

Rushbrook Primary Academy

Covid Recovery Plan 2021 /22

The impact of Covid-19 has meant children across the country have missed time in school to learn and socialise. We recognise how this will have affected every family in different ways, and the strains of lockdown may have created new barriers to learning, exacerbated existing challenges for children or had a negative effect on their mental health and well-being.

Part 1

During the last 18 months, children have experienced a period of time where they were unable to see their friends and family whilst their usual daily routine and structure was abandoned. They will have also experienced a range of emotions, both positive and negative, due to the uncertainty of the situation and the unusual circumstances they have found themselves in. Whatever the impact on pupils learning and wellbeing, what matters now is how we respond in the upcoming academic year. Rushbrook Primary is committed to providing an evidence-informed response to help restore vital learning routines and ensure our pupils and teachers have the best chance of success. Our staff have planned a recovery curriculum which is inspired by the work of Barry Carpenter, a professor of Mental Health in Education. It is a curriculum which is built on 5 levers to help 'lever' the children back into school to restore children's relationship with school, learning and their peers. This is alongside a clear focus on standards (please see part 2).

Lever 1 – Relationships

Rushbrook Primary prides itself on the importance it already places on building positive relationships with all members of the school community, but it is something we are committed to investing in further. As the children return to school, we will give children the time to reconnect with both their friends and staff through various means such as co-operative learning activities, team building games, emotion coaching and the zones of regulation.

Lever 2 – Community

As some children will have spent half a year at home, we will endeavour to listen to what the children's experiences have been like throughout this period so we can understand the needs of our children and the wider community and engage with them to get them ready to learn. Teachers will devote time to listen to the children on a 1:1 basis, whilst empowering the children with the vocabulary they need to express their thoughts and feelings. In doing so, we will be able to address any un-resolved issues which may prevent children from being ready to learn.

Lever 3 – Transparent Curriculum

Our children will return to school having had a range of learning experiences at home, but inevitably, having spent time out of school, children have missed substantial parts of their education. Therefore, the teaching team at Rushbrook Primary are concentrating on improving the quality of learning to help our children bridge the gap. High quality teaching is the most important lever schools must improve outcomes for pupils. We feel it is much more beneficial to take a long-term approach to supporting the children with their missed learning by focusing on the quality of our curriculum. By identifying the concepts, we are teaching and carefully choosing the knowledge and skills we need to teach within these concepts, and how they are sequenced, we will be equipped to best support our children.

'Plans should not be based on the concept of 'intervention' but rather on long-term resilience...It is more important that we focus on building system resilience in the longer term...rather than resort to short-term interventionism.' *Leora Cruddas – CEO of the Confederation of School Trusts.*

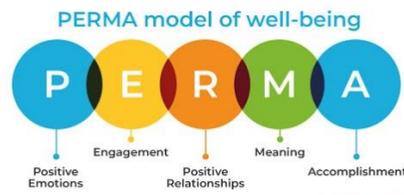
Lever 4 – Metacognition

To help the children improve cognition and learning across the whole curriculum, lessons will involve teachers linking new learning to something the children already know, have heard about or have experienced, 'building schema'. In doing so, an existing neuron in the brain is working at the same time as the one about the new learning, thus creating a stronger pathway in the brain and making it more likely that information will be retained.

Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. By activating the use of our schemas, it ensures that children are locking new pieces of learning onto items already embedded in long-term memory, expanding our existing schemas with new information.

Level 5 - Space

The children at Rushbrook Primary will be given the space and time to make links between areas of learning and be given the opportunities to explain their understanding. They will spend time thinking about the aspect of the curriculum being studied. They will also be given space to build retrieval strength, in other words, they will be given time to practice remembering things they have learned in the past. The more they practice, the easier this will be. Research shows that this practice benefits from being spaced over increasingly long time periods. Our children will also be given the space they need to be independent. Teachers will plan activities that develop independence in our learners.



The PERMA model of well being

The PERMA model is a well-researched model of well-being which we believe our recovery curriculum has strong links to. Children must be in a positive frame of mind if they are to be ready to learn. By using the recovery curriculum levers, children are required to recall an experience and therefore they are more likely to think positively about the learning and engage with what is being taught. By being given the time and space to talk about their experiences the relationships with their peers and the teacher will be strengthened and they will be able to give more meaning to their learning and have a sense of accomplishment.

Part 2

Funding was provided by the government in 2020/2021 to support children as they have missed out due to the pandemic.

The purpose of the funding is to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected.

At Rushbrook Primary we have planned strategies, calling upon the research completed by the [Education Endowment Fund](#) and those highlighted above which will have a positive impact for our children. How we will spend the funding is detailed below.

How we measure impact for Covid Recovery Plan

Continuous monitoring is in place to ensure maximum impact of the strategies throughout the year. Senior leaders meet with class teachers half-termly to discuss the progress of all children with a particular focus on those who are making slower than expected progress. The children's achievement up to March 2020 has been used as a starting point for maintaining an improving trajectory. Any children not making good progress are quickly identified and further strategies put in place. This has been in place throughout the pandemic. Further monitoring such as book looks, learning walks, planning scrutiny, pupil conferencing and lesson observations also have a focus on maximising progress and tackling any gaps caused by the Covid-19 disruption. Children eligible for PP and PP+ are also prioritised within monitoring of progress, impact and implementation of actions due to their additional vulnerability.

We also closely monitor other important factors such as behavioural records and attendance. Governors are aware of the school's actions and assessments in light of Covid Recovery, holding the senior leadership team to account for progress against the plan. Covid Recovery is a standing item on the agenda. In the Autumn term of 2021, Governors will join the Senior Leaders to scrutinise the progress seen over time in Reading, Writing and Maths with a focus on closing any gaps caused by Covid-19 disruption.

Outcomes for 2021

It is IMPORTANT to note that the children's learning was significantly impacted by the lockdowns and interrupted attendance due to the Covid-19 pandemic. Children were making good progress from the starting points up to March 2020. Within detailed Pupil Progress meetings in March, staff assessed children for their 'on-trackness' within age-related expectations. This was used so that provision could be planned for around

children's individual learning which we continue to track with prior attainment in mind. It remains vital that children's capability is not lost by the disruption to education and that ambitious targets are set to help close any gaps that may have occurred and to sustain progress seen.

Although the data gathered in Summer 2021 was not part of the usual process for statutory assessment, it offered the school the important opportunity to robustly capture the achievement for all children in readiness for Sept 2021. Standardisation using DfE exemplars and moderation in school and by the LA formed a key part of these assessments to ensure data collated is accurate and in line with National Standards.

In 2021/22 we aim to:

- Offer children carefully planned reintroduction to school focusing firstly on their emotional and social well-being.
- Offer additional support to parents in light of increased difficulties caused by the pandemic.
- Offer a well-planned Recovery Curriculum that draws upon lost learning from 2020-21 as well as preparing children to resume this year's curriculum.
- Remain highly ambitious for every child, working creatively to overcome barriers caused by the pandemic.
- Maintain improvement for children achieving GLD in YR.
- Ensure accelerated progress for children who typically come in well-below age-related expectations on entry to EYFS make accelerated progress in areas of identified weaknesses.
- Close the gap between school and National Others in achieving the phonics screening in Year 1 and Year 2.
- Continue to use finer scrutiny of children's knowledge and skills in phonics to accelerate progress through phases.
- Continue to secure outcomes that show that the gap is closing further between key groups nationally at KS1 and KS2 across all areas, at ARE as well as GD.
- Increase scrutiny of children's retention and then application of knowledge and skills across the curriculum, using this to better inform teaching and therefore accelerate progress.
- Continue tight focus on conversion tracking in all 3 areas for combined outcomes.
- Ensure that the wider curriculum offer continues to build upon last year's developments, helping prepare children even more successfully for their next step in education.
- Further develop all areas that sit within Personal Development, focusing on the offer and impact for all pupils.

Education Endowment Fund Findings

Our catch-up funding interventions will focus mainly on speech and language and phonics interventions, reading support and small group maths tuition.

Reading interventions:

"Both decoding (the ability to translate the written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading but neither is sufficient on its own." EEF

[Reading comprehension strategies | Toolkit Strand](#)

[Improving Literacy in Key Stage 1](#)

Small group tuition:

"Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills." *Education Endowment Fund*

[Small group tuition | Toolkit Strand](#)

| Action | Details | Intended Outcome |
|--|---|--|
| Increased implementation of NELI programme | <ul style="list-style-type: none"> • All Year R children access NELI with Class Teacher, PLA. • Children in KS1 assessed and offered NELI if appropriate • Identified SEND children in KS2 offered NELI if appropriate | Children's early language skills developed with clear impact on speaking and listening, ability to communicate, phonological awareness, access to the curriculum, broadened vocabulary and a deepened understanding. |
| Streamed Phonics in Year 1 | <ul style="list-style-type: none"> • CN/SK to join the KS1 team 2 days a week so that increased differentiated phonics teaching is in place. | Rapid progress seen across all groups within Year 1. Target of 80% to achieve threshold in Phonics Screening in Summer 2022. |
| Intervention Assistant in Years 3 & 4 (LG) 5 afternoons a week | <ul style="list-style-type: none"> • Deployment of adult enables regular, targeted Reading interventions to be delivered. • Pupil Progress Surgeries and provision map meetings informing choices around children and interventions. • Class teachers and PLAs have the ability to deliver additional Teaching & Learning due to increased capacity. | Impact seen from trial last year is built upon. Children make progress on specific areas of need and apply these across the curriculum. Greater impact from CT and PLA due to increased capacity. Children are in a stronger position by the end of Summer 2022. |
| Additional adult to support Year 6 (AP) | <ul style="list-style-type: none"> • Year 6 to receive booster teaching 5 mornings a week allowing for more targeted interventions and personalised learning. | Rapid progress seen in identified children. Chn back on track to make at least expected progress from March 2020 baseline by the end of Summer 2022. |
| Streamed Phonics in Year 2 | <ul style="list-style-type: none"> • to join the Year 2 team 4 days a week so that increased differentiated phonics teaching is in place. • Ongoing targeted phonics | Target of 80% to achieve threshold in Phonics Screening in Autumn term. |
| Additional adult to support Year 4 (AP) | <ul style="list-style-type: none"> • Year 4 to receive booster teaching 3 mornings a week allowing for more targeted interventions and personalised learning. | Rapid progress seen in identified children. Identified children back on track to make at least expected progress from March 2020 baseline by the end of Summer 2022. |
| Additional adult deployed 2 days a week (LS) | <ul style="list-style-type: none"> • Highly vulnerable Year 4 cohort supported in catch up learning • Identified children to receive interventions to accelerate progress • Additional emotional and behaviour support from an experienced adult. | Rapid progress seen in identified children. Children back on track to make at least expected progress from March 2020 baseline by the end of Summer 2022. |

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| Additional adult to support Year 6 (CVF) | <ul style="list-style-type: none"> Year 6 to receive booster teaching 3 days a week allowing for more targeted interventions and personalised learning. | Rapid progress seen in identified children. Children back on track to make at least expected progress from March 2020 baseline by the end of Summer 2022. |
| Additional adult to support Year 5 (NW) | <ul style="list-style-type: none"> Year 5 to receive booster teaching 3 mornings a week allowing for more targeted interventions and personalised learning. Identified children to receive teacher led interventions to accelerate progress | Rapid progress seen in identified children. Children back on track to make at least expected progress from March 2020 baseline by the end of Summer 2022. |
| Additional teacher qualified to deliver interventions 2 days a week (MT) | <ul style="list-style-type: none"> Identify children who need to make accelerated progress in language weekly language sessions per child | Rapid progress seen in identified children. Children back on track to make at least expected progress from March 2020 baseline by the end of Summer 2022. |
| Resilience Coach employed to deliver EWB sessions | <ul style="list-style-type: none"> Whole school approach to building resilience All year groups will receive guidance on building resilience | Children will be able to manage issues with positivity and look at strategies to use when facing difficulties |
| Nurture Provision extended with 2 additional adults | <ul style="list-style-type: none"> JG to support physical nurture 2.5 days per week SS to support EWB 5 afternoons per week | Children will be provided with interventions and strategies to improve their well-being. |

The Pupil Premium strategy at Rushbrook Primary Academy will be reviewed with Governor involvement in Spring 2021