Recovery Strategy Statement: Jennett's Park CE Primary School

1. Summary information					
School	Jennett's Park CE Primary School				
Academic Year	2022-23	**Total Recovery budget**	Approx £6k	**Date of most recent Recovery Review**	September 2021
Total number of pupils	450	**Additional funds spent**	£	**Date for next internal review of this strategy**	November 23

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.	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

	Progress in 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.	- 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 WEDUC 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		**22-23**						
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**
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	£1000	
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. Use Academic Mentor scheme and Tuition partnerships to reduce costs	CS	Termly as per pupil progress meetings	£25k	
						Total budgeted cost	£26k	

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	£nil but would cost £3k	
Booster and Intervention Clubs A	I II	Offer 15 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.	DP	Baseline Mid year and end of year	£0 but would be over £10k	
Academic Mentors and Tuition	I II	15 hours targeted per child for tuition. Academic mentors focussed on two areas Y5/6 and Y1/2/4	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.	Deputy Head teachers responsible for timetabling and QA of sessions.	CS and DP		See costs above	

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	STh & SLT	After each course	£1k	
			Total budgeted cost			1000		

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	Additional club subsidised to 50p per child . Other part subsidised by Wellington College	DP	Baseline Mid year and end of year	£1k	

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	each term	£600
				Total budgeted cost	£ 1600		

Start of year costing £28600	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									
Phonics	£1k	3.5%							
Overstaffing	£25k	88%							
TARGETED SUPPORT									
School Exams	Nil	0%							
Academic Mentors/ Tuition (overstaffing)	Nil	0%							
Boosters	Nil	0%							
OTHER APPROACHES									
Chess	£1k	3.5%							
Mental health first aider	£600	2%							