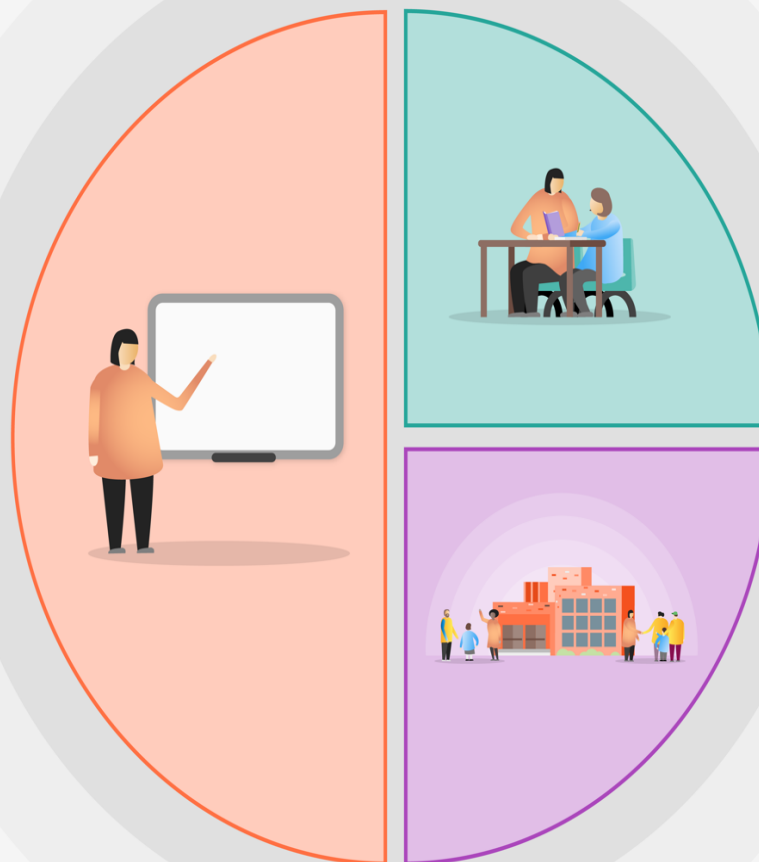


Allendale Primary School

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.
- Engagement with the Maths Mastery Programme, engaging in training through NCETM.
- Developing language and deeper understanding in maths through modelling and stem sentences.
- Develop a remote learning offer that caters for the needs of all children.
- 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.
- 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.
- 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.



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.
- Weekly lego club sessions to address identified needs.
- Weekly social sessions to address identified needs.
- 1-1 online tuition for identified children learning at home.
- 1-1 support for language skills in EYFS through online sessions.

3 Wider strategies

- Increase 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
- Focus on PSHE sessions for all classes.
- Focus on identifying emotions and self regulation – using zones of regulation.
- Adapt OPAL playtimes so that free play is allowed but bubbles maintained.
- Focus on working with services such as PMHT, CYPS and school health to support families with mental health
- Review feedback and marking practice to give more effective and meaningful feedback to pupils.
- Use of outdoor learning provision.
- Friends Resilience Programme to run as a whole class session Autumn 2021
- Weekly lego club sessions to address identified needs.
- Weekly social sessions to address needs.
- Use of arts provision to enable pupils to express their concerns / anxieties.

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 and continued this into 2021-22

This plan should have replaced our School Action Plan and outlines our priorities for wider school improvement and wellbeing.

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?*

RECOVERY ACTON PLAN – SEPTEMBER 2020 – JULY 2021 (Lockdown 5th January 21 – 5th March 21)

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.			Children have the opportunity to explore subjects and develop their knowledge and understanding. They are able to discover and develop their strengths and interests.	All classes are now implementing the full curriculum across the teaching week. Maths and English are dedicated 1 hours lessons each morning.
To develop and deepen phonic knowledge.	Use RWI scheme to develop phonic knowledge. Purchase any extra set 2/3 resources necessary.	£200	Catch up premium	Foundations for reading and spelling are embedded and enable children to build fluency in reading and spelling – impacting positively on confidence and independence.	Resources purchased, (RWI phoneme cards and sound charts). June 21 – Y1 practice phonic screening 50% met expected standard. Intervention groups required in Y2 and Y3 from Sept 21.
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 continues to be used to monitor attainment and progress. Y6 2019 SAT paper taken by cohort – 95% at expected or GD, (61% GDS). Y3-5 NFER showed Reading Comprehension is a skill which needs implicit teaching from Autumn 21.
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.	£600	Donations	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.	Purchased £1000 worth of AR books, mainly non fiction through matched funding initiative. Regular monitoring of AR data shows some pupils with weak comprehension skills and lack of reading stamina in some older pupils.
Specific reading material for struggling / dyslexic readers is purchased.	Find recommended series of books which are aligned to the AR scheme that struggling / reluctant/ dyslexic readers can access and quiz.	£400	Budget	All children have access to appropriately levelled reading material which builds their confidence and gives them access to AR.	Dyslexia friendly sets purchased and used with Y4-Y6 pupils. Good progress has been made by the majority of pupils who accessed these materials and moved onto the general AR scheme.

Doodle Spell is used as a homework / remote learning tool to enable practise of spelling patterns / key words	Doodle spell activities set at an appropriate level to consolidate and challenge. Dashboard is monitored by class teachers and engagement and progress tracked.	£591 Annual Licences	Budget	By ensuring that children have access to quality spelling 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 spelling.	Pupils who accessed and practiced Doodle spell regularly showed good progress. However, although pupils report they enjoy it and will happily engage in school, homework tasks were not being done by majority. Therefore, decision was taken to not renew Doodle subscription.
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.	Participation continued to be remote so not school visits and observations could be undertaken. Mastery approach continues to be a focus in school.
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.	Mathematical language is being developed but use of stem sentences is inconsistent throughout school.
Doodle Maths is used as a homework / remote learning tool for EYFS / KS1 and Y3 and MyMaths for Y4 – Y6 to practise maths skills and build understanding and fluency.	To use Doodle Maths and 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.	£315 licences Doodle Maths £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 regularly used by Y4-6 and used as a teaching resource during lockdown. Work continues to be set for those self isolating. Doodle maths used from Rec – Y3. Subscription not renewed so will need alternative from Nov 21 for homework tasks.
Develop a remote learning offer that caters for the needs of all children.	Policies and procedures put in place so that consistent approach is enabled. Ensure that all pupils have access to devices and internet access. Apply for extra data allowance for families through the government secure website. A variety of activities are set, formal, informal, practical, use of a device, non device based.	£832 ICT SLA for 360 online learning platform	Gov device scheme Budget	Pupils are engaged in learning when at home either self isolating or lockdown. Pupils continue to make progress in their learning. Pupils maintain contact with teaching staff and their peers – they share their work and experiences. Pupils develop personal qualities of independence and resilience.	Plan still in place so that work is quickly available for any pupils self isolating. Existing school laptops converted to chromebooks and given to any families who do not have access to a device or their device breaks down.
All staff communicating a clear and consistent message surrounding home learning—	Staff reassure parents and offer support and advice.			Parents feel supported by school and are able to provide academic and emotional	As above.

there is no expectation, as long as it is purposeful, achievable and stress-free.	Any learning is far better than no learning.			support for their children.	
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-copier	Budget	All pupils have access to relevant work at an appropriate level.	This offer worked during lockdown and is ready to be reinstated if the need arose.
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.	Phone bills rose! Expenditure was worth it as staff were able to keep in touch with families and provide advice / support / reassurance if needed. In the event of further lockdowns this plan would be reinstated.
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.	As above. Referrals continued throughout both lockdowns and services supported families as well as school. Plan would be reinstated in the event of further lockdowns.
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 Doodle, AR and MyMaths.			Pupil needs identified so that appropriate targeted support is put in place to address academic needs. Pupils show progress from baseline.	Planning adapted in classes – ongoing according to need. NFER tests showed attainment weaker than in previous years across the board. Younger children seem to have been more affected by enforced home learning.
Teacher led 1-1, paired tuition in years 1-6.	Use of part time teachers in school and to provide high quality, targeted support.	£1470 per half term	Catch up Premium	Pupils focus on the foundations of reading / phonics/ spelling and number. They are able to consolidate their knowledge and build upon the basics. Increased confidence in using number, reading and spelling.	KH / JP provided targeted support for 1-2 / 1-3 small groups from Y1 to Y6. Focusing on basic of reading and phonics / spelling.
HLTA led 1-1 support for pupils in Early years.	Use of HLTA to support pupils in Early Years.	£420	Catch up Premium	Pupils focus on acquisition of basic skills in Maths / Phonics/ Reading/ language.	KC worked with individual and small groups. Confidence boosted by praise and success experienced with KC. Assess in Sept whether progress

					maintained.
Engagement with NTP to provide support	Work with teacher from NTP provider to target maths support for small groups.	£708.75 15 hrs x 5 groups	Catch up premium	Increased basic knowledge of the number system, place value, and + / - / x and ÷. Increased confidence and ability to apply knowledge and be more independent in class activities.	Catch up premium used for 1-2 or 1-3 tutoring groups with a maths focus. Pupils made progress from baseline assessment with 1 exception.
Targeted interventions, RWI, TRUGs used by TAs / teachers.	Staff work with identified individuals and small groups to provide extra support in basic skills,	£360 TRUGS £200 RWI	Budget Catch up Premium	Pupils make progress, enjoy learning and develop increased confidence. Their reading level, (ZPD) increases and they are able to celebrate their success.	Trugs and RWI interventions show progress made by individual pupils and that pupils feedback shows they enjoy attending these sessions.
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 tuition during lockdown boosted engagement with school work. In the case of further lockdown this provision will be reinstated.
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.	As above.
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 as discrete bubbles to minimise risk of multiple bubble 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.	Support needs, academic and social / emotional have risen significantly since March 2020. Each class has required additional TA time for support. Two additional EHCPs have also been granted which has given extra financial challenge as school has to provide first £6000 for each child. Increased support needs to be maintained to address academic and social / emotional needs. £4000 carry forward from 20-21 to be allocated, with additional contribution from school fund.
Make fruit available for all children at break time.	Extend the EYFS / KS1 fruit at breaktime scheme to KS2.	Funded by parent donation		All pupils encouraged to eat fruit at breaktimes. Promotes healthy eating and aids concentration for any pupils feeling hungry.	Extra fruit ordered to provide snack for all KS2 pupils.

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	Social and emotional needs were prevalent when school returned to full opening in Sept 2020. PSHE sessions were vital for reinforcing expectations and behaviours. PSHE curriculum focused on healthy relationships and emotions.
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 has enabled pupils to understand and express their emotions. 1-1 work undertaken with group of Y2/3 pupils which resulted in improvements in their behaviour and relationship. Playtimes improved as year progressed but still experienced more conflict than usual.
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.	Lego groups were limited due to bubble system. Worked with group of Y2/3 pupils to improve relationships with each other
Weekly social sessions to address identified needs.	Run weekly, (or as appropriate) social skills sessions for groups of children finding the social side of school difficult.	HLTA Time	Budget	Pupils learn to express their feelings / emotions appropriately. They learn to recognise that others' have different opinions and ways of doing things and can react appropriately in class group work and social situations.	As above with group of Y2/3 pupils.
Adapt OPAL playtimes so that free play is allowed but bubbles maintained.	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.			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.	Active playtimes achieved but pupils had areas on a rota due to bubble system which sometimes led to conflict. From Sept 21 aim is open all areas of play to all pupils I school and monitor behaviour and relationships.
Focus on working with services such as PMHT, CYPS and school health to support families with mental	Pupils and families when necessary, are referred to appropriate services. Professionals involved support pupils			Pupils and families' mental wellbeing is supported and support is given as necessary to improve the situation.	Referrals made to CYPS / PMHT and the hub. Professionals involved in addressing mental health / anxiety issues, working

health	and families and school will enable sessions and observations to take place during school time.			wellbeing. Pupils are happier within themselves and have positive outlook. They are engaged in school activities.	with school. Significant increase in anxiety / emotional issues and referrals which impacted on Skylark and Lapwing Classes in particular.
Review feedback and marking practice to give more effective and meaningful feedback to pupils.	Under Covid restrictions, staff are not to take books home to mark. Method of feedback reviewed and trials of self and peer marking and teacher led feedback are carried out. Staff support and advise one another as to what s working well.			Staff share good practice and examples of what has worked in their class. Feedback is short but effective and enables pupils to identify what they have done well and areas for improvement which impacts on their achievement.	Feedback proforma devised for whole class use which had impact on time spent marking and meaningful feedback for improvement for pupils.
Use of outdoor learning provision.	Use of the school grounds to facilitate learning across the curriculum.			Experts say that outdoor learning is quite beneficial to students because it makes them healthier and happier, and they do better academically. The various benefits include: <ul style="list-style-type: none"> • Pupils who get to experience an outdoor learning environment tend to be more attentive and, therefore, have a better recollection of the information that was shared. • Consistent exposure to nature decreases stress and anxiety, helps elevate mood, and helps with emotion 	Outdoor learning was inconsistent across classes. More use was made of outdoor areas. Fundraising project to build outdoor classroom was very successful. PTFA funded outdoor learning sessions for Pipit, Skylark and Lapwing Classes which were well received. Curlew and Kestrel participated in outdoor adventurous sessions from external provider.
Friends Resilience Programme	TA run group to develop friendship skills and resilience which transfers to application to learning.	TA Time	Budget	Pupils taking part, develop skills which enable them to form and maintain appropriate friendships. The Friends Resilience intervention is proven to reduce anxiety and depression and promote positive mental health for children and young people.	Friends Resilience run as an intervention group in Y6. Results positive. Following attendance on mental health conference it will be rolled out as a programme across school from Sept 21 when all staff have received training.
Y6 transition opportunities.	To work with HBHS to plan for the needs of individual pupils. To plan transition activities for the summer term. To liaise with any Middle Schools for Y6 – Y7 transition.	Transport £200	Budget	Pupils are able to visit HBHS and take part in activities to reassure them about the move to High School. Individual needs are known to staff and preparations can be made to have strategies / resources / support in place to meet their needs	No in person visits were facilitated due to covid outbreak in high / middle schools. Y6 pupils received visits from Y7 teachers from receiving schools and discussions held between staff.