared with school to celebrate in our Whole-School assemblies.

The school held two weeks of Whole-School provision at the end of Term 5; Eco-Week and Arts Week gave opportunity for pupils across the school to participate in joint activities. In Arts week we welcomed in an artist to work with each bubble of pupils and then create one single piece of art around our Christian vision. This artwork now hangs in the main corridor of the school, a reminder of our community spirit and Christian ethos. For Eco-Week we based our work around the book Dear Earth, each class were assigned a habitat and wrote creatively in the style of the book. Work produced from this will be used to create a Woodstock letter to the Earth as a display.

In Term 5 we began to visit places in the local community with Year 5 & 6 exploring artwork at Blenheim Palace. All trips were planned and carried out in a COVID safe way and the emotional impact on pupils was both palpable and hugely positive.

Phonic Checks were carried out at the beginning of June for Year 1 pupils and any Year 2 pupils who did not pass in December 2020. 80% of Year 1 pupils are now beyond the pass mark for the phonic check and there are still 3 Year 2 pupils who did not pass. Intense daily phonic sessions will still take place for these pupils and in-class phonic sessions are still planned to ensure sounds are maintained.

First phase of Interventions November 20- January 21

Phase	Intervention	How many pupils involved.	Time	Cost	Baseline	End assessment	Impact
KS1	Forest School	85	9.00 -12.00 Tuesdays x 6	3 x £30 (£90x6) 3 x £12 (£36x6) £756		Gather feedback from pupils	Feedback from pupils has been very positive. Children said they enjoyed learning outdoors and working on projects with friends.
	Phonics	6	1.30 – 3.00 Tues - Fri	No additional cost		Phonic checks	85% of Year 2s passed the phonic check in December 2020. The remaining 15% will continue to receive additional phonic work.
	Maths	17	1.00-3.00 Thurs	2 x £12 (£24x6) £144	PUMA Autumn SS	PUMA Autumn SS	These groups were beginning to show impact through engagement and confidence in class. It has also encouraged children to engage in Mathematics.
			1.00-3.00 Fri	2 x £12 (£24x6) £144	PUMA Autumn SS	PUMA Autumn SS	
	Reading/Writing	17	1.00-3.00 Mon	2 x £12 (£24x6) £144	PIRA Autumn SS & Writing	PIRA Autumn SS & Writing	These sessions were working well and helping children to read and respond to texts through simple sentence writing.
			1.00-3.00 Tues	2 x £12 (£24x6) £144	PIRA Autumn SS & Writing	PIRA Autumn SS & Writing	
Yr 3/4	Maths		1.00-3.00 Wed	2 x £12 (£24x6) £144	PUMA Autumn SS	PUMA Autumn SS	These sessions were working really well and pupil confidence was growing.
			1.00-3.00 Thurs	2 x £12 (£24x6) £144	PUMA Autumn SS	PUMA Autumn SS	
Yr 5/6	Maths	Helen Christie	1.00-2.00 Mon	1x £30 (£30x6) £180	PUMA Autumn SS	PUMA Autumn SS	These sessions were closely planned to connect with the termly planning, they were beginning to show impact through confidence and engagement.
	SPAG		1.00-2.00 Tues	1x £30 (£30x6) £180	GPS Autumn SS	GPS Autumn SS	
	Reading		1.00-2.00 Thurs	1x £30 (£30x6) £180	PIRA Autumn SS	PIRA Autumn SS	
Total Cost	Autumn Term			£2,160*			
Additional resources	Whole School Digital Library Oxford Owl			£500			
	Power of 2 books			£237.50			
	Smart Kids Reading Comprehensions			£79.00			
	Autumn Total			£2,976.50			

*All calculations within the table are calculated using £30/hour for a teacher and £12/hour for a TA however, we are aware that these can vary depending on the member of staff running the intervention. Calculations are a guide to the overall costs of interventions – final costings can be given by the SBM.

Second Phase of Interventions January 21 – June 21

Phase	Intervention	No. of pupils	Time	Cost	Baseline	End assessment	Impact
KS1	Forest School	86	9.00 -12.00 Tuesdays x 6	3 x £30 (£90x13) 3 x £12 (£36x13) £1,638		Gather feedback from pupils	Forest School continues to have a positive impact on pupils across KS1 and connects them with the natural world. Following the positive impact of this intervention, the school aims to roll it out across all of EYFS and KS1 for 2021/22.
	Phonics	11	1.30 – 3.00 Tues - Fri	No additional cost	Phonic Checks	Phonic checks	80% of Year 1s have reached the phonic check standard by June 2021. All who have not yet achieved this standard will continue to receive intense phonic input.
	Maths	17	1.00-3.00 Thurs	2 x £12 (£24x13) £312	Spring PUMA Mental Maths Scores	Summer PUMA Mental Maths Scores	Pupils involved in these sessions have gained confidence and are embedding basic calculation skills. In response to this work, the phase team have decided to organise all maths teaching so that Year 1s and 2s are taught separately to ensure key objectives can be taught intensely and group sizes/support allow pupils to be scaffolded appropriately.
			1.00-3.00 Fri	2 x £12 (£24x13) £312	Spring PUMA Mental Maths Scores	Summer PUMA Mental Maths Scores	
	Reading/Writing	17	1.00-3.00 Mon	2 x £12 (£24x13) £312	Spring PIRA Salford Assessed Writing	Summer PIRA Salford Assessed Writing	Across KS1 we now feel that the majority of pupils are willing to write independently. Alongside these sessions Carla Garrison worked with a group of 10 'Greater Depth' writers to help them embed some of the skills needed for GD. Pupils received 12 sessions over the six weeks.
			1.00-3.00 Tues	2 x £12 (£24x13) £312	Spring PIRA Salford Assessed Writing	Summer PIRA Salford Assessed Writing	
Yr 3/4	Maths	12	1.00-3.00 Wed	2 x £12 (£24x13) £312	Spring PUMA Mental Maths Scores	Summer PUMA Mental Maths Scores	These groups continue to be assessed and adapted to help address needs within the phases. Using a range of resources from Springboard to Removing Barriers and White Rose, pupils continue to work on key skills.
			1.00-3.00 Thurs	2 x £12 (£24x13) £312	Spring PUMA Mental Maths Scores	Summer PUMA Mental Maths Scores	
Yr 5/6	Maths	Helen Christie	1.00-2.00 Mon	1x £30 (£30x13) £390	Spring PUMA Mental Maths Scores	Summer PUMA Mental Maths Scores	These groups have changed following the Spring Assessments but pupils continue to gain confidence with key skills enabling them to respond more positively to whole-class inputs.
	SPAG		1.00-2.00 Tues	1x £30 (£30x13) £390	Spring SPAG Assessed Writing	Summer SPAG Assessed Writing	
	Reading		1.00-2.00 Thurs	1x £30 (£30x13) £390	Spring PIRA Salford	Summer PIRA Salford	
Total Cost	Jan – End of June 21			£4,680			
Additional resources	Additional Whiteboards for teaching groups			£150.00			
	Additional PSHE Books for Emotional Well-being			£180.00			
	Sub-total Jan – June 21			£5,010			
	Overall Spend Sept20 – June 21			£7,986.50			

Number of pupils identified below ARE in September 2020/July 2021

Subject	Reception	Year 1	Year2	Year 3	Year 4	Year 5	Year 6
Reading	14/5	4/8	10/7	7/7	12/11	13/13	9/5
Writing	15/10	6/6	9/6	9/6	16/14	15/14	11/8
Maths	17/8	4/4	9/7	5/7	13/11	13/13	8/5
SPAG	-	-/13	13/12	9/8	16/15	15/12	11/8
MH/PSED	9/4	3/1	2/0	4/4	3/3	2/0	3/3

This data is taken using TAs and therefore is harder to interpret – the point descriptors are very harsh and cannot show small steps of progress. Analysis of intervention data can show small steps of progress and is analysed over the coming pages.

It is clear from the end of year data that Literacy; reading, writing and SPAG must be the priority for Quality First Teaching, interventions and Recovery work in September. Staff have already discussed using increased teacher modelling and reorganising the way English is delivered across the week. The Inset day in September is dedicated to the planning and teaching of writing, combining spellings, grammar and editing skills.

We also aim to reinstate our Reading Volunteer group from September 2021 to help target pupils who are not engaging with reading at home, however, staff will work hard to use tighter reading monitoring across school to ensure pupils are choosing and reading age appropriate books.

From September 2021 there will be a renewed focus on handwriting. SLT and Subject Leaders have agreed to follow a cursive writing style introduced from Reception.

Maths is an area to focus on in Year 5 and 6 in September and staff in this area are aware of all the Mastery approaches to enhance skills. We continue to encourage the use of Mathematics at home and Miss Morris has been organising competitions in Times Tables Rock Stars. Booster groups will begin again, adding another layer of Recovery work.

Intense Nurture work for a small number of pupils has been necessary and where SEMH needs are identified, this forms part of their on-going provision. In Years 3 and 4 we are aware of the larger number of pupils needing the additional provision and are working with pupils and families to support them. In class staff have worked on key social and emotional skills particularly around friendship, compromise and community.

Below, I have included the costings for Recovery interventions and this work will continue in the most effective areas – the analysis of pre and post data from these interventions is included below the costings.

Although Forest School is harder to assess in terms of impact, KS1 Pupils responded on a questionnaire and 100% of pupils said they felt positive when at forest school – they cited nature, den building and team activities as positives. Staff also felt that the experience had a positive impact on MH with improved behaviour/ concentration in the classroom.

IMPACT ANALYSIS

Intervention Analysis

EYFS

In EYFS this year they have run Social Stories, Book Talk, NELI, Tales Toolkit, Funky Fingers, and Additional Phonics. This have not needed additional funding due to the high levels of adult support in this area this year although some funding was used to purchase resources. (Costings to continue are shown in the table below)

Area of need	Interventions used	Time needed/cost per week/ year	Pre data	Post data/ Impact
PSED	Social Stories Booktalk	20 mins x2 £8/£280 15 mins x2 £6/£210	9 pupils were identified with PSED needs in Sept.	4 remain below ARE however only 2* are not yet able to socialise well with others.
PD/Writing	Funky Fingers Dough Disco	10 mins x 5 £10/£350 20 mins x 2 £8/£280	15 pupils were identified on entry with poor motor skills	Only 6* remain well blow ARE and will need to continue with motor skills work into Year 1.
CL	Tales Toolkit	10 mins x3 £6/£210	10 pupils were identified for this in Sept	Only 2* remain well below ARE
	NELI	3x 30 mins + 2x10 mins £42/£1,470	6 pupils were identified for this intervention in September. Staff underwent 10 hours of training to be able to deliver it.	Only 2* children remain below ARE
Reading/Phonics	Target Phonics	5x20 mins Teacher £50/£1,750	9 pupils were identified for this in Sept	Only 1 pupil remains significantly below ARE (This child is also EAL)

*The same 2 pupils are identified in all areas and will be monitored closely on transition to KS1

NELI has only been able to run for half the required sessions due to Lockdown in January. Staff in Reception will consider weather they are able to run it with a new Reception group from September 2021 given how labour intensive it is. Pupils moving to KS1 will be supported with talk and write sessions.

The baseline will be used again in September to identify the children in need of additional support. Tales Toolkit proved to be an effective intervention for tackling Communication skills and could be used again from September. Disco Dough and Funky Fingers have an effective impact on Motor Skills.

KS1

2 TAs worked over 2 afternoons each focusing on Maths or English skills in addition 1 TA worked 3x weekly on reading skills with targeted pupils.

Area of need	Interventions used	Time needed/cost per week/year	Pre data	Post data
Reading	Additional small group or 1:1 reading	20 mins 3x week £12.50/ £437.50	10 pupils score ≤ 95 in the Aut PIRA	4 pupils remain below 95 in their Pira score only 2 of these pupils did not increase their SS All pupils bar 2 made at least 8 months progress in Reading from Nov-June (Salford)
Writing	1:6 additional writing activities	2x30 mins £2.08/ £72.92(cost per pupil)	11 pupils across Year 1 and 2 were identified for additional writing tasks. For Year 1 pupils this was due to a lack of basic phonic knowledge/letter formation.	Year 1 pupils – all pupils increased their phonics scores – all bar 2 passing the phonics check. Year 2 – Only 3 pupils remain well below ARE and are still acquiring Year 1 objectives – all have an IEP and will continue to receive specialised support in Year 3.
SPAG	Starter Grammar activities build into English lessons	Built into whole-class QFT	In Aut 2020 22% of pupils in Year 1 were below ARE In Aut 2020 25% of pupils in Year 2 were identified below ARE	This had fallen to 15% in July 2021 These 7 pupils will receive intense grammar work at the beginning of year 2. This number remained the same however the test analysis showed that there was an increase in the grammar score but spelling remained an issue for these children – staff are working with the Subject Leader to look at how spellings are taught and learned.
Maths	1:6 additional maths essentials and KIRFs teaching	2x30 mins £2.08/ £72.92	13 pupils were identified in the Autumn Term with KIRF scores below 50%	All pupils increase their score with only 2 pupils remaining below 50% and over half score 75%+

It is clear that spelling, grammar and writing remain a focus for KS1 pupils. We are consistently able to get 80%+ children to attain the Phonic check by the end of Year 1 and this has remained the case. Areas for development - it is clear that 2 prolonged periods of Lockdown have had a significant affect on writing skills. Staff across the school will continue to support Recovery in this area. SLT will work to strengthen parental support for pupils who are significantly below ARE.

Year 3/4

TAs worked with small groups in class to support the Quality First Teaching. In addition vulnerable readers were heard each day in groups or individually, Power of 2 was started with one pupil and a TA delivered targeted maths intervention sessions twice a week.

Area of need	Interventions used	Time needed/cost per week/year	Pre data	Post data
Reading	1:1 reading sessions and group reading and discussion sessions.	Use of full-time TAs and a reading volunteer.	16 pupils were assessed using the Autumn PIRA and score ≤ 95	9 pupils score more than 95 in the summer PIRA with 8 score more than 100. 4 pupils remain below 90 and will be targeted again in September 2021.
Maths	1:1 Power of 2	20 minutes per day – used a full-time TA in the phase.	Working within Year 1 objectives	Working within Year 2 objectives This is essential work with a child identified with specific needs and will continue in September 2021.
	1:6 groups of 4 or 6	8x30mins per week £50/£1,750	14 children were identified for this intervention across the phase. All scored ≤ 100 in the Autumn PUMA	10 children score more than 100 in the Summer PUMA. Only 2 pupils remain under 90 and work will continue with these 2 pupils in September 2021.

Although there have been significant barriers to interventions in this phase (periods of staff absence), the interventions that have been possible have been successful.

Staff have identified writing as the other significant area for support and this is to be addressed following the September INSET on English.

Areas for Development – Ensure that pupils transitioning for KS1 who are not yet free reading have access to guided reading groups each week to ensure all reading skills have been taught and supported. Work to build GPS opportunities into daily lessons.

Year 5/6

TAs worked within split Year 5&6 groups in the mornings to boost Literacy skills. In addition a teacher provided 3x half hour sessions per week in Reading/Grammar and Maths.

Area of need	Interventions used	Time needed/cost per week/year	Pre data	Post data
Reading	Reading tasks Comprehension tasks Rapid Readers	1:1 provision using existing TA provision. 3x additional teaching sessions 30 mins total teaching cost £46.50/ £1627	Year 5 – 13 pupils identified with reading needs. 32%	Of the group, 69% increased their end of year SS
			Year 6 - 9 pupils identified with reading needs. 20%	Of the group, 78% increased their end of year SS
Writing	Small group additional writing tasks	Built into lesson times in the morning.	Year 5 – all 7 targeted pupils 16% were assessed at 5.1 in Dec and again in March 2021. No Year 6 interventions	All pupils only achieved 5.2 at the end of the year – the phase will need to work on what specific intervention need to be in place for this group of 7
SPAG	Small group in class interventions for half a term plus teacher lead sessions pm	3x 30 min teacher lead sessions £46.50/£1627	Year 5 - 15 pupils were targeted 34% for additional support.	Of the targeted pupils only 53% improved their SS
			Year 6 - 10 pupils were targeted for additional support.	Of the targeted pupils 70% improved their SS
Maths	Small group sessions with a teacher.	3x30 min teacher lead sessions.	Year 5- 15 pupils were identified 34% for additional support	Of the targeted pupils, 67% improved their SS
			Year 6 - 11 Pupils were targeted for additional support	Of the targeted pupils 81% improved their SS

Two-thirds of Year 5 pupils have improved in reading however they are still TA at below ARE. How will this be addressed in September 2021.

Only 4 Year 6 pupils will transition below ARE in Reading of these 4 pupils, 3 are on the SEND register for literacy related difficulties.

Areas for development – In Year 5 writing only 7 pupils were targeted for support but 15 pupils were identified as below ARE in September. How were other pupils supported and what scaffolding is being put in place for September 2021. Improvements in Grammar in Year 5 were minimal. The data shows that Year 6 pupils responded more positively to the additional support than Year 5 – what might be the reasons for this?

Recovery Curriculum 2021-22

September 2021

INTENT

Our intent with the delivery of the Recovery programme remains the same as in 2020-21

IMPLEMENTATION

Following the analysis of the Summer data, July 21, we planned a suite of additional interventions for identified pupils. We reorganised timings in school to allow some short interventions to be delivered first thing in the morning by the TA Team across Years 5 & 6

Assessing Pupils

Mental Health and well-being: Pupils who were identified last year, continue to receive support from our Nurture Lead, this ranges from weekly sessions or group sessions to fortnightly sessions. To enhance this programme, we also introduced Forest School sessions for vulnerable pupils. These are small group, 2 hour sessions where the children engage in a variety of activities.

Academic levels: Staff continue to use a combination of daily work tasks and formal assessments to gather information about children's existing levels of attainment and to identify any gaps in learning.

Information from all of these assessments has been used to create Provision Maps for each Year Group.

Interventions

Within phases, Teaching Assistants will normally run a series of short interventions throughout the week to support pupils with the work that they are doing in class. This structure of interventions is still in place.

Each TA identifies a small group of pupils to work with and they are responsible for monitoring progress over the year and they are able to plan and implement work with these groups.

In addition to these interventions we are making use of the additional Recovery Funding provided to school to structure afternoon interventions for pupils who have significant gaps in learning or whose specific learning difficulties have made it more challenging for them to learn remotely.

A team of eight teaching assistants and a teacher have agreed to provide a programme of additional interventions which include; additional teacher led lessons in maths and English, precision teaching, Springboard Maths, Talk Boost style sessions, White Rose Catch Up maths, Forest School, Nurture, The Power of 2 and Reading Recovery style sessions.

IMPACT

The well-being of all pupils will be continuously monitored by staff.

Teacher in each phase will monitor the progress of pupils involved in intervention groups and ensure that work done outside of class is encompassed into class tasks and continually developed through quality first teaching.

Termly assessments will also provide the Assessment Coordinator and SLT with a picture of ongoing progress of cohorts and groups of pupils.

Third phase of Interventions September 21- December 21

Phase	Intervention	Pupils	Time	Cost	Baseline	End assessment	Impact	
KS1& EYFS	Forest School	85 KS1 41 Rec 26 Nursery	9.00 -12.00 Wed & Thurs 1-3.00 Thurs X12	8 x £30 (£240x12) 8 x £12 (£96x12) £4,032		Gather feedback from pupils	Feedback from pupils has been overwhelmingly positive. Children said they enjoyed learning outdoors and working on projects with friends and exploring all the new areas of the Forest space.	
	Phonics	8	1.30 – 3.00 Tues - Fri	No additional cost	Phonic checks	Phonic checks	4 of the identified pupils passed the phonic check in December 2021. The remaining 4 pupils are now in targeted phonic groups and will be reassessed at the end of term 4.	
	Maths	17 Year 2	1.00-3.00 Thurs	2 x £12 (£24x6) £144	PUMA Summer SS	PUMA Autumn SS	Of the Year 2 pupils, only 4 remain below a SS of 90 in the PUMA scores. These 4 pupils receive targeted support during all maths lessons.	
			1.00-3.00 Fri	2 x £12 (£24x6) £144	PUMA Summer SS	PUMA Autumn SS		
	Reading/Writing	17 Year 2	17 Year 1s 1 x Year 2	4 x 1hr15 mins	5x £30 (150x12) £1800	PUMA Summer SS	PUMA Autumn SS	Of these 18 pupils only 8 still had SS of below 90 in the Autumn PUMA and all are using the Mastery Maths approach in sessions, helping to strengthen their number knowledge.
			1.00-3.00 Mon	2 x £12 (£24x6) £144	PIRA Summer SS & Writing	PIRA Autumn SS & Writing	Of the 17 pupils targeted, only 6 remain under 90 SS in the Autumn PIRA tests. These pupils are now receiving targeted phonic and reading interventions through the new structured phonic set up.	
	1.00-3.00 Tues	2 x £12 (£24x6) £144	PIRA Summer SS & Writing	PIRA Autumn SS & Writing				
Yr 3/4	Maths	8	10.45-11.15 Mon-Wed	1.5 x £30 (£45x12) £540	KIRFs & Summer PUMA SS	KIRFs & Autumn PUMA SS	All 8 pupils improved on their KIRF scores and PUMA scores at the end of the AUT term. These pupils are also being targeted for daily RM Maths slots from January 2022.	
	Forest School	8 15	1-3 Every other Wed 3.15-4.15 Thurs After School Club	2x £30 (£60 x6) £ 360 1X £30 (£30x 12) £360 1 x £12 (£12x12) £144		Gather Feedback from Pupil PM Target group will have baseline and end of term Boxhall's	Feedback from pupils and teachers was overwhelmingly positive. There are 2 Year 4 pupils who continue to be a concern in terms of engagement in the classroom and they are being closely supported throughout the day.	
Yr 5/6	Maths	9 Year 5s 12 Year 6s	8.45-9.00 Mon-Fri	1.25 x £12 (£15x12) £180	Summer PUMA SS	Autumn PUMA SS	Year 5 pupils have found the transition to Upper KS2 difficult and this intervention work is helping them to access the learning within the classroom. For Year 6 there are now only 8 pupils who are scoring below 90 SS in the PUMA and they continue to receive targeted support.	
	Spellings	9 Year 5s 12 Year 6s	8.45-9.00 Mon-Fri	1.25 x £12 (£15x12) £180	Summer SPaG SS	Autumn SPaG SS	Only 6 year 5s and 2 Year 6 remain below 90 SS in SPaG at the end of the Aut term.	
	Grammar	9 Year 5s 12 Year 6s	8.45-9.00 Mon-Fri	1.25 x £12 (£15x12) £180	Summer SPaG SS	Autumn SPaG SS	Only 6 year 5s and 2 Year 6 remain below 90 SS in SPaG at the end of the Aut term.	
	Reading	9 Year 5s 12 Year 6s	8.45-9.00 Mon-Fri	1.25 x £12 (£15x12) £180	Summer PIRA SS	Autumn PIRA SS	5 Year 5s and 3 Year 6s remain below 90 SS in PIRA at the end of the Autumn Term. Year 5 are looking to implement a Fresh Start intervention from March 2022.	
	Forest School	8 15	1-3 Every other Wed 3.15-4.15 Wed After School Club	2x £30 (£60 x6) £ 360 1X £30 (£30x 12) £360 1 x £12 (£12x12) £144		Gather Feedback from Pupil PM Target group will have baseline and end of term Boxhall's	Feedback from pupils and teachers was overwhelmingly positive.	
Yr1-Yr6	Speech & Language	7	1-3 Mon & Thurs	4 x £12 (£48 x 12) £576	On-going reports from the S&L team and feedback from teachers and the S&L Support worker NF		This work was able to run for a period of around 8 weeks however, due to staff sickness and the need for cover, this intervention was temporarily suspended before Christmas. The impact seen over the short period was significant and we will look to reinstate it as soon as possible.	

Total Cost	Autumn Term	£9,972
Additional resources	Forest School Resources	£718.20
	GL Dyslexia Screening Tool	£350.00
	Additional RWI Resources	£300 + £200
	Autumn Total	£10,964.20
	Overall Spent Sept 20-Dec 21	£19,526.70

IMPACT DECEMBER 2021

The school year began on a more 'normal' footing and following the success of many of the interventions that were chosen last year, we reassessed all pupils and formed new groups of pupils to receive the additional support. The Year 5 afternoon interventions had not had the impact that we expected so vulnerable pupils transitioning to Year 6 were targeted for small group Booster sessions after school twice a week.

Using research evidence from EEF, we also decided to use our September inset day to discuss and replan our weekly English lesson structure to focus more on the teaching of the writing process, including editing and self-assessment strategies. We took evidence from our own Deep Dives across school to decide on a more structured, activity based approach to spellings and invested in the Spelling books to support our use of the RWI spelling system. Impact of this will be evaluated at the end of the academic year.

We know, from the feedback from pupils and parents, that Forest School had a positive impact on the mental health and well-being of many of our pupils. This term we were able to reinstate after school clubs and the programme includes FS clubs for years 3-6. We were also able to provide some bespoke FS provision for pupils who had been identified by parents and staff as being vulnerable; these pupils work in small groups of 8 and have fortnightly 2 hour sessions. Forest School provision has also been made available for all pupils from Nursery to Year 2 within the school day.

Using EEF research we invested in an online screening tool to help identify and analyse the literacy difficulties some pupils are experiencing. So far this term, the tool has helped screen and create support programmes for 8 pupils across years 3-6. In response to the findings we are providing some additional phonics and early reading training for all TAs in Year 3-4 to help them support pupils who are below ARE.

In Year 5 & 6 the TA are providing daily interventions first thing in the morning to small target groups and this support allows pupils to continue to receive all QFT sessions throughout the day.

We have not yet been able to reinstate our Volunteer Reading Team, due to continued COVID restrictions. In the meantime, TAs and Teachers have continued to try and increase the reading opportunities for vulnerable pupils and to set up systems with parents to encourage regular reading sessions. In January 2022 the inset day for EYFS and KS1 (+ TAs from Yr3/4) will focus on structured phonic and early reading sessions.

UPDATE JANUARY 2021

Following the January inset training, there are now 10 phonic groups operating across Reception and KS1 for four mornings a week 9-9.30 Mon-Thurs. In addition to this we have also been able to train TAs in Years 3&4 to provide three 30 minute sessions each week for two identified groups.

Fourth phase on interventions January 2022-April 2022

Phase	Intervention	Pupils	Time	Cost	Baseline	End assessment	Impact
KS1& EYFS	Forest School	85 KS1 41 Rec 26 Nursery	9.00 -12.00 Wed & Thurs 1-3.00 Thurs X12	8 x £30 (£240x12) 8 x £12 (£96x12) £4,032		Gather feedback from pupils	All children across KS1 & EYFS have experienced Forest School throughout the seasons and noticed the changes in their environment. Opportunities to develop gross and fine motor skills have supported early writing skills.
	Phonics	All pupils r- Yr2	Mon-Thurs 9-9.30	No additional cost	Phonic checks	Phonic checks	This has been an extremely successful programme across EYFS and KS1. All pupils have been assessed 3 times and all are making at least steady progress. Phonic Screening scores are also improving. Pupils who are still not meeting the phonic check standards have been identified and regrouped for Term 5.
	Reading		1.00-3.00 Thurs 1.00-3.00 Fri	2 x £12 (£24x6) £144 2 x £12 (£24x6) £144	PIRA AUT SS & Writing PIRA AUT SS & Writing	PIRA SPR SS & Writing PIRA SPR SS & Writing	100% of pupils identified for this intervention saw an improvement in Salford Scores over the Spring Term. There are still a small number (6) Year 2 pupils who are scoring BARE in the PIRA assessments and these pupils are targeted for further interventions in Term 5.
Yr 3/4	Maths	6 Year 3 4 Year 4	Daily RM Maths sessions	No Cost	PUMA DEC 21	PUMA SPR 22	All 10 pupils using this intervention had increased SS in the Spring PUMA assessments and the majority are now scoring
	Forest School	8 15	1-3 Every other Wed 3.15-4.15 Thurs After School Club	2x £30 (£60 x6) £ 360 1X £30 (£30x 12) £360 1 x £12 (£12x12) £144		Gather Feedback from Pupil PM Target group will have baseline and end of term Boxhall's	For the children who have completed their Forest School sessions, the results from the Boxall have shown an improvement in problem solving skills.
	Phonics/reading	5 Yellow 9 Grey	Tues 1-1.30 Wed 1-1.30 Fri 1-1.30	1.5x£12 (£18x12) £216 1.5x £12 (£18x12) £216			Both groups of children have had their first reassessment following 6 full weeks of input. All pupils made good progress and this was reflected in improved PIRA SS scores in the Spring Assessments. This intervention will continue through the summer term and reassessments will take place at the end of Term 5.
Yr 5/6	Maths	9 Year 5s 12 Year 6s	8.45-9.00 Mon-Fri	1.25 x £12 (£15x12) £180	AUT PUMA SS	SPR PUMA SS	All children have made progress in maths – the team have worked hard to identify gaps in knowledge and to provide pre-teaching for new topics.
	Spellings	9 Year 5s 12 Year 6s	8.45-9.00 Mon-Fri	1.25 x £12 (£15x12) £180	AUT SPaG SS	SPR SPaG SS	Spelling and phonic knowledge remains an area to focus on for Year 5 and this led to the introduction of the Fresh Start intervention. Year 6 pupils all improved although work here continues in the Summer Term.
	Grammar	9 Year 5s 12 Year 6s	8.45-9.00 Mon-Fri	1.25 x £12 (£15x12) £180	AUT SPaG SS	SPR SPaG SS	This was an area that saw the most impact, staff feel that these skills are often easier to grasp and practice.
	Reading	9 Year 5s 12 Year 6s	8.45-9.00 Mon-Fri	1.25 x £12 (£15x12) £180	AUT PIRA SS	SPR PIRA SS	All these identified pupils continue to need additional support. Year 5s are now targeted with the Fresh Start programme and the Year 6 group are in a target booster group.
	Forest School	8 15	1-3 Every other Wed 3.15-4.15 Wed After School Club	2x £30 (£60 x6) £ 360 1X £30 (£30x 12) £360 1 x £12 (£12x12) £144		Gather Feedback from Pupil PM Target group will have baseline and end of term Boxhall's	For the children who have completed their Forest School sessions, the results from the Boxall have shown an improvement in problem solving skills and emotional resilience. These sessions have been really enjoyed by all of the children.
	Fresh Start Phonics	9	Mon, Wed, Fri 10-10.30	3x£6 (£18x6) £108	Initial phonic assessments	Assessment 1 in Term 5 week 3	This intervention has only been running for 4 full weeks so the first assessments will only take place in week 3 of Term 5. Initial feedback from the TA running it are that the children are engaged and making good progress.
Yr1-Yr6	Speech & Language	7	1-3 Mon & Thurs	4 x £12 (£48 x 12) £576	On-going reports from the S&L team and feedback from teachers and the S&L Support worker NF		This intervention has not been able to take place over the Spring Term due to staff illness. We continue to work with the S&L Team to provide support for individuals but look to reinstate this as soon as possible.

Total Cost	Spring Term	£9,396
Additional resources	Forest School Resources	£200.00
	Fresh Start Resources	£503.00
	Additional RWI Resources	£100.00
	Spring Total	£10,775
	Overall Spent Sept 20-Mar 22	£29,725.70

IMPACT APRIL 2022

The Spring interventions, on the whole, ran successfully however there was a wave of COVID in January which meant staff covered for each other and some intervention sessions were missed.

The RWI restructure across the school has been extremely successful, pupils across EYFS and KS1 are showing increased levels of confidence in writing and there has been an uplift in parental engagement in reading. Where teachers are aware of any home reading issues, they are working closely with parents to ensure they can encourage regular reading. We have also been able to welcome in a reading volunteer to KS1 who is helping 8 vulnerable readers each week.

In Year 3&4 we have established two RWI phonic groups to help support identified pupils, these groups are helping to strengthen phonic skills, reading and comprehension.

In 5&6 we have established a group of Fresh Start readers who are revisiting their phonics alongside reading and discussion work. Staff are also carefully monitoring the book choices of other pupils to ensure they are able to enjoy the texts they choose.

Forest School continues to have a positive impact on pupils who are able to attend sessions. Due to the additional club provision, all pupils across the school have had the opportunity to attend sessions at some point across the year. Ruth and Lizzie continue to develop the site and adapt activities to the changing seasons. Lizzie also agreed to begin her Forest School Leader training which began this April.