



# Knebworth Primary School

## Recovery Curriculum

*Deep Roots*

School information		
School	Knebworth Primary School	
Academic Year	2021-22	Catch-Up Funding Received for academic year 2020-21 £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.
- ❖ 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.**

<b>Actions</b>	<b>Which pupils have been targeted for this strategy? Who will benefit?</b>	<b>Expected Impact</b>	<b>Staff lead</b>	<b>Monitoring: When and how will you evaluate impact?</b>
To continue to embed robust monitoring programme focused on key priorities.	Across all classes	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.	SLT and subject leads	Monitoring calendar in place and shared with all staff. Whole school /individual feedback. Book scrutiny.
Maths and English prioritised in the morning in all timetables with all key components of the day timetabled.	Across all classes	Priority skills are embedded.	SLT and subject leads	Monitoring calendar in place and shared with all staff. Whole school /individual feedback. Book scrutiny.
To highlight priority areas within the maths and English curriculum to ensure key skills are priorities. E.g. number skills in maths.	All children	Priority skills are embedded.	SLT and subject leads	Monitoring calendar in place and shared with all staff. Whole school /individual feedback. Book scrutiny.
To ensure specific training/CDP is on offer for all staff as and when required.	All children	Specific training to deliver quality interventions and accelerate progress.	All staff	Staff meeting calendar in place and updated regularly. Staff training needs regularly audited and reviewed. Monitoring of the quality of teaching and learning.
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.	All classes	<b>Learning profiles I profiles</b>  Assess Plan Do Review cycle in place to ensure progress is regularly tracked.	The Inclusion team	Learning profiles/ I profiles will show a clear a plan of additional provision. These will be reviewed half termly/termly.

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

<b>Actions</b>	<b>Which pupils have been targeted for this strategy? Who will benefit?</b>	<b>Expected Impact</b>	<b>Staff lead</b>	<b>Monitoring: When and how will you evaluate impact?</b>
To ensure Baselines/Assessments to be delivered in the first few weeks of September 21.	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
To conduct mental health audit for parents and children (completed 20-21) to be reviewed.	All children	Highlight any areas of need and possible report	Inclusion Managers/ Pastoral lead	Parent voice Pupil voice
To conduct a wellbeing survey for staff (completed 20-21)	All staff	Highlight any areas of need and possible support	Inclusion Managers/ Pastoral lead	Staff voice
To use sports coach for additional 2 afternoons a week.	Selected 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.	Inclusion Managers	Pupil voice Lesson observations
To use sports coach for additional sensory circuit sessions.	Selected children who need additional physical activity to aid positive mental health/develop gross and fine motor skill/ core balance/hand eye coordination. Etc.	Children will become more mentally/physically stronger/ and there will be an improvement shown against the agreed criteria	Inclusion Managers	Pupil voice Lesson observations
Daily small garden provision at lunch times.	Children with SEMH/anxiety/isolation/lack of confidence.	Safer playtimes with a reduction of unsafe incidents.	Inclusion Team	Pupil voice Playground observations Cpoms Parent and staff 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	Inclusion Managers	Scores in testing (scaled scores where possible.) Moderation. Work in class/books to show application.	
Employ a full time INCA to deliver additional interventions during school day.	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	<b>Programme completed</b>
Redeploy additional INCA to work with children across the school AM	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.	
Release for (2.5 day) Year 6 teacher to deliver targeted intervention for a term to those children with specific gaps in maths and English.	Children in year 6	Progress against the specific intervention criteria recorded.	SLT	Scores in testing. Pupil progress meetings. Learning walks/observations. Tracking of interventions.	<b>Autumn term project</b>

Targeted support from trained teacher to support year 2 with Phonic catch up 5x week for 25 mins.	Children in year 2	Progress against phonic phases.	SLT	Scores in testing Pupil progress meetings Learning walks/observations Tracking of interventions	Autumn term project
Employ a part time INCA to deliver additional social and academic interventions to children in Year 1	Year 1 children	Additional support will facilitate learning and address gaps from EYFS learning Increase in safe choices	SLT	Work in class/books to show application Pupil progress meetings Learning walks/observations	Programme completed
Employ additional teacher support for Year 6: (2 additional teachers 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	Programme completed
Additional reading support for individual children by MSA's after lunch.	Individual children in year 1 and 2	Progress in reading	SLT	Reading bands Work in class/books to show application Pupil progress meetings Learning walks/observations	Programme completed
Additional reading support for individual children across the school by volunteer Bookworms	Children across the school.	Progress in reading	SLT	Reading bands Work in class/books to show application Pupil progress meetings Learning walks/observations	
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 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.	

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.
NELI training for selected staff in EYFS to deliver speech and language provision to reception children	Children in Reception class	To assess, target and develop speech and language in select children who development is impacted as a result of the pandemic.	Class teacher/ Inclusion team.	An increase in the amount of children achieving age related expected in Communication and Language from the start of the year.

### 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?
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
To use sports coach for additional 2 afternoons a week.	Selected 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.	Inclusion Managers	Pupil voice Lesson observations
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

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
To lead sensory circuits for targeted groups of children.	Targeted children	To help regulate in class.	Sports coach	Teacher voice Pupil voice
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
Children to come into school in P.E kits.	All children	To maximise PE/Physical time in school.	SLT	Longer P.E sessions.

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>✚ Parentmail</li> <li>✚ Virtual meetings</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	
✚ 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	SLT	Parent surveys/voice  Greater engagement when in lockdown periods.	<b>Programme completed</b>



		teaching staff, children and their parents.			
✚ 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.	<b>Programme completed</b>
✚ To ensure <b>all</b> 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	<b>Programme completed</b>
✚ To ensure <b>all</b> 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		<b>Programme completed</b>
✚ 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.	Inclusion Team/Office Team/Pastoral Lead	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.	
✚ 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	<b>Programme completed.</b>