

Knebworth Primary School

Recovery Curriculum

Written September 2020

Reviewed March 2021

Reviewed June 2021

Deep Roots

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

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 ensuring missed learning is addressed whilst still focussing on 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 back into their 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 ensuring missed learning is addressed whilst still focussing on 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?	Additional cost
<p>✚ To continue to embed robust monitoring programme focused on key priorities.</p>	<p>Across all classes</p>	<p>SLT and Maths/English 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</p> <p>Whole school /individual feedback</p> <p>Book scrutiny</p>	<p>No cost</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</p> <p>Whole school /individual feedback</p> <p>Book scrutiny</p>	<p>No cost</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</p> <p>Staff training needs regularly audited and reviewed</p> <p>Monitoring of the quality of teaching and learning</p>	<p>No cost</p>
<p>✚ To ensure individual tailored support is in place “Learning Profiles” for children with additional needs and I profiles for children in receipt of pupil premium funding.</p>	<p>All classes</p>	<p>Learning profiles I profiles</p> <p>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>	<p>No cost</p>
Cost - Sub-totals					No cost


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?	Additional cost
✚ To ensure Baselines/Assessments to be delivered in the first few weeks of September opening/ March opening	All children	To identify the gaps in learning and social emotional wellbeing	All staff	Mark books will show raw data Entry passes Learning journals Learning profiles Children's books Teachers planning	No cost
✚ To conduct mental health audit for parents and children	All children	Highlight any areas of need and possible report	Inclusion Manager/Pastoral Lead	Parent voice Pupil voice	No cost
✚ To conduct a wellbeing survey for staff	All children	Highlight any areas of need and possible support	Inclusion Manager/Pastoral Lead	Staff voice	No cost





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?	Additional cost
✚ 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	No cost

<p>✚ Deliver targeted interventions - small group/1-1 delivered by trained staff</p>	<p>Children across the school identified as needing support in English and/or Maths.</p>	<p>A combination of quality first teaching with additional small group/1:1 catch up will show. Progress against the specific intervention criteria recorded</p>	<p>Inclusion Managers</p>	<p>Scores in testing (scaled scores where possible) Moderation Work in class/books to show application</p>	<p>No cost</p>
<p>✚ Employ a full time INCA to deliver additional interventions during school day.</p>	<p>Children across the school identified as needing support in English and/or Maths.</p>	<p>Progress against the specific intervention criteria recorded.</p>	<p>Inclusion Managers</p>	<p>Pupil progress meetings Learning walks/observations Tracking of interventions</p>	<p>£17,000</p>
<p>✚ Employ a part time INCA to deliver additional social and academic interventions to children in Year 1</p>	<p>Year 1 children</p>	<p>Additional support will facilitate learning and address gaps from EYFS learning Increase in safe choices being displayed</p>	<p>SLT</p>	<p>Work in class/books to show application Pupil progress meetings Learning walks/observations</p>	<p>£7,000</p>
<p>✚ Employ additional teacher support for Year 6: (2 additional teachers 1 afternoon a week.)</p>	<p>Children in Year 6 identified as needing support in English and/or Maths.</p>	<p>Additional teacher support will facilitate accelerated progress</p>	<p>SLT</p>	<p>Scores in testing (scaled scores where possible) Moderation Work in class/books to show application</p>	<p>£6,000</p>
<p>✚ Additional reading support for individual children by MSA's after lunch.</p>	<p>Individual children in Years 1 and 2.</p>	<p>Progress in reading</p>	<p>SLT</p>	<p>Reading bands Work in class/books to show application Pupil progress meetings Learning walks/observations</p>	<p>£1000</p>
<p>✚ To timetable provision for additional social, emotional, mental health e.g. Art Therapy, Nurture groups, My time</p>	<p>Children across the identified as needing support for SEMH.</p>	<p>Children's individual social, emotional, mental health needs will be addressed/supported to enable successful learning.</p>	<p>Inclusion Managers</p>	<p>SDQ or other tracking tool to 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.</p>	<p>No cost</p>






 Zones of regulation introduced for targeted children	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	Children able to verbalise coping strategies for different emotions 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	No cost
Cost - Sub-totals					£31,000


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?	Cost (School Budget)
 Employ additional MSA to ensure daily physical activity is provided at lunchtime, (active lunchtime) and develop safe, social interaction.	Opportunity to all children given.	Children will become more physical fit and develop safer play strategies.	MSA supervisor	Pupil voice Lunchtime monitoring.	£3000
 To use football coach for additional 2 lunchtime slots and afternoons a week.	Selected Year 5 and 6 children who need additional physical activity to aid positive mental health and develop safer play strategies.	Children will become more mentally/physically stronger and develop safer play strategies.	SLT	Pupil voice Lesson observations	£500
 To ensure daily physical exercise/ movement breaks are a normal part of classroom practise. E.g. Joe Wicks, Daily Mile.	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	No cost
 To ensure a varied timetable of additional extracurricular sporting activities is in place.	Opportunity to all children given.	Children will have the opportunity to become more active and improve physical fitness.	Sports coach	Pupil voice Parent voice	No cost for school

✚ To lead sensory circuits for targeted groups of children.	Targeted children	To help regulate in class.	Sports coach	Teacher voice Pupil voice	No cost
✚ To embed playground mentors across the school	All children	To develop opportunities to improve social skills and physical fitness which will in turn reduce unsafe choices	Inclusion Team	Pupil voice Staff voice Behaviour Log	£300
✚ To provide an intensive two week swimming catch up programme	Year 5 children	Most children will be able to meet the NC expectation of being able to swim 25m by the end of the programme	SLT	Swimming Records Pupil Voice	No cost to school as funded by parents and FOKS
Cost - Sub-totals					£3300

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?	Cost (School Budget)
✚ To continue to implement strong, regular, supportive communication with all parents through all channels. ✚ Website ✚ Class Dojo ✚ Newsletter ✚ Parentmail ✚ Virtual meetings	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	No cost

 Purchase another 90 chrome books to enable targeted catch up school programmes e.g. accelerated reader at school/home.	Years 2 to 4	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.	SLT	Parent surveys/voice Greater engagement when in lockdown periods.	All funded
 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.	EYFS/KS1 children and targeted children in KS2	Targeted home learning set to children's/groups of children's needs. Parents able to assist child with access and support home learning.	English lead	At parents meetings ensure children have access to resources and parents asked how often it is used.	£200
 To ensure all children have logins for Read theory and can access it at home.	All children	Targeted home learning set to children's/groups of children's needs. Parents able to assist child with access and support home learning.	Class teachers	Monitor progress in reading across the school in in pupil progress meetings	No cost
 To ensure all children have logins for prodigy maths and can access it at home.	All children	Targeted home learning set to children's/groups of children's needs. Parents able to assist child with access and support home learning.	Class teachers		No cost
 Ensure a robust system of tracking, monitoring and responding to concerns in attendance.	Persist absentees Children who typically have attendance which is below the national average.	Children who are attending are children who are being taught and not missing further learning. High attendance will ensure access to all lessons and interventions planned.	GM JB DM	Weekly tracking of attendance. Spread sheet for attendance and action taken for any child falling below 96%. Continue with systems and process already in place.	No cost

 To introduce virtual extra-curricular clubs.	All children will have the opportunity to join.	Enrichment opportunities Improved social skills Increased time with peers Introduced to new skills	Teachers	Teacher voice Pupil voice Attendance registers	No cost
Cost - Sub-totals					£3700

Financial Summary

Total budgeted cost for all strands	£ 38 ,500
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