

Recovery Strategy Statement: Jennett's Park CE Primary School

1. Summary information					
School	Jennett's Park CE Primary School				
Academic Year	2020-21	Total Recovery budget	Approx £32K	Date of most recent Recovery Review	September 2020
Total number of pupils	450	Additional funds spent	£33177	Date for next internal review of this strategy	November 20

The 4 school improvement areas are A- D



Recovery Curriculum



ICT



English-reading, writing and Oracy.



Our healthy minds and bodies

To close identified gaps created by lost learning.

To enable all children to become fluent computing citizens. To enhance and support teaching and learning across our school.

To improve outcomes in English across the school so that children can communicate effectively.

To help children , parents and staff have active and well balanced lifestyles that enable them to live life in it's fullness

2. Barriers to future attainment	
<i>Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.</i>	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills) Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)</i>	
A.	Core skills - word reading, reading comprehension and writing skills
B.	Lockdown may have limited the ability for more able to progress as far as they would have done
C.	Normal development of Language and communication may have been limited and therefore created gaps in lockdown, causing problems in literacy in future years.
D.	Social and emotional resilience of some pupils affects learning, relationships and wellbeing

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	A number of children and families require emotional support to build self-esteem, support through times of stress and raise confidence in social situations.
F.	Minimal home support from families and fragile links between home and school, for some affects attainment and progress.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
I.	<p>Pupils to make as much or more progress than expected and attain at least ARE in core subjects.</p> <p>This will be measured through book scans, teacher assessment data, standardised testing and information from pupil progress meetings.</p>	<p>We will achieve this by providing</p> <ul style="list-style-type: none"> - Focussed teacher/LSA support in lesson time - High-quality feedback for children both verbal and written during lessons - CPD for staff in key areas affecting learners - Targeted, monitored interventions - Clear understanding of routines - Clear understanding of how learning happens
II.	<p>Progress for high achieving is currently not high enough for all pupils read Greater Depth than national. We aim to increase this opportunity to allow for more learners to achieve higher grades in line with their peers.</p> <p>This will be measured through book scans, attainment and progress data and information from pupil progress meetings.</p>	<p>We will achieve this by providing</p> <ul style="list-style-type: none"> - Focussed LSA/teacher time to extend and challenge learners - Access to educational clubs - CPD for staff in key areas affecting learners - Access to tuition programmes - Access to extra-curricular clubs, sports tournaments and enrichment activities.
III.	<p>Communication and language skills through Nursery and Reception will be supported and areas to develop identified and addressed through early intervention.</p> <p>Progress in vocabulary and Oracy across older years will improve to allow for greater access to higher levels of literacy.</p> <p>This will be measured through attainment and progress data and information from pupil progress meetings.</p>	<p>We will achieve this by providing</p> <ul style="list-style-type: none"> - Focussed language and communication support for children and families - Interventions from trained staff alongside our speech and language therapist - Links to Bracknell Forest agencies - Additional phonics and reading support - Parent phonics and reading sessions - Training for staff on vocabulary and oracy through involvement in the Voice21 programme - Offering a wide range of reading and texts in our curriculum for exposure to and discussion of words.
IV.	<p>Pupils to develop emotional resilience and social skills.</p> <p>This will be measured through attendance, performance in class and attitude to learning. This may include pupil voice and teacher assessment.</p>	<p>We will achieve this by providing</p> <ul style="list-style-type: none"> - Access to emotional support through ELSA regular and responsive ELSA sessions

		<ul style="list-style-type: none"> - Access and signposting to groups and support through our Family Support Worker. - Own educational Psychologist supporting Inclusion agenda - Clear understanding of motivation in range of behaviours - Clear process for routines
V.	<p>Our families will feel supported by the school and wellbeing for the children in improved.</p> <p>We will measure this through parent surveys, feedback from parent learning sessions, parent focus group and feedback from staff involved with the child's school day.</p>	<p>We will achieve this by providing</p> <ul style="list-style-type: none"> - Timely reminders for attendance at upcoming events - Family Support Worker access for families - Parenting workshops and focussed support - CPD for staff to support pupils and their families. - Own educational Psychologist supporting Inclusion agenda
VI.	<p>We will build strong relationships with families who may otherwise not access school provision. Parents, carers and children will feel supported and confident to approach school staff for support.</p> <p>We will measure this through parent surveys, feedback from parent learning sessions, parent focus group and feedback from staff involved with our families.</p>	<p>We will achieve this by providing</p> <ul style="list-style-type: none"> - Coffee morning sessions with various members of the school team - Family Support Worker access at key times across the school day - Open communication through Marvellous me and sQuid emails - Learning sessions encouraging parents and children to learn together in school - Timely reminders for upcoming events

4 Planned expenditure <i>Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective.</i>								
Academic year		20-21						
The three headings below enable schools to demonstrate how they are using the Recovery Curriculum to improve classroom pedagogy, provide targeted support and support whole school strategies.								
Quality of teaching for all								
Title and School Improvement aim A- D	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?	Cost	Review
Training for behaviour A D	IV) V)	Work with Robin Launder to support work in school for establishing routines and positive behaviour techniques	Robin has successfully worked with the school for the past two years. He will work with new staff and, parents on the most proactive strategies to support behaviour. Existing staff will receive his next level of training	Ensure that information given That online training is well attended and matching times Staff feedback Reduction in incidents per class Feedback from phase leaders	ES	At S & C across year	£615	Staff enjoyed session on behaviour but more importantly reinforced code of conduct and the things a great teacher does to improve this . Phase leaders follow up in teams Gave strategies for strategic light touch interventions that give corrections not consequences.
Training for memory A	I)	Work with Robin Launder to support work in school for establishing what is learning and how this is within memory	Robin supported all staff with this last year and many techniques successfully trialled. 3 levels of intervention – new staff , parents and refresher to staff.	Ensure that information given That online training is well attended and matching times Staff feedback	ES	At C & L across year	£615	Parents were delighted to have this level of training offered to them. They asked for more sessions across the year.

Additional resources to develop core AC	I II III	Supplement resources in Year 1 environment to	Year 1 missed half a year due to COVID closure. It is important that they have enough support to transition into school by having a well resources age appropriate environment EEF state purchases of suitable resources as high impact medium cost	Ensure that resources ordered reflect the needs of the children. Anticipated gaps in learning are fine motor skills, speaking and listening including concentration and basic writing/number. Resources will allow a continuous provision approach to be taken in a similar style to Reception for a play based learning environment as needed.	CS	At C & L mid year	£4500	
Phonics AC	I II	Increase number of available resources for Year 1 and year R as due to covid closure many are now on same banding levels	Read write inc are phonics scheme school purchase and whilst costly ensure systematic acquisition of early phonological knowledge EEF states high impact for low cost	Ensure that staff are trained in assessing children's phonic level and are selecting correct books. Phonics lead to ensure books are organised, stored, kept in good order. Have a clear lending and returns system across EYFS and KS1 so that resources are well looked after, monitored and quarantined effectively.	TB	End of year phonics results	£3829	

Maths Training A B	I II	Complete White rose maths training for all staff for the main aspects- Concrete, Pictorial, Abstract, Bar Modelling, Variation, Mathematical talk and Reasoning and Problem Solving -	Staff have not had maths CPD for at least 6 years. White Rose training will ensure that all teachers understand the schemes of work and that we have consistent QFT across the school	All staff to be provided access to the live or recorded training sessions. 6 core sessions plus 2 EYFS specific. HLTAs and LSAs to also have time to access the training. Work with DP to ensure that all staff are released and then monitor planning to ensure that strategies are being utilised Success will be measured by the level of increase in staff confidence when teaching maths which should lead to an increase in positivity in the classrooms. This should then feed into quality first teaching leading to increased confidence in the children which should reflect in results.	JV	Spring / summer test scores	£1750	
Overstaffing ACD	I II VI	Overstaffing across school to allow for smaller bespoke groups	EEF research on reducing class sizes has shown that, although costly, reducing class sizes to less than 20 positively impacts learning. Providing classes with skilled, experienced support staff during core learning sessions allows for more effective peel away groups and split teaching groups to maximise inputs and support learning needs.	Initial brief teacher assessments will allow for best organisation of additional staff time to the needs of the chn. Interventions and ‘third class’ options will be tracked for progress and show flexibility to follow the needs of the children as the class settle and gaps in learning are exposed.	CS	Termly as per pupil progress meetings	£40k	

Total budgeted cost

£51309

Targeted support

Title and School Improvement aim A- D	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 ?	Cost	Review
School Exams A	I II	Use school exams company to offer bespoke 1:1 support for children in how to approach test papers	<p>In previous years additional booster sessions to pre teach UKS2 strategies and ideas have proved very successful in children growing confidence to gain understanding and pass SAT's successfully, in line with their peers.</p> <p>EEF one to one tuition research shows that 1:1 and small group work has a high impact for less able children. Collaborative learning research from EEF also shows benefits to peer working and idea sharing, which are strategies used within the smaller booster groups.</p>	Following set-up and accounts being generated we will timetable the use of laptops through the morning in UKS2 so that a group can be working with the online videos during the lesson or as a preteach. We will also use the accounts during after school clubs and as homelearning for some groups of children.	DP	Mid year and end of year	£1200	
Booster and Intervention Clubs A	I II	Offer 24 hours (1 hour at a time) intervention across year	<p>In previous years additional booster sessions to pre teach UKS2 strategies and ideas have proved very successful in children growing confidence to gain understanding and pass SAT's successfully, in line with their peers.</p> <p>EEF one to one tuition research shows that 1:1 and small group work has a high impact for less able children. Collaborative learning research from EEF also shows benefits to peer working and idea sharing, which are strategies used within the smaller booster groups.</p>	Template has been provided: encourages staff to focus on specific objectives, and the outline of these sessions. Benchmark opportunity is provided to reassess progress. Training will be provided on the reading intervention from Herts for Learning.	AM	Baseline Mid year and end of year	£0	
Training for parents in core subjects A	I II III IV VI	Offer online and face to face sessions to support learning at home including seesaw	EEF data suggests moderate impact for moderate costs Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings	Ensure feedback forms are completed. Feedback from parents	AG & SLT	After each course	£1k	

5 Minute Box training and resources A C	I II III	Purchase 5 mins literacy boxes for use across school and associated training	Early use of Five Minute Box interventions helps identify children with potential specific learning difficulties such as dyslexia or dyscalculia. The activities adapt to each child's differences.. They learn organisational and sequencing skills and help to choose their session goals. Children experience success, which motivates them further. EEF states high impact with medium cost	Ensure training is completed. Support clear intervention programmes Feedback from staff	GR and SI	Baseline Mid year and end of year	£2200	
Total budgeted cost						4400		

Other approaches								Review
Title and School Improvement aim A- D	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 ?	Cost	
Easter clubs AD	I II V	Additional support groups focussing on physical and mental wellbeing	EEF states low- medium impact medium cost Greater impacts (as much as four additional months' progress) can be achieved when summer schools are intensive, well-resourced, and involve small group tuition by trained and experienced teachers. In contrast, summer schools without a clear academic component are not usually associated with learning gains.	Make sure all children who can come are invited Give enough notice Organise staffing Plan for interventions to compliment healthy lifestyle	ES	After Easter	£3K	

Chess AD	II III IV	Focus on additional skills and pastimes for interaction – teach children Chess as part of opportunity to learn online	The reality of chess is different – it actually is an incredibly beneficial pastime, because playing chess results in better brain function, improved memory and cognitive abilities, strategic thinking and attention improvement. ... Scientists also claim that playing chess can improve mental age by up to 14 years- Source Chess Club UK	Ensure all classes in KS2 have the necessary equipment – webcams and microphones. Chess pieces and boards. Ensure timetabled and that zoom codes are shared. Create year group chess clubs during the week. These could have been led by Year 6 (but we can't cross bubble) So we will try and find a way to deliver this online ?	DP	Baseline Mid year and end of year	£5468	
Wellbeing guy AD	V	Online session x 2 with 'That wellbeing guy' for all staff and governors	Simon has worked in local schools communities by educating, empowering and energising school staff to live their best life every day, teach great lessons, and create an environment fit for flourishing. Investing in staff training and proactively supporting wellbeing is imperative to reduce illness.	Better definition of wellbeing and ways staff can proactively promote.	ES	S & C each term	£400	Insightful training on what wellbeing is-removal of disease. Gave many positive reinforcing messages to staff on their role and managing little issues. Better clarity on what wellbeing in and shared consensus
Mental health first aider D	V	2 x staff to attend MHFA	Investing in staff training and proactively supporting wellbeing is imperative to reduce illness. With the growing importance and relevance of Mental Health in our society, this course has never been more useful. This course teaches delegates how to spot signs of poor mental health, and help employees or colleagues get the help that they need.	Two staff complete training and fully support situations in an empathetic manner.	ES	S & C each term	£600	
Total budgeted cost						£9468		

Totals of money 2020-21 £65177

Start of year costing £	Cost	Percentage of overall cost							Impact review end of year High/ Medium/ Low Ongoing/ Stop/ Adjust
Aim	65177		A	B	C	D	E	F	
Quality of teaching for all									
Training for behaviour A D	£615	0.9%							High Ongoing
Training for memory	£615	0.9%							High Ongoing
Additional resources	£4000	6.1%							
Phonics	£3829	5.8%							
Overstaffing	£40k	61%							
TARGETED SUPPORT									
School Exams	£1200	2%							
5 Minute Box training and resources	£2200	3%							
OTHER APPROACHES									
Easter clubs	£3K	4.6%							
Chess	£5468	8.3%							
Wellbeing guy	£400	0.6%							High Ongoing
Mental health first aider	£600	0.9%							

See also PPG spending & Sports premium