

# Knebworth Primary School

## Recovery Curriculum

*Deep Roots*

School information			
<b>School</b>	Knebworth Primary School		
<b>Academic Year</b>	2020-21	<b>Catch-Up Funding Received 2020-21</b>	Provisional: £32,080
<b>Total number of pupils</b>	420 based on 401 pupils £80 pp	<b>Autumn term</b>	£8020

### Challenges facing some Knebworth School pupils post lockdown

#### Educational impact

- ✚ Disrupted learning/gaps in knowledge and skills in all curriculum areas.

#### Mental impact;

- ✚ Low self-esteem, loss of confidence, bereavement, lack of social interaction, feelings of isolation, anxiety

#### Physical impact

- ✚ Lack of physical exercise, sporting opportunities over lockdown/ weight gain.

### Summary of Key Priorities *(related to overcoming challenges for pupils post lockdown)*

- ✚ Quality first teaching for all children to ensure fully inclusive teaching and learning, with an appreciation of the balance between accelerating progress and wellbeing.
- ✚ Accurate assessment for all children to identify any gaps in learning or social/ emotional needs.
- ✚ Rapid and sustained catch up that allows all children to access their curriculum.
- ✚ Engage all children in opportunities throughout the day to develop their physical and mental wellbeing.




### Summary of Expected Outcomes

- ✚ Children will settle back into school, will be engaged in their learning and fully supported in all aspects of the curriculum
- ✚ Early years children will settle quickly into their new setting.
- ✚ Children will show that they feel safe at school and will respond well to new routines and behavioural expectations.
- ✚ Children will show resilience, responsibility and respect.
- ✚ Children will develop mental and physical wellbeing and continue to develop a healthy lifestyle.



**Quality first teaching for all children to ensure fully inclusive teaching and learning, with an appreciation of the balance between accelerating progress and wellbeing.**


Actions	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?
<p>✚ To continue to embed robust monitoring programme focused on key priorities.</p>	<p>Across all classes</p>	<p>SLT and Maths/English/Phonics leaders will be able to observe quality first teaching in all year groups, evidence the progress of the children and the curriculum being taught and support where necessary.</p>	<p>SLT and subject leads</p>	<p>Monitoring calendar in place and shared with all staff.  Whole school /individual feedback  Book scrutiny</p>
<p>✚ To highlight priority areas within the maths and English curriculum to ensure key skills are priorities. E.g., number skills in maths.</p>	<p>All children</p>	<p>Priority skills are embedded.</p>	<p>SLT and subject leads</p>	<p>Monitoring calendar in place and shared with all staff.  Whole school /individual feedback  Book scrutiny</p>
<p>✚ To ensure specific training/CDP is on offer for all staff as and when required.</p>	<p>All children</p>	<p>Specific training to deliver quality interventions and accelerate progress.</p>	<p>All staff</p>	<p>Staff meeting calendar in place and updated regularly.  Staff training needs regularly audited and reviewed  Monitoring of the quality of teaching and learning.</p>
<p>✚ To ensure Individual tailored support is in place “<b>Learning profiles</b>” for children with additional needs and I profiles for children in receipt of pupil premium funding.</p>	<p>All classes</p>	<p><b>Learning proles I profiles</b>  Assess plan do Review cycle in place to ensure progress is regularly tracked.</p>	<p>The Inclusion team</p>	<p>Learning profiles/ I profiles will show a clear a plan of additional provision These will be reviewed half termly/termly</p>

### Accurate assessment for all children to identify any gaps in learning or social emotional needs.

Actions	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?
 To ensure Baselines/Assessments to be delivered in the first few weeks of September opening	All children	To identify the gaps in learning and social emotional wellbeing	<b>All staff</b>	Mark books will show raw data Entry passes Learning journals Learning profiles Children's books Teachers planning
 To conduct mental health audit for parents and children	All children	Highlight any areas of need and possible report	JR inclusion manager/ DM pastoral lead	Parent voice
 To conduct a wellbeing survey for staff	All children	Highlight any areas of need and possible support	JR inclusion manager/ DM pastoral lead	Teachers voice

### Rapid and sustained catch up that allows all children to access their curriculum.

Actions	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?
 To ensure transition arrangements are in place for all year groups but particularly the children who may need additional support. and/or EYFS children	All classes but particularly those Individuals requiring additional support and EYFS	Children will feel more comfortable and familiar with their new setting to enable successful transition. Staff will build trusting and respectful relationships with children quickly to enable successful learning.	Inclusion managers	Learning walks, tracking attendance and discussions with staff to ensure every child has settled into school quickly.  Ensure plans are in place for those children who find transition challenging
 Deliver targeted interventions - small group/1-1 delivered by trained staff	Children across the school identified as needing support in English and/or Maths.	A combination of quality first teaching with additional small group/1:1 catch up will show. Progress against the specific intervention criteria recorded	Inclusion managers	Scores in testing (scaled scores where possible) Moderation  Work in class/books to show application

 Employ a part time INCA to deliver additional interventions during school day. (LG)	Children across the school identified as needing support in English and/or Maths.	Progress against the specific intervention criteria recorded.	Inclusion managers	Pupil progress meetings Learning walks/observations Tracking of interventions
 Employ additional teacher support for Year 6: ( <b>2 additional teachers</b> 1 afternoon a week.).	Children in year 6 identified as needing support in English and/or Maths.	Additional teacher support will facilitate accelerated progress	SLT	Scores in testing (scaled scores where possible) Moderation Work in class/books to show application
 To timetable provision for After/before school Small group/1-1 interventions for year 5 and 6 pupils.	Children in year 5 and 6 identified as needing support in English and/or Maths.	Children will have targeted supported outside of school hours to enable gaps in learning to close and progress be made.	Class teachers	Pupil progress meetings Learning walks/observations Tracking of interventions
 To timetable provision for additional social, emotional, mental health e.g. Art Therapy, Nurture groups, My time	Children across the identified as needing support for SEMH.	Children's individual social, emotional, mental health needs will be addressed/supported to enable successful learning.	Inclusion managers	SDQ start and end of intervention to measure progress Emotional scales checklist Discussions with staff/families before, during and after intervention to measure progress/improvements Use of Provision Map to track interventions and progress.
 Zones of regulation introduced in Reception and Year 1 and some targeted children in Year 2,	Children across the identified as needing support for SEMH.	Children's individual social, emotional, mental health needs will be addressed/supported to enable successful learning.	Class teachers/ Inclusion managers	SDQ start and end of intervention to measure progress Emotional scales checklist Discussions with staff/families before, during and after intervention to measure progress/improvements Use of Provision Map to track interventions and progress

**Engage all children in physical activity/sporting opportunities daily.**

Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?
<ul style="list-style-type: none"> <li>Employ additional MSA to ensure daily physical activity is provided at lunchtime, (active lunchtime) and develop safe, social interaction.</li> </ul>	Opportunity to all children given.	Children will become more physical fit and develop safer play strategies.	MSA supervisor	Pupil voice.
<ul style="list-style-type: none"> <li>To ensure daily physical exercise/ movement breaks are a normal part of classroom practise. E.g. Joe Wicks, daily mile.</li> </ul>	All children	Children will have the opportunity to become more active and improve physical fitness.	All teachers/ P.E leads	Planning Lesson observations Pupil voice
<ul style="list-style-type: none"> <li>To ensure a varied timetable of additional extracurricular sporting activities is in place</li> </ul>	Opportunity to all children given.	Children will have the opportunity to become more active and improve physical fitness.	Sports coach	Pupil voice Parent voice.

**Wider strategies**

Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?
<ul style="list-style-type: none"> <li>To continue to implement strong, regular, supportive communication with all parents through all channels.</li> <li>Website</li> <li>Class dojo</li> <li>Newsletter</li> <li>Parent mail</li> </ul>	All	Parents will feel informed, able to support their children in their learning, and further develop a relationship of trust.	All teachers SLT	Parent surveys/voice

<p>Virtual meetings</p>				
<p>Purchase another 10 chrome books to enable targeted catch up school programmes e.g. accelerated reader at school/home.</p>	<p>Year 2/ 3 and targeted children.</p>	<p>Children are able to access targeted catch up school programmes e.g. accelerated reader at school and or which can be used remotely to ensure feedback and communication between teaching staff, children and their parents.</p>	<p>SLT</p>	<p>Parent surveys/ voice</p> <p>Greater engagement during lockdown periods.</p>
<p>Purchase phonics play to ensure spelling catch up at school and at home. Parents to be sent their child's logins to ensure access can be gained at home to enhance and consolidate phonics learning.</p>	<p>All children</p>	<p>Targeted home learning set to children's/groups of children's needs. Parents able to assist child with access and support home learning.</p>	<p>English lead</p>	<p>Check parental sign up and engagement for Tapestry (EYFS)</p> <p>At parents meetings ensure children have access to resources and parents asked how often it is used.</p> <p>Check engagement with Maths resources, monitoring of work completed.</p>
<p>To ensure <b>all</b> children have logins for Read theory and can access it at home.</p>	<p>All children</p>	<p>Targeted home learning set to children's/groups of children's needs. Parents able to assist child with access and support home learning.</p>	<p>Class teachers</p>	<p>Monitor progress in reading across the school in in pupil progress meetings</p>
<p>To ensure <b>all</b> children have logins for prodigy maths and can access it at home.</p>	<p>All children</p>	<p>Targeted home learning set to children's/groups of children's needs. Parents able to assist child with access and support home learning.</p>	<p>Class teachers</p>	<p>Children can access Prodigy maths and are using it frequently. This is having a positive impact on their progress and attainment.</p>
<p>Ensure a robust system of tracking, monitoring and responding to concerns in attendance.</p>	<p>Persist absentees</p> <p>Children who typically have attendance which is below the national average.</p>	<p>Children who are attending are children who are being taught and not missing further learning.</p>	<p>GM JB DM</p>	<p>Weekly tracking of attendance.</p> <p>Spread sheet for attendance and action taken for any child falling below 96%.</p> <p>Continue with systems and process already in place.</p>

		High attendance will ensure access to all lessons and interventions planned.		
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