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

2. Barriers to future attainment	
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.	
In-school barriers *(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)*	
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 *(issues which also require action outside school, such as low attendance rates)*	
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		
	Desired outcomes and how they will be measured	*Success criteria*
I.	Pupils to make as much or more progress than expected and attain at least ARE in core subjects. This will be measured through book scans, teacher assessment data, standardised testing and information from pupil progress meetings.	We will achieve this by providing - 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.	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. This will be measured through book scans, attainment and progress data and information from pupil progress meetings.	We will achieve this by providing - 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.	Communication and language skills through Nursery and Reception will be supported and areas to develop identified and addressed through early intervention. Progress in writing and use of vocabulary and Oracy across older years will improve to allow for greater access to higher levels of literacy. This will be measured through attainment and progress data and information from pupil progress meetings.	We will achieve this by providing - 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.	Pupils to develop emotional resilience and social skills. This will be measured through attendance, performance in class and attitude to learning. This may include pupil voice and teacher assessment.	We will achieve this by providing - Access to emotional support through ELSA regular and responsive ELSA sessions

		- 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.	Our families will feel supported by the school and wellbeing for the children in improved. 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.	We will achieve this by providing - 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.	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. We will measure this through parent surveys, feedback from parent learning sessions, parent focus group and feedback from staff involved with our families.	We will achieve this by providing - 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** *Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective.*								
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	£597.50	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	£597.50	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 across all yeargroups	Many children 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	Focus on writing development 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 in Year 1 will allow a continuous provision approach to be taken in a similar style to Reception for a play based learning environment as needed. Improved outdoor areas.	CS	At C & L mid year	£5500	Transition into Year 1 from Reception following much time out through covid was successful. The additional resources allowed for a continuous provision style learning environment initially, similar to the EYFS classrooms. Children responded well and the majority were happy and motivated to be learning in class. As the year 1 team slowly transitioned away from the continuous provision style, the additional resources remained well used during planned lesson activities.
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 our 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	£9329	The impact of the recovery funds this year can be seen in the successful audit from Whiteknights English Hub that was positive about the progress and clear implementation of the Read Write Inc approach across EYFS and KS1 in both phonic lessons and through the use of well-matched reading books linked to our chosen SSP scheme. Although no phonics screenings have taken place over the last 2 academic years, the current Year 2 cohort took the 2018 screening in December 2020. The pass rate for this was 89% which is an increase of 11% from the phonics screening results in 2019.

Maths Training A B	I II	Complete White rose maths training for all staff for the main aspects- Concrete, Pictoral, 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	Approximately half the staff currently teaching have had the training but the CPD videos are on the system for those who were unable to attend or who are new to the school to access. Staff were positive about the training and maths planning has become more consistent across the school. Having the videos available for staff to access at any time ensures that we can continue a consistent use of White Rose across the school and ensure that they children are given a full and rich diet of mastery maths teaching.

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	£20k	Our overstaffing by 1 teacher in both year 1 and 2 began the year well and allowed extra support for children's transitions and clear handover between classes. The staffing allowed for smaller groups to be taught within core subjects as well as initial interventions for recovery of issues such as name writing, letter formation, phonics and handwriting focuses – not normally evident as gaps so widely across the year groups at this time of year. The impact of these allowed the children to participate more confidently within whole class learning sessions. Due to ongoing covid restrictions and natural staff movement, the overstaffing did not continue into Spring Term. The overstaffing allowed for a smooth transition and minimal recruitment issues where staff movement occurred.

				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	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 SATs successfully, in line with their peers. 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.	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	We decided not to use school exams as the SATs didn't take place and we didn't want to over worry the children about needing to pass a test. We instead used Learning By Questions which was a similar system but provides online questions, assessments and teaching but more tailored to the current lesson you are teaching and includes all subjects. The children enjoyed the sessions and, as teachers, we could see the progress from the sessions. It provided us with useful information to inform planning and helped us to be able to forensically fill the gaps by knowing key next steps for each child.

Booster and Intervention Clubs A	I II	Offer 24 hours (1 hour at a time) intervention across year	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 SATs successfully, in line with their peers. 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.	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	A great use of directed time. Additional analysis held by leader on impact per child. Positively received from staff and parents. Children's confidence has increased, and they are keen to attend these clubs (with some pupils even asking to join). Use of pre-teaching within these sessions has been beneficial to children and allowed higher quality of work produced. Children within the JB category have deepened understanding of key curriculum topics.
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	There were limited opportunities to run these in COVID but 4 families had significant early help intervention with reading approach led by FSW and Wellbeing champion.

5 Minute Box training and resources A C	I II III	Supportive of Writing in school 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 MP	Baseline Mid year and end of year	£2200	Training complete and 4 LSA's using consistently for interventions.
Total budgeted cost						4400		

Other approaches								
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**
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	£4000	This provided many opportunities for all children. For many of our learners it was a new game to learn. With that came : improved listening skills; improved social skills; improved strategy skills. Although a number or percentage can not be assigned to this, teachers commented that the chess sessions really helped cover the vital above skills which then helped focus children to learn other areas of the curriculum. Year 6 teachers also mentioned that it seemed to give confidence to some of the borderline WA children in maths. Children commented that it was good to be able to play games and learn a new skill.

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	Both staff members trained have had to use their skills in different ways- this is very hard to quantify but we can evidence that both staff have supported others one via formal risk assessment processes for staff identified as suffering from stress and other within line management. We have other feedback from wellbeing questionnaires to say that staff continue to feel supported. Next step to promote and develop CPD cycle for this.
					Total budgeted cost	£ 9468		

Totals of money 2020-21 £44424

Start of year costing £	Cost	Percentage of overall cost							Impact review end of year High/ Medium/ Low Ongoing/ Stop/ Adjust
Aim			A	B	C	D	E	F	
Quality of teaching for all									
Training for behaviour A D	£597.50	1.1%	x	X		x	x		High Ongoing
Training for memory	£597.50	1.1%	X	X					High Ongoing
Additional resources	£5500	12%	X	X	X			x	Medium Adjust
Phonics	£9329	21%	X	X	X			x	High Ongoing
Overstaffing	£20k	45%	X	X	X	x	x	x	High Ongoing
TARGETED SUPPORT									
School Exams	£1200	3%	X	X	X				Medium Adjust
5 Minute Box training and resources	£2200	5%	X	X	x				Medium Adjust
OTHER APPROACHES									
Chess	£4000	9%							Low Adjust
Wellbeing guy	£400	1%				x	x	x	High Ongoing
Mental health first aider	£600	1%				x	x	x	Medium Adjust

See also PPG spending & Sports premium

In-school barriers *(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)*	
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 *(issues which also require action outside school, such as low attendance rates)*	
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.