



Cranbrook
Primary School

COVID-19 RECOVERY STRATEGY

2021-2022

Overview

Although our home learning and remote education offer was of a very high quality, we are aware that pupils' academic achievement was significantly impacted by wider school closures. Moreover, the pandemic impacted the social, emotional and physical wellbeing of our children.

We have a commitment to improving outcomes for all of our pupils and have high aspirations for all in our school community. However, we are also very aware of and target support towards those children who are considered disadvantaged/vulnerable and have struggled disproportionately to their peers.

Use of funds

At Cranbrook Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward and used timely assessments of both children's academic and personal development needs to inform our decisions.

In line with the Education Endowment Foundation's Pupil Premium guide, activities will include those that:

- Support the quality of teaching, such as staff professional development
- Identify gaps in learning, especially for disadvantaged pupils
- Provide targeted academic support, such as tutoring
- Deal with non-academic barriers to success in school, such as social and emotional support

Identified Barriers to Learning

Reading	<ul style="list-style-type: none">● Children are less fluent in their reading.● The comprehension skills have suffered – many children struggle to talk about their reading and answer questions.● From observation, those who haven't accessed books are further behind than their peers.● Quality first teaching ensuring that children are challenged at the appropriate level.
Writing	<ul style="list-style-type: none">● Stamina for writing has decreased.● Basic skills, such as sentence punctuation, have been affected.● Handwriting and presentation isn't as neat as previous years.● Some children are struggling to find purpose for their writing.● Quality first teaching ensuring that children are challenged at the appropriate level.
Maths	<ul style="list-style-type: none">● Specific content has been missed; gaps now evident in learning.● Attitude towards maths has changed; particular cohorts find maths learning a struggle.● Recall of basic skills has suffered. Number facts, times tables and strategies have been forgotten.● Quality first teaching ensuring that children are challenged at the appropriate level.
Mental Health & Wellbeing	<ul style="list-style-type: none">● Anxiety as a result of the impact of lockdowns and COVID.● Children affected by family bereavement/changes to home dynamics (e.g. parental job loss).

Our Covid-19 Recovery Strategy aims to ensure that our children rapidly catch-up with any lost learning as a result of the school closures due to the Covid-19 pandemic.

		Area of focus	Actions	What will success look like for our pupils
Teaching priorities	A	EYFS	EYFS curriculum is focused on prime areas and addressing gaps in language, early reading and mathematics with an emphasis on developing phonic knowledge and extending vocabulary.	EYFS is focused on developing children's progress in the prime areas. Impact of additional support provided helps to address gaps in language, early reading and mathematics for targeted pupils.
	B	Phonics	Additional phonics sessions are in place from EYFS to Year 3. Phonics interventions groups (Y1, 2 and 3) are planned for each specific phase. Lexia programme is in place to support pupils who require additional help across the school. CPD opportunities are available for KS2 staff to become more confident at teaching phonics.	Impact of additional support provided helps to address gaps in phonics development for targeted pupils. Children's phonics needs to be improved to ensure they are at the level they need to progress in their reading and writing so that they can access their year groups curriculum.
	C	Reading	Collins reading scheme is implemented across the school which supports opportunities to read widely, develop vocabulary, knowledge and comprehension strategies with a focus on inferring meaning from context, summarising and identifying key points. Whole school CPD focus on the moderation of reading outcomes to support accurate teacher assessments. Reading Subject Review takes place in the Autumn term. Regular reading sessions are in place with the teacher for pupils identified as the lowest 20%.	Timetables demonstrate an additional focus on reading. Children read confidently and fluently as appropriate for their year group. As a result, they are able to use reading as a fundamental tool across the wider curriculum. Pupils have a love of reading and enjoy reading both at home and at school.
	D	Assessment and Feedback	Assessments are used to help teachers determine how to most effectively support pupils in future planning and to address gaps and misconceptions. Moderation sessions are planned as a whole school to support accurate judgement. Regular pupil progress meetings take place to discuss pupil outcomes as well as plan actions for groups and individuals in need of support/ challenge.	Children will know how to improve their learning and be able to identify their next steps across key areas of learning. Any misconceptions or gaps in pupil learning will be addressed so that children can take the next steps in their learning. Children will make rapid progress across reading, writing and maths based on their starting points.
	E	In-Class Quality First Teaching Support	Support is in place that effectively targets groups and individuals in class through a personalised approach. Loss of learning during the pandemic is addressed by	Children will have access to consistently high quality sequences of teaching and learning.

			<p>identifying potential gaps in learning, effective feedback through metacognition and assessment for learning strategies especially for disadvantaged, SEND and vulnerable pupils.</p> <p>Speaking and listening is promoted throughout the curriculum by implementing different strategies so pupils are able to express their view and ideas clearly and confidently.</p>	<p>Children at all stages of the learning journey will be supported and challenged to make progress during lesson time and are confident to talk about their learning.</p>
	F	Planning	<p>Medium Term plans are written with the support of senior leaders and subject leaders to map out all areas of learning taking place in the term ahead.</p> <p>Progression documents are used in all subject areas to ensure pitch, progression and accelerated progress for all learners which will also help track back and forwards in the learning journey to ensure gaps are filled and misconceptions tackled.</p> <p>Subject leaders will work with teaching staff to implement threshold concepts (big ideas) and knowledge categories (Chris Quigley) and to monitor learning.</p>	<p>Children will access lessons which are pitched appropriately at where they are on the learning journey. As a result, all children will be challenged and supported to make excellent progress.</p> <p>Children's learning will be sequential, building upon what they have already learned whilst filling gaps and addressing misconceptions.</p>
	G	Broad and Balanced Curriculum	<p>Use of overviews and supporting documents for each subjects are used to plan high quality sequences of learning resulting in purposeful outcomes.</p> <p>The curriculum is not narrowed and that all children have access to the full curriculum offered across all subject areas.</p>	<p>Pupils will have access to a rich, broad and balanced curriculum. Pupils learning will build upon their prior knowledge. As a result, gaps will be addressed so that pupils acquire the knowledge and skills expected to be learned by the end of each key stage.</p>
	H	Maths	<p>White Rose material is adapted to ensure appropriate coverage and emphasis on number, problem solving and reasoning.</p> <p>DfE Maths documents (with NCETM) and NCETM ready-to-Progress documents are used as a planning and assessment tool.</p> <p>Participation in the NCETM Teaching for Mastery programme from September 2021</p> <p>Maths Subject Review takes place in the Autumn term.</p>	<p>Gaps in pupils' basic skills in maths (with an emphasis on number) will be filled to make up for any lost or slowed learning. Pupils will have an opportunity to tackle reasoning and problem solving maths activities so they have a deeper understanding of mathematical concepts. Pupils will make accelerated progress in maths based on their starting points</p>
	I	Foundation subjects	<p>Curriculum priorities are identified for all foundation subjects and key concepts are targeted to address the gaps in knowledge and skills.</p> <p>CPD opportunities for staff focus on developing their subject knowledge and guidance is provided by subject leaders to adapt planning to meet the needs of the pupils.</p>	<p>Modification to the curriculum may be needed at the start of the year, so teaching time is prioritised to address gaps in pupils' knowledge and skills.</p> <p>Our curriculum remains broad and ambitious: all pupils are taught a wide range of subjects.</p>

	J	PSHE and RSHE	Review PSHE curriculum to ensure opportunities for the development and discussion of mental health and well-being are prioritised. implement and provide CPD opportunities to staff to enable them to feel confident in teaching the RSHE syllabus	PSHE lead supports teachers with the delivery of work. Children will feel more resilience and self-confidence as they begin to use strategies to support their mental health.
Targeted support	K	Mental health and Wellbeing	Some pupils may require further support beyond the holistic curriculum due to their experiences. Pupils needs will be met by ELSA (Emotional Literacy Support Assistants) team and the well-being team to provide a focused recovery. Deep recovery -For pupils who have experienced severe trauma (including child protection concerns or domestic violence) or bereavement, their recovery will be supported by the learning mentor.	Pupils will reconnect, recover and building resilience for our school community by receiving consistently high standards of support during their journey. Individual risk assessments are in place for necessary children.
	L	One to one/small group work	Groups and individuals are identified through pupil progress meetings where sessions will be planned and targeted, as well as continuously monitored and assessed to track progress and outcomes. Small group work sessions are linked to the curriculum and what is being taught in quality first teaching lessons. Focus on areas where pupils would most benefit from additional support.	Pupils identified as needing extra support/ needing to make accelerated progress to catch up will participate in one to one/ small group work (at points in the day so as not to impede/ take away from pupils accessing quality first teaching and a broad and balanced curriculum). As a result these pupils will make accelerated progress from their starting points.
	M	School led tutoring	Implement school-led tutoring to help close the education gap between disadvantaged and vulnerable pupils and their peers in Years 2 and Year 6 in English	Pupils will receive tuition after school in English which will improve their progress and confidence so that they are at age-related expectation or above
	N	SEND Interventions	Groups and individuals are identified through pupil progress meetings as well as early notification referrals from SENDCo. Sessions will be planned and targeted, as well as continuously monitored and assessed to track progress and outcomes.	Pupils with identified learning or social/ emotional learning needs will participate in evidence based interventions. Impact will be planned, reviewed and assessed regularly so that pupils are benefiting exceptionally well from these interventions
	O	Physical Education	Children's physical health and well-being will be supported through PE lessons that are of high quality. Children will enjoy learning new skills and trying out new sporting opportunities as a result of taught lessons by specialist teachers. Pupils' mental and emotional health will be promoted and improved as a result of a healthy active lifestyle.	Increased opportunities for physical activity will be incorporated into the curriculum. Increased involvement in school competitions.

Wider strategies	P	Supporting Parents and Carers	<p>Parents/carers are supported by the school to help their child's development and academic needs. Parent workshops are in place for each year to inform parents of subject priorities, strategies to use and websites to help their child's learning. Workshops are also made available to parents that focus on mental health including individual support to improve attendance and specific pastoral support.</p>	<p>Parent workshops will include strategies for supporting pupils at home Support for parents who are finding it difficult to bring their children into school for a variety of reasons. Working closely with Attendance Management and pastoral services to support these families. General and specific pastoral support for parents who need it.</p>
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