

Allendale Primary School

1 Teaching

- A broad and engaging curriculum is in place using the principles of the Recovery Curriculum based around learning behaviours and readiness.
- In EYFS and KS1, a focus on phonics teaching using Read, Write Inc and ORT as principal reading scheme.
- In Y2- Y6 a focus on using the STAR reader to assess reading needs. Accelerated Reader is then used to ensure reading material at the correct level is accessed and progressed monitored.
- Focus on Reading comprehension and skills required to show understanding of material and how to extract information and give opinions.
- Focus on engaged reading time and increasing reading stamina for older pupils.
- Whole school approach to spelling. Spelling should be taught daily and opportunity given for practice of rules etc.
- Engagement with the Maths Mastery Programme, engaging in training through NCETM.
- Developing language and deeper understanding in maths through modelling and stem sentences.
- Focus on tables knowledge and recall.
- Review the feedback and marking practice to provide more effective and meaningful feedback to pupils.



Remote Learning

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- Provide a suite of home learning options. Families select the most appropriate for both parents and child: daily online learning tasks, downloadable packs, printed packs that are either delivered to home or collected from school.
 - Develop a remote learning offer that caters for the needs of all children.
 - Frequent phone calls to check on the progress of home learning and the wellbeing of both children and families
 - Staff respond to concerns promptly, possibly outside of the working school day. Staff reply via email or telephone.
 - All staff communicating a clear and consistent message surrounding home learning—there is no expectation, as long as it is purposeful, achievable and stress-free.
 - 1-1 online tuition for identified children learning at home.
 - 1-1 support for language skills in EYFS through online sessions.
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2 Targeted academic support

- Identify individual and whole school areas of need.
- Teacher led 1-1, paired tuition in years 1-6.
- HLTA focused 1-1 support in EYFS
- Use of NTP for targeted support
- Targeted interventions, RWI, TRUGs used by TAs / teachers.
- Use of AR and STAR data to tackle reading standards and engagement.
- Investigate use of therapy dogs to encourage reluctant readers to practise their reading and increase confidence.

3 Wider strategies

- Maintain increased TA support so each class bubble has a dedicated TA to address academic and emotional support.
- Make fruit available for all children at break time
- Implement Friends Resilience Programme across school.
- Focus on identifying emotions and self regulation – using zones of regulation.
- Reintroduce free play across the site. Remind and reinforce expectations and assessing personal risk.
- Focus on working with services such as PMHT, CYPS and school health to support families with mental health.
- Whole school behaviour audit – work with Emotional wellbeing and behaviour support service.
- Pupil voice – ABA survey
- Develop nurture / sensory space which is more accessible for pupils.
- Weekly lego club sessions to address identified needs.
- Use of arts provision to enable pupils to express

ALLENDALE PRIMARY SCHOOL – A TIERED PLAN FOR THE DEVELOPMENT OF A RECOVERY FOR LEARNING PLAN

We have based our approach to planning during and post lockdown on the “The EEF Guide to Supporting School Planning: A Tiered Approach 2020-21

This plan replaces our School Action Plan and outlines our priorities for wider school improvement.

This plan will also supplement our Pupil Premium Plan and will overlap this in some elements.

Three key areas are considered in the EEF approach:

- Teaching:

The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital throughout this academic year.

- Targeted academic support:

Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.

- Wider strategies:

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

A checklist for implementing a tiered approach to planning in 2021:

- Are we confident that we have identified a small number of implementation priorities that we think we will be able to change?*
- How many new routines and habits do teachers and other staff need to integrate into their work?*
- Have we appraised our capacity to make those changes, so that they are feasible and likely to be sustained by all staff?*
- Is there a clear and shared understanding of what is being implemented and how, e.g. targeted interventions are communicated clearly to teachers?*
- Are we able to respond to new challenges that may arise during the academic year ahead, e.g. significant falls in attendance?*

SCHOOL IMPROVEMENT ACTON PLAN – SEPTEMBER 2021 – JULY 2022

Teaching					
Description	Action	Cost	Funding Source	Expected Impact	Review
A broad and engaging curriculum is in place.	Ensure that every child has access to the full breadth of the curriculum and Maths and English are not the sole focus.	£1600 Supply	Budget	Children have the opportunity to explore subjects and develop their knowledge and understanding. They are able to discover and develop their strengths and interests.	Broad and balanced curriculum in place. 3 year cycle so topics not repeated. Full access to all pupils.
Ensure there is a progression of skills across all subjects and these are explicit in planning.	Map skills against topics for History, Geography, Science	£650 Supply cover	Budget	Skills progression will be shown across subjects as evidenced in pupils' work. Pupils increased knowledge and skills in Science and Foundations subjects.	Skills progression in place for all subjects.
To develop and deepen phonic knowledge.	Use RWI scheme to develop phonic knowledge.			Foundations for reading and spelling are embedded and enable children to build fluency in reading and spelling – impacting positively on confidence and independence.	RWI in place as main teaching tool and intervention for identified pupils. ORT reading scheme supplemented by Songbirds and other phonic reading material.
To use STAR reader to measure attainment and progress.	Analyse STAR assessment. Identify pupils not achieving at age expected standard and those not making expected progress. Interventions are put in place to address needs.	£2486.15 Annual Licences £11.70 Extra licences	Budget	Pupils make good / rapid progress in reading. Pupils have range of reading material which is appropriate to their interests and level of reading. Teachers have accurate summative and progress data to act upon.	STAR data analysed half termly and support / intervention put in place for pupils not attaining.
Accelerated Reader is used to ensure reading material at the correct level is accessed and progressed monitored.	AR data is used to track the frequency and level of understanding of pupils' reading. Progress is also closely monitored. Extra reading material is also purchased to challenge more able readers.	£100 to replace lost / damaged books	School Fund	All children have access to suitable reading material which engages them. Understanding is shown through quizzes. Pupils make at least expected progress. Reading is a pleasurable experience.	30 minutes daily reading for Y1-Y6 pupils. AR ranges used flexibly with UKS2 pupils to ensure reading for pleasure. Higher level reading material purchased for school. Suggestion box in place for pupils as to reading books to

					purchase.
Specific reading resources for struggling / dyslexic readers is purchased.	Assess need for coloured reading rulers, A4 page overlays and computer screen overlays to support children's reading and access to material.	£100	Budget	Identified pupils have support to give them improved access to reading activities.	Sets of books specifically for dyslexic readers purchased - Talisman, Magic Belt, Alba etc Used for Y4 - Y6 pupils
Develop spelling strategies so that pupils improve their knowledge of spelling rules and conventions and can make links to prior knowledge.	Spelling is taught daily following 'The Spelling Book' programme and format	£100	Budget	SWST gives baseline information and is used to track individual progress. Expect spelling attainment to increase and be evident in general written work.	Spelling continues to be an area of weakness for some pupils. Review use of Spelling book in Autumn 22. SWST used as measure of attainment and progress.
Engagement with the Maths Mastery Programme, engaging in training through NCETM.	AG / PV to take part in TRG to look at best practice and disseminate knowledge / ideas to rest of staff.	Funded	NCETM	Staff training & feedback develops and enhances teaching which impacts on pupil engagement, independence and understanding.	Embedding Maths Mastery programme completed by KS1 and KS2 member of staff. Register for sustaining mastery programme 22-23.
Developing language and deeper understanding in maths through modelling and stem sentences.	Teaching staff to look at developing the language used in maths and incorporate and model stem sentences in teaching activities.			Pupils develop their mathematical language and understanding by the repetition and use of stem sentences. Firm foundations are laid for future development of concepts.	Continue to develop and embed the use of stem sentences in 22-23 to develop language.
MyMaths for Y4 – Y6 to practise maths skills and build understanding and fluency. Investigate alternative to Doodle maths for KS1 and Y3.	To use My Maths as a homework and remote learning resource. Activities set to an appropriate level. Teacher dashboards are used to monitor engagement and achievement in tasks.	£337.50 2 yr Licences MyMaths	Budget	By ensuring that children have access to quality maths practice at home, supplementing the learning they are doing in school, with challenges and tasks set by the teacher at their level, we are expecting the impact to be good / rapid and sustained progress in maths. Teachers have accurate formative data to use for planning class teaching activities.	My Maths is used as homework for Y4-Y6 Maths homework linked to classroom work is set on Google Classroom or given as paper copy, (parental preference)
Focus on times tables learning so that pupils recall all tables to x12 by end of Y4	In class opportunities to learn and practise tables. Times tables competitions and Monty	£75 Monty Bear	Budget	Children by end of Y4 understand the concept and can recall their tables and can recall them which aids their fluency	Use of Twinkl MTC programme to practise and identify pupils who

and retain and use this knowledge throughout Y5 and Y6.	incentive. Small group intervention for those pupils who struggle to retain. Twinkl multiplication check practice exercise set up.			in arithmetic tasks and maths tasks in general.	need further support. Re introduce Monty in 22-23.
Review feedback and marking initiatives implemented in 2020-21.	Staff share proforma and discuss impact for various age groups.			Staff reduce time marking and providing feedback to pupils but it is still effective and has an impact on attainment and improvement.	Pupils using purple pen to show corrections and improvements.

Targeted Academic Support

Identify individual and whole school areas of need.	Use teacher professional judgement and pupils' work to identify areas of need. Reading and Maths – use teacher dashboard and assessment information provided in EYFS Baseline, SWST, STAR, AR and MyMaths.			Pupil needs identified so that appropriate targeted support is put in place to address academic needs. Pupils show progress from baseline.	TA support given to each class. Teachers and TAs identify pupils who need extra support whether in class or targeted intervention.
Engagement with NTP to provide support	Work with teacher from NTP provider to target Reading, spelling and writing support for small groups.	£1300 15 hrs x 4 groups	Catch up premium	Increased reading and writing attainment for identified pupils.	In school tutoring for groups of identified pupils.
Targeted interventions, RWI, TRUGs used by TAs / teachers.	Staff work with identified individuals and small groups to provide extra support in basic skills,			Pupils make progress, enjoy learning and develop increased confidence. Their reading level, (ZPD) increases and they are able to celebrate their success.	Progress measured in Reading, (AR, STAR, NFER), Spelling, (SWST) and Maths, (NFER) Summative assessment in KS1 and KS2 analysed.
Targeted intervention for reluctant / less able readers in Y2/3/4	Investigate reading intervention using therapy dogs and the impact it could have on children's wellbeing and reading achievement.	£420 for 6 sessions	Grant funding / PP	If implemented, reluctant readers would gain confidence and motivation in their reading ; impact seen on standards.	Therapy dogs bought into school to work with a group of reluctant / weaker readers in Y2 and Y3. Motivation increased but no direct impact on reading attainment.

Wider Strategies

Increase TA support so each class bubble has a dedicated TA to address academic and emotional support.	Each class has a dedicated TA who does not work across bubbles. TA hours increased.	£10,251	Catch up Premium School Fund contribution	Classes are maintained almost as bubbles to minimise risk of virus spreading and staff / pupils having to self isolate if positive case is identified. Pupils benefit from extra TA time so that multiple pupils can be supported and their needs addressed. Teachers are supported in learning activities. Individual and small group specific targeted interventions are put in place.	TAs have mostly remained attached to individual classes. This has enabled pupils to form trusting relationships with adults who are a constant.
Make fruit available for all children at break time.	Extend the EYFS / KS1 fruit at breaktime scheme to KS2.	Funded		All pupils encouraged to eat fruit at breaktimes. Promotes healthy eating and aids concentration for any pupils feeling hungry.	Fruit in school scheme extended to all pupils in school.
Focus on PSHE sessions for all classes.	PSHE sessions develop learning behaviours and metacognition supported by consistent expectations across school. PSHE aims to prepare children for life, helping them really know and value who they are and understand how they relate to other people.			With its primary role in supporting young people's health, wellbeing and resilience, and the resulting impact on attainment, there is a very strong argument for all children in all schools to receive high quality PSHE education. Studies have shown that PSHE helps to remove barriers to learning related to mental and physical health, bullying and relationship.	PSHE taught across school to help address understanding and communication.
Focus on identifying emotions and self regulation – using zones of regulation.	Staff received training on zones of regulation from ASD Service. In use across school.			Zones of regulation charts in each class. Enables all pupils to express how they feel so that staff can explore any issues. Results in calm and purposeful classrooms and socially harmonious playtimes.	Zones of regulation used successfully for pupils to communicate how they are feeling so staff can address this in a timely fashion.
Weekly lego club sessions to address identified needs.	Run weekly lego group sessions for identified groups.	TA time	Budget	Pupils' communication skills and teamwork is improved and they learn to listen to others and respect their views. This impacts on their ability to work co-operatively and collaboratively in class room activities.	Identified pupils given opportunity to participate in lego group to improve / develop communication with peers.
Run the Friends Resilience Programme throughout school.	Pupils develop friendship skills and resilience which transfers to application to learning.	Friends Training		Pupils develop skills which enable them to form and maintain appropriate friendships.	Friends Resilience taught across school to foster healthy

		Directed Time		The Friends Resilience programme is proven to reduce anxiety and depression and promote positive mental health for children and young people.	friendships.
Implement OPAL playtimes so free choice is reinstated.	OPAL playtimes enable pupils to assess risk in a controlled environment and learn through play activities. They can choose whether to play by themselves or with others and develop their imagination. This reduces conflict at playtime.			Pupils have sociable and active playtimes. Pupils expend energy and are calmer in class. Behaviour is improved and pupils are better able to mediate any disputes. Pupils learn how to play with and alongside others; they learn to play cooperatively and collaboratively.	OPAL playtimes re-established as free choice play. Assemblies led to risk assess activities.
Focus on working with services such as PMHT, CYPS, School Health and the Emotional Wellbeing and Behaviour Support to support families with mental health issues.	Pupils and families, when necessary, are referred to appropriate services. Professionals involved support pupils and families and school will enable sessions and observations to take place during school time.			Pupils and families' mental wellbeing is supported and support is given as necessary to improve the situation. wellbeing. Pupils are happier within themselves and have positive outlook. They are engaged in school activities.	EWBS service, ASD, PMH and CYPS all involved with pupils in school. Relevant staff aware of referrals and recommendations / approaches.
To develop a nurture / sensory space for pupils to work in on specified targets.	With the increase in pupils sensory and emotional needs, a useable space is needed so that pupils can received targeted support and a clam environment.	£500 Sensory resources £200 Supply	Grant Funding PP	Pupils feel they have a safe space if needed. Resources available to support pupils with sensory needs as advised by support services.	School enrolled on therapeutic classroom programme. Barn Owl to be developed into nurture / therapeutic classroom with sensory space Sept 22.
To undertake a whole school behaviour audit to enable pupils to understand school expectations.	Make a whole school referral to the EWBS service to assess behaviour and expectations in school and support school to identify where improvements can be made			Pupil voice is used to gather views. Improvement made to low level disruption e.g.. talking School environment is calm and purposeful.	EWBS service conducted a whole school audit in Oct 21, recommendations acted upon and revisited in July 22. School also enrolled on Behaviour Hubs programme and anti bullying. Pupil voice strong and school is calmer more purposeful environment.
To develop a whole school art project and for all pupils to work towards the	Develop a whole school project so that pupils can collaborate and develop their skills whilst working towards Artsmark	£1000	Arts funding application	All pupils achieve success and develop their art skills and ability to evaluate and improve their work as well as forming	Art exhibition at Forge summer 22, extended at Forge request until end

Explore and Discover Arts Awards.	awards assessed by trained arts award assessor.	£200 supply for planning time		and expressing their own opinions.	of July. All pupils work on display and valued. Arts Explore and Discover Awards held over to 22-23
Remote Learning					
All staff communicating a clear and consistent message surrounding home learning—there is no expectation, as long as it is purposeful, achievable and stress-free.	Staff reassure parents and offer support and advice. Any learning is far better than no learning.			Parents feel supported by school and are able to provide academic and emotional support for their children.	In 21-22 pupils were absent if ill therefore not engaged in remote learning.
Provide a suite of home learning options. Families select the most appropriate for both parents and child:	Provision of daily online learning tasks, downloadable packs, printed packs that are either delivered to home or collected from school.	£150 Photo-co pier	Budget	All pupils have access to relevant work at an appropriate level.	
Frequent phone calls to check on the progress of home learning and the wellbeing of both children and families.	Staff keep in touch with families and phone regularly to offer support, advice and encouragement where needed.	£100	Budget	Learning happens. Pupils maintain some progress throughout the curriculum. Staff maintain contact with families.	
Staff respond to concerns promptly; this may be outside of the working school day. Staff reply via email or telephone.	Advice and support given. If any outside agency is deemed necessary, HT will refer / seek phone consultation, signpost to appropriate resource. In some cases, where staff consider it in the best interests of the child / family, pupils invited to key worker provision.			Families are supported and any referrals made result in advice / support to improve circumstances. Pupils have some school routine re-established; behaviour and work expectations consolidated, ready for full reopening.	
1-1 online tuition for identified children learning at home.	Online sessions run by HLTA / TAs to offer weekly, (or more) online tuition for children during lockdown.	TA time	Budget	Pupils supported to work at home and access learning tasks. Contact with staff / school is maintained and progress is made in learning ready for return to sch.	
1-1 support for language skills in EYFS through online sessions.	HLTA run online sessions for EYFS pupils to develop language and communication skills.	HLTA time	Budget	EYFS pupils continue to develop their language and communication skills. Those with SALT plans continue to receive support to address targets.	