

Priority 4: To identify pupils in need of bespoke recovery teaching following covid pandemic lockdown and to ensure that accelerated progress is made.

4.1. Identify educational needs of pupils and respond accordingly

4.2 To implement bespoke recovery tutoring for individual pupils and groups in order to accelerate progress and narrow gaps in attainment.

4.3 To encourage parental engagement to assist in the development of reading, spelling and maths

MEASURABLE MILESTONES By the end of Autumn Term 2020: Based on baseline taken in Sept 2020 for yr2 to yr6 <ul style="list-style-type: none"> • Maths 11% to 30% at expected • Reading 24% to 40% at expected • GPS 16% to 35% at expected • Writing 25% at expected • Phonics yr1 35% (GLD EY) to • Phonics yr2 24% to 55% expected 	By end of Spring Term 2021: <ul style="list-style-type: none"> • Maths 45% at expected • Reading 55% at expected • GPS 50% at expected • Writing 40% expected • Phonics yr1 55% expected • Phonics yr2 65% expected 	By the end of Summer Term 2021: <ul style="list-style-type: none"> • Maths 60% at expected • Reading 70% at expected • GPS 65% at expected • Writing 55% expected • Phonics yr1 at 70% expected • Phonics yr2 at 79% expected 	Allocated budget: £14000
			Linked Governors:

TARGET	ACTION (TO ACHIEVE TARGET)	MONITORING WHO? WHEN?	GOVERNORS EVIDENCE/ EVALUATION	RESOURCES	SPECIFIC SUCCESS CRITERIA	IMPACT	NEXT STEPS
4.1 Identify educational needs of pupils and respond accordingly	<ul style="list-style-type: none"> • Explain to teachers the importance of high quality teaching is the most important aspect to identifying and closing any gaps • Baseline children (reading, GPS and maths) and introduce most effective programmes to close the gap • Develop plan identifying targeted children, actions taken and the cost of programmes implemented; 	Headteacher	Curriculum Governors	Staff meeting Baseline tests SLT time Reading, GPS and maths interventions	<ul style="list-style-type: none"> • Baseline completed in reading, GPS and maths • Detailed plan will be in place • Children make accelerated progress from their baseline; more children will be on track from their GLD or KS1 teacher assessments • Interventions monitored, reviewed and changed if necessary 		

		<p>ensure funding is being used and measure the impact</p> <ul style="list-style-type: none"> In EY and KS1 teachers ensure opportunities to read widely, develop vocabulary and knowledge identified 						
4.2	<p>To implement bespoke 'recovery curriculum' for individual pupils and groups in order to accelerate progress and narrow gaps in attainment in reading and maths</p>	<ul style="list-style-type: none"> Deploy staff to carry out the recovery tutoring lessons for those who have gaps that cannot be addressed by high quality teaching. Employ another TA Plan for bespoke learning recovery lessons daily for pupils over a range of weeks (for individual children and small groups. Identify specific objectives required for recovery <p>To ensure learning is effective, we will ensure that it is:</p> <ul style="list-style-type: none"> or in small groups Intensive: focused around key concepts Takes place over a short period of time (3 to 5 times a week and over a period of 8 to 20 weeks) Targeted at pupils with specific needs and gaps and their targets must to be SMART Aligned with learning that is already taking place in the classroom. 	<p>Teachers / Teaching Assistants</p> <p>SENDCo to oversee</p> <p>September 2020 to May 2021</p>	<p>Curriculum Governors</p>	<p>Teaching Assistants dedicated time</p> <p>Success@arithmetic</p> <p>Fresh Start</p> <p>Assessment for GPS, reading and maths</p> <p>Moderation for writing</p>	<ul style="list-style-type: none"> Bespoke sessions is of high quality and addresses specifically the needs of those pupils who have fallen behind. Outcomes improve, in particular for pupils at risk and the gap in attainment with their peers is reduced. Provision raises standards and is responsive to children's needs. We have identified those pupils who need additional support to catch up' following lockdown and plans are in place to recover their lost learning. Teaching is responsive to need, takes account of the needs of all groups of learners and is focused and simple. 		

		<ul style="list-style-type: none"> • Designed to enable children to experience success early on in order to motivate them • All teachers use the NCETM and White Rose prerequisites 						
4.3	To encourage parental engagement to assist in the development of reading, GPS (grammar, punctuation and spelling) and maths at home focusing on fluency	<ul style="list-style-type: none"> • To purchase Spelling Shed to work alongside TTRS, so children can access at home • Research how to do a loan scheme for laptops for families who do not have access to devices • Focusing homework on reading, GPS and maths 	Deputy Headteacher	Curriculum Governors	<p>Online learning platforms</p> <p>Teachers creating homework</p>	<ul style="list-style-type: none"> • All children will engage in home learning • Children make progress as seen in the analysis of online data 		