

Sytchampton Endowed Primary School

COVID 19 Recovery Strategy January 2021 – July 2022



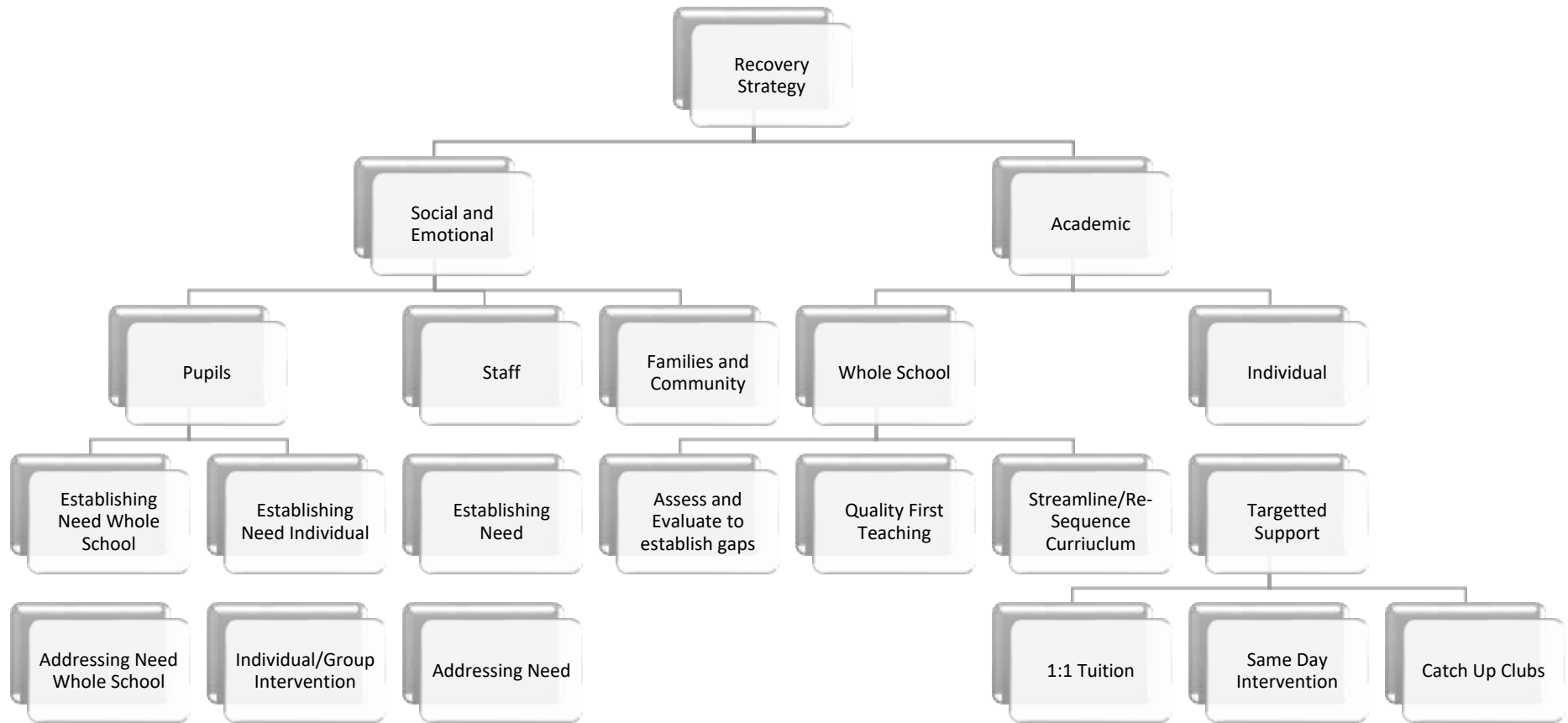
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Total Expenditure:	18

Our Rationale

“Recovering is about rethinking our values, not just rewriting our lesson plans,” May Myatt

Our Recovery Strategy Tiered Approach



KS1 and KS2 Assessments:

Maths						
Year Group	% at or above ARE Autumn 1 2020	% at or above ARE Autumn 2 2020	% at or above ARE Spring 12 2021	Progress or Drop Back	% at or above ARE Summer 2 2021	Progress/Drop Back
1	66.67% (10)	93.33% (14)				
2	66.67%(10)	73.33% (11)				
3	80% (12)	80% (12)				
4	90% (9)	90% (9)				
5	93.33% (14)	80% (12)				
6	83.33% (5)	83.33% (5)				

Writing						
Year Group	% at or above ARE Autumn 1 2020	% at or above ARE Autumn 2 2020	% at or above ARE Spring 2 2021	Progress or Drop Back	% at or above ARE Summer 2 2021	Progress/Drop Back
1	60% (9)	93.33% (14)				
2	66.67% (10)	66.67% (10)				
3	66.67% (10)	60% (9)				
4	80% (8)	80% (8)				
5	93.33% (14)	100% (15)				
6	50% (3)	66.67% (4)				

Reading						
Year Group	% at or above ARE Autumn 1 2020	% at or above ARE Autumn 2 2020	% at or above ARE Spring 2 2021	Progress or Drop Back	% at or above ARE Summer 2 2021	Progress/Drop Back
1	73.33% (11)	93.33% (14)				
2	86.67% (13)	86.67% (13)				
3	66.67% (10)	66.67% (10)				
4	90% (9)	90% (9)				
5	93.33% (14)	80% (12)				
6	66.67% (4)	100% (6)				

Phonics						
Year Group	% at or above ARE Autumn 1 2020	% at or above ARE Autumn 2 2020	% at or above ARE Spring 2 2021	Progress or Drop Back	% at or above ARE Summer 2 2021	Progress/Drop Back
Rec		100%				
1	93%	93%				
2	100%	100%				

EYFS Assessments:

EYFS						
Area of Learning	% on track for GLD Autumn 1 2020	% on track for GLD Spring 1 2021	Progress or Drop Back	% on track for GLD Spring 2 2021	% achieving GLD Summer 2 2021	Progress/Drop Back
LAA	71.43%	71.43%				
UND	78.57%	78.57%				
SPE	78.57%	85.71%				
MAH	50%	85.71%				
HAC	64.28%	71.43%				
SCA	71.43%	85.71%				
MFB	71.43%	78.57%				
MRE	71.43%	78.57%				
REA	64.29%	100%				
WRI	78.57%	100%				
NUM	71.43%	85.72%				
SSM	71.43%	85.72%				
PAC	78.57%	85.72%				
WOR	71.43%	85.72%				
TEC	92.86%	92.86%				
EMM	78.57%	85.71%				
IMA	78.57%	85.72%				
Areas of Strength			Areas of Concern:			

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Gaps Identified and Intended Outcomes

	Identified Gaps	Intended Outcomes	Success Criteria	Evaluation
A. Mental Health and Wellbeing	<p>A number of pupils are worried about falling behind and anxious about when they will return to school (pupil survey Feb 2021)</p> <p>Parents are mainly concerned about their children's Social, Emotional and Mental Health as the main impacts of the lockdown period (58%)</p> <p>53% of parents are concerned (or very concerned) about their children's mental health and wellbeing upon returning to school (Parent Survey Feb 2021)</p>	Pupils are happy coming to school and ready to learn.	<p>Pupils report they feel happier than they did prior to returning to school.</p> <p>Behaviour is at least good for all pupils.</p> <p>Attendance is stronger than the national averages.</p>	
B. Re-engaging Learners	<p>Parents rated pupils ability to access remote learning independently 3 out of 5 (Parent Survey Feb 2021)</p> <p>Stamina for writing for some pupils has declined during lockdown (Writing Progress Review March 2021)</p> <p>The vast majority of pupils stated that the thing they are missing the most about school is seeing and playing with their friends (69%) (Pupil Survey Feb 2021)</p>	Pupils are engaging well with learning and are able to work independently.	<p>Pupils report they are excited about learning and are enjoying being back in school.</p> <p>Pupils are making rapid progress.</p> <p>Staff report that pupils are able to work more independently.</p>	
C. Identifying Academic Gaps and Setting Goals	<p>Parents and pupils identified that they have engaged the least with Writing and the most with Maths during the lockdown period. (Parent and Pupil Surveys Feb 2021)</p>	Gaps which have opened during the lockdown period have closed and achievement is at least in line with or better than that at the end of the Autumn Term.	<p>Assessment scores are higher than in February 2021 for all pupils.</p> <p>An increased proportion of pupils are achieving ARE in Writing compared to December.</p> <p>Handwriting is generally neat and cursive for pupils KS1/KS2.</p>	
D. Prioritising the Curriculum	<p>Areas of concern for Writing include Handwriting, Stamina, Homophones, Common Exception Words and Punctuation/Grammar (Writing Progress Review March 2021/Remote Learning Online Assessment Analysis March 2021, Teacher Engagement Tracking)</p>	Pupils are able to work for longer periods of time and engaging well with learning.	<p>Handwriting is generally neat and cursive for pupils KS1/KS2.</p> <p>Pupils in Reception can form basic letters correctly.</p>	

			Pupils are writing at length. Behaviour incidents are low, particularly for SEND pupils.	
E. Creating a Safe Environment For All	<p>COVID infections remain at a high level in the community. CEV Staff must isolate until the end of the Spring Term.</p> <p>A large proportion of pupils have not been in school for over two months and will need re-familiarising with COVID protection measures.</p> <p>A large proportion of parents will not have been bringing children to school for over two months and will need re-familiarising with COVID protection measures.</p> <p>Some Government Guidance has changed since the previous re-opening in September.</p>	The school is a safe working environment for all stakeholders.	<p>Pupils report they feel safe in school.</p> <p>Staff report they feel safe in school.</p> <p>Parents feel that their children are safe in school.</p> <p>The number of COVID cases resulting in bubble closures are low compared to other schools.</p>	

Strategic Actions 2020 – 2021

Priority A: Mental Health and Wellbeing				
Intended Outcomes:		Success Criteria:		
Dates	Chosen approach/Actions	Expenditure	Evaluation	Next Steps

		Proposed	Actual		
12.2.2021	Parent Survey – to ascertain pupil needs prior to returning to school and the impact of lockdown	£0			
12.2.2021	Pupil Survey – to ascertain pupil needs prior to returning to school and the impact of lockdown	£0			
8.3.2021 – 26.3.2021	Enjoyment and Engagement front and centre of curriculum planning and delivery - 3 week focus initially upon creative learning and physical activity (Art, DT, Computing, PE) as part of the Sytchampton Safari Topic	£0			
8.3.2021 – 1.4.2021	Retain Wellbeing Wednesdays for the first three weeks until Easter	£0			
w/c 29.3.2021	Identify individual pupils for targeted intervention or specialist support	£0			
Ongoing	Mental Health and Wellbeing to remain a standing item on Staff Meeting Agendas	£0			
Ongoing	One Staff Meeting per half term given over to Staff Wellbeing	£0			
Total Expenditure:		£0	£0		

Priority B: Re-Engaging Learners					
Intended Outcomes:			Success Criteria:		
Dates	Chosen approach/Actions	Expenditure		Evaluation	Next Steps
		Proposed	Actual		
22.2.2021	Parent Survey – to ascertain pupil needs prior to returning to school and the impact of lockdown	£0			
22.2.2021	Pupil Survey – to ascertain pupil needs prior to returning to school and the impact of lockdown	£0			
Wc 8.3.2021	Re-establish routines (classroom and whole school)	£0			
8.3.2021 – 26.3.2021	Whole School Transition Topic for the first 3 weeks – Sytchampton Safari	£0			
tba	Visit from Animal Man	£			
tba	Virtual Trips to Zoos	£			

tba	Safari Park Trip	£			
tba	Augmented Reality	£			
9.3.2021 23.3.2021	CPD – Purposeful Talk To Deepen Learning A high emphasis on listening and talking throughout the curriculum	£			
8.3.2021 – 26.3.2021	Literacy Sequences – 3 week sequences with a purposeful outcome based upon the read/write/perform approach where the outcome will be some form of performance or presentation. School to purchase sequences for all year groups (with the exception of Reception).	£30			
	Create Recording Studio in School with Green Screen Facilities	£			
	Purchase Zu 3D animation software and webcams for recording	£			
	Create Whole School Sytchampton Safari event	£			
Total Expenditure:		£0	£0		

Priority C: Identifying Academic Gaps and Setting Goals					
Intended Outcomes:			Success Criteria:		
Dates	Chosen approach/Actions	Expenditure		Evaluation	Next Steps
		Proposed	Actual		
12.2.2021	Parent Survey – to ascertain pupil needs prior to returning to school and the impact of lockdown	£0			
12.2.2021	Pupil Survey – to ascertain pupil needs prior to returning to school and the impact of lockdown	£0			
Wc 8.3.21	Information prior to returning – welcoming pupils back to school video from all staff	£0			
Wc 22.2.2021	Whole school progress – analysis of writing comparing pre-lockdown writing and remote learning writing for supported and unsupported pupils in each Year Group	£0			
Wc 8.3.2021	Big Write Cold Task Assessment (include handwriting assessment)	£0			
Wc 22.2.2021	SPAG Online Assessment (Education City) – KS1 and KS2	£0			

Wc 1.3.2021	KS1 and KS2 Online Spelling Assessments (Education City)	£0			
Wc 22.2.2021	Online Phonics Assessment – Reception, Yr 1, Yr 2 (KS1 Phonics screening Education City)	£0			
Wc 22.2.2021	Reading Assessment (Formative) – KS1 and KS2 Education City	£0			
Wc 1.3.21	Reading Assessment (Summative) – KS1 and KS2 Education City	£0			
Wc 22.2.2021	Maths Assessment (formative) – KS1 and KS2 Education City	£0			
Wc 1.3.2021	Maths Assessment (summative) – KS1 and KS2 Education City	£0			
Wc 1.3.21	Times Tables Check (TT Rockstars) – KS1 and KS2				
Wc 22.2.21	Foundation Subjects (Topic based) Assessments – KS1 and KS2 (Education City or Teacher Made)	£0			
Wc 8.3.21 – 26.3.21	EYFS Baseline Assessments – Continuous provision to provide a range of learning opportunities which allow staff to assess pupils in all learning areas over these three weeks	£0			
Wc 22.2.2021	Analysis of pupils who did not engage during lockdown and identify areas for targeted intervention	£0			

10.3.2021	Revisit Effective Feedback CPD and policy with staff	£0			
22.2.2021	Allocate 1:1 Tutoring for identified pupils (Third Space Learning) – to start prior to return to school (5 pupils Spring and Summer Term)	£550			
Wc 22.3.21	Assessment Week – All year groups to conduct assessments (Rec – Return Baseline and Phonics, KS1 – Phonics Screening, PIRA, PUMA, Writing, KS2 – PIRA, PUMA, Writing)	£0			
26.3.21	Data Submission Date for all year groups (Reading, Writing, Maths, Science, Phonics) –SLT to analyse data and identify gaps/patterns	£0			
Wc 29.3.21	Pupil Progress Meetings (All year groups) Intervention Plans and Timetables established for Summer Term 1	£0			
Total Expenditure:		£550	£0		

Priority D: Prioritising the Curriculum	
Intended Outcomes:	Success Criteria:

Dates	Chosen approach/Actions	Expenditure		Evaluation	Next Steps
		Proposed	Actual		
12.2.2021	Parent Survey – to ascertain pupil needs prior to returning to school and the impact of lockdown	£0			
12.2.2021	Pupil Survey – to ascertain pupil needs prior to returning to school and the impact of lockdown	£0			
3.10.2021	Staff Meeting to discuss which areas of the Curriculum will take priority for the first 3 weeks and how to prioritise Early Reading/review timetables	£0			
3.10.2021	Identify and prioritise Key Skills	£0			
8.3.2021 – 26.3.2021	Transition topic – Sytchampton Safari	£0			
Wc 29.3.2021	Pupil Progress Meetings	£0			
Total Expenditure:		£0	£0		

Priority E: Creating a Safe Environment For All

Intended Outcomes:

Success Criteria:

Dates	Chosen approach/Actions	Expenditure		Evaluation	Next Steps
		Proposed	Actual		
Wc 1.3.2021	Update the Whole School Risk Assessment in line with Government Guidance				
Wc 1.3.2021	Share Whole School Risk Assessment with Staff				
1.3.2021	Share Whole School Risk Assessment and Parent Handbook with Parents				
Wc 1.3.2021	Upload Whole School Risk Assessment and Parent Handbook to website				
Wc 1.3.2021	Update Individual Pupil and Staff Risk Assessments in line with Government and HR Guidance				

Wc 1.3.2021	Refresh and update posters and guides for one way systems around the site				
Wc 1.3.2021	Check and refresh PPE supplies				
Total Expenditure:		£0	£0		

Total Expenditure:

Autumn Term 2020				
Strategy	Rationale	Expenditure	Evaluation and Impact	Evidence Source
Letterjoin Subscription	Following the first lockdown in Spring 2020, there was a significant impact upon handwriting for all pupils, and monitoring revealed that expectations for handwriting needed to raising. Letterjoin is a whole school handwriting scheme which would embed consistency across the school, raise the profile of handwriting and also has the	£244.00	Teaching of spelling and handwriting is now well sequenced across the school, with clear progression.	Writing Review 29 th April 2020 Writing Review Sept 2020 Letterjoin and SpellingShed Evaluation Nov 2020

	facility to be used remotely in the event of any further lockdowns.			
Ed Shed (Spelling) Subscription	Following the first lockdown in Spring 2020, spelling was identified as a significant gap for pupils, particularly in KS1. Once again, there was a lack of consistency in how spelling and grammar was taught across the school. Ed Shed is a game based Whole School Spelling Scheme with competitive elements to engage all learners. This also had the option to be used remotely in the event of any further lockdowns.	£76.00	Cold and hot tasks evidence that spelling shed is having an impact upon spelling across the school. Pupils report that SpellingShed has helped them learn well during lockdown.	Writing Review 29 th April 2020 Writing Review Sept 2020 Pupil Survey Feb 2021 Letterjoin and SpellingShed Evaluation Nov 2020
Nessy Dyslexia Reading/Spelling Tool	Dyslexic Screening in the Summer Term identified 4 pupils with Dyslexic tendencies and these four pupils had made slow progress in Reading and Writing during lockdown. The Nessy Programme is an individual intervention, computer based, which can be used both in school and at home to support these individual pupils.	£200.00		Dyslexia Screening Results Summer 2020
Supply Teacher Contract Year 1/ 2 Literacy	The KS1 class is a large, mixed class of 31 pupils. The Year 2 pupils had missed a large chunk of learning in school due to the lockdown. Autumn baseline assessments revealed that progress and attainment for pupils in KS1 in Writing had taken a significant dip and there was a large disparity in ability and readiness to learn between the Year 1 and Year 2 pupils (Year 1 still needed a focus on phonics and early reading, whereas Year 2 needed to be moved on more rapidly). Therefore, a qualified teacher, known to the school, was recruited to teach the Year 2 pupils Literacy for the second half of the Autumn Term, allowing the Class Teacher to	£1149.00	Pupils in Year 1 made rapid progress over the course of Autumn 2, and as a result a high proportion were working at Age Related Standards by the end of the term (93%). This was a significant improvement from the baseline assessment at the start of the Autumn Term (60%). Year 2 pupils made expected progress. This strategy meant that the Class Teacher could focus upon tailored teaching to ensure that the Year 1 pupils closed the gap that had opened as a result of the Spring lockdown in Writing.	Autumn 2020 Data Summary

	accelerate the Year 1s, whilst ensuring the Year 2 pupils received the stretch and challenge they required.			
Total Expenditure:		£1697.00		
Total Funding Received:		£1860.00		
Remaining Funding				

Spring Term 2021				
Strategy	Rationale	Expenditure	Evaluation and Impact	Evidence Source
TT Rockstars	After seeing the popularity of Spelling Shed as an online and competitive activity for supporting spelling, school identified a gap for pupils in practising their times tables and number bonds. In order to safeguard these key skills in the event of further lockdowns, to motivate pupils to learn and facilitate practise for the multiplication check school invested in this subscription after evaluating a number of different options.	£83.95		
Numbots		£83.95		
Discovery Education including Espresso Coding	Subject reviews of Science, Geography, Computing and History found that staff had had little training in these subjects in recent years and that these subjects were under resourced. Discovery education provides access to a range of resources (videos, games, assessments) across wide range of subjects to support teaching in school. Espresso Coding provides the online software to begin coding in KS1 and LKS2 and because of the way the learning is structured, enables pupils to access this relatively independently. This online platform also provides remote access in the event of a lockdown.	£1571.10		Science Review 9 th July 2020 Geography and History Review Nov 2020 Computing Review

Kapow Art and DT Subscription	The Art and DT Review in November revealed that sequences of learning in these subjects were not built cumulatively, staff knowledge was not strong in these areas, there has been little CPD in these subjects in recent years and these subjects are underresourced. KAPOW is an online scheme of work with a range of supporting materials (videos, planning, teacher support materials) to support better sequencing. These materials can also be shared remotely for use in future lockdowns.	£335.00		
Total Expenditure Spring Term		£2074.00		
Total Expenditure to date:		£3771.00		
Total Funding Received to date:		£4247.00		
Remaining Funding		£476.00		