



Dane Bank Primary School COVID Recovery Strategy 2021-22

Summary Information

School	Dane Bank Primary School				
Academic Year:	2021-22	Total Covid Recovery Premium:	£__	Number of Pupils:	238

Covid Recovery Strategy Aims

- To support the well-being and mental health of all of our pupils during and following this disrupted period in their lives.
- To raise the attainment of all pupils to close the gap created by Covid-19 school closures.
- To reduce the attainment gap between disadvantaged pupils and their peers.

Guiding Principles for our Recovery Strategy

- We will continue to teach our broad and balanced curriculum in all subjects, including learning from enrichment and wider experiences, such as educational visits and visitors to the school.
- We will use our planned, sequenced curriculum as a starting point for recovery planning, prioritising teaching missed content that will allow pupils to make sense of later work in the curriculum, including essential knowledge, vocabulary, concepts and skills that are critical for progression.
- We will base our Recovery Strategy on robust and diagnostic assessments of what pupils know and understand as well as unpicking misconceptions and insecure knowledge, enabling effective support to be put in place.
- We are committed to evidence-informed practice and will base all decisions relating to Covid Recovery upon robust evidence and professional expertise.
- Our Covid Recovery strategy will align with our Pupil Premium Strategy and whole School Development Plan and should be read alongside these two documents, as part of the whole school strategy.

Evidence Informed Tiered Model

We will be utilising the EEF's recommended Tiered Planning Model to target recovery provision in the following areas:

- Quality first teaching – enhancing the quality of teaching through: high impact staff professional development; embedding whole class, well-evidenced high impact teaching approaches; and curriculum prioritisation.
- Targeted academic support – accurately targeted use of well-evidenced high impact interventions, based on high quality assessments, to support pupils in 'catching up'. Interventions will be explicitly linked to classroom learning and will use systems for effective feedback to ensure a coherent learning experience.
- Wider support – these strategies will focus upon 'levers to attainment' including: mental health and emotional well-being; learning behaviours and social and emotional learning; attendance and punctuality; and family support.

1 Teaching

Metacognition and cognitive science high impact learning approaches (retrieval practices, spaced practice, activating prior knowledge, application of Cognitive Load Theory).

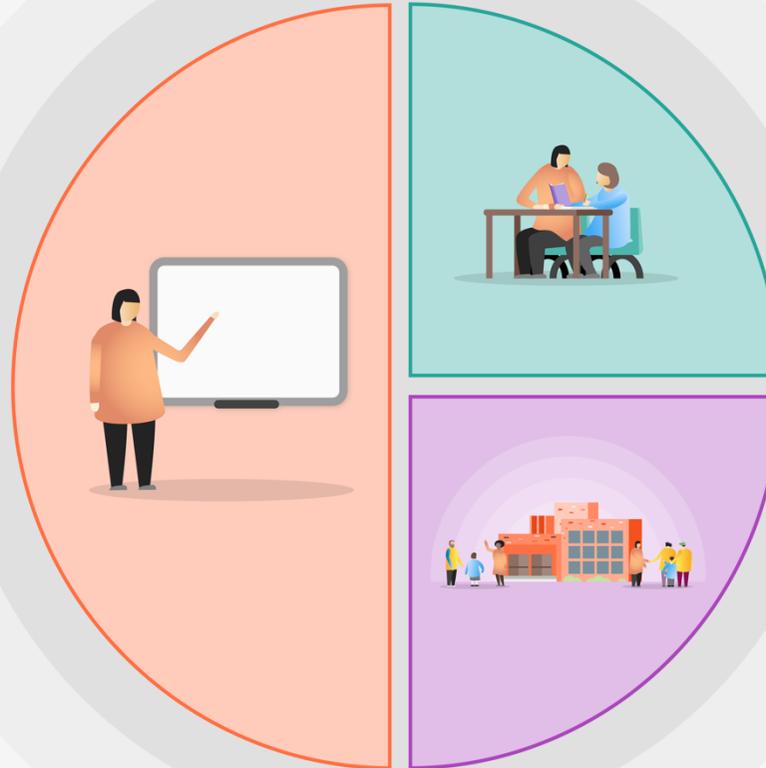
Engagement in UCL ECF programme.

Structured approaches to vocabulary and language acquisition – Alex Quigley and Word Aware blend of strategies.

High impact feedback strategies (revise school policy and implement).

Focus upon the deployment of TAs in line with the MBUTA Guidance Report.

Develop practice around teaching of Spelling and developing high-quality interventions.



2 Targeted academic support

Speech and Language: NELI

Reading: Reception Literacy Programme; Boosting Reading at Primary; Individual reading to boost fluency

Writing: Reception Literacy Programme; 1:1 Writing feedback sessions

Maths: Catch Up Numeracy Programme

3 Wider strategies

Use of Jigsaw materials for transition

Access to Education Welfare Officer services

Development of pastoral support offer for pupils and families.

Monitoring and Evaluation:

The lead for this strategy is Joanne Lennon.

The impact of this plan will be monitored through: review of progress and attainment data; staff and pupil voice; progress of pupil work. A review of the impact of the plan will take place termly, within Pupil Progress meetings.

The Local Governing Body at Dane Bank will review the impact of the plan at the mid-point of the year and at the end of the academic year.

Our Covid Recovery strategy aligns with our Pupil Premium Strategy and whole School Development Plan and should be read alongside these two documents, as part of the whole school strategy, as these documents detail additional monitoring and evaluation arrangements.

References:

[Teaching a broad and balanced curriculum for education recovery \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/92222/teaching-a-broad-and-balanced-curriculum-for-education-recovery.pdf)

<https://educationendowmentfoundation.org.uk/eef-support-for-schools/covid-19-resources/guide-to-supporting-schools-planning/>

https://cstuk.org.uk/assets/link_boxes/Guidances/CST-decision-making-framework-for-Trust-Boards-updated-February-2021.pdf