



Covid Recovery Plan

April 2021

Our strategy at Acorn Education Trust

The Covid-19 has affected children, young people, families and schools in an unprecedented fashion. Schools have been at the frontline of the response to the pandemic remaining open for children of key workers and the most vulnerable children alongside coordinating remote education for others. Families and schools have seldom worked so closely together in the best interests of our children and young people.

However, this challenge is far from over and compensating for the interruption to education will be at the forefront of school planning for some time to come. Undoubtedly a complex situation, schools will be aiming to confront issues around learning as well as well-being. Moreover, the evidence suggests that the pandemic has served to highlight the impact on students from socio-economically disadvantaged groups who have struggled disproportionately to their peers.

For schools in Acorn Education Trust, we will be acting on available research to create a plan which will meet the needs of all our students moving forwards. Rooted in a sustained response, our schools will identify objectives to ensure that each child is able to continue their journey through education with the support that they require along the way. This is in line with our Trust vision of preparing young people for their world in their time. Never has this been more important.

The government has assigned funding to schools to assist in the “catch-up” following the disruption caused by the pandemic. The Education Endowment Foundation has provided research-led strategies on how best to support children and young people in their reports “Covid-19 Support Guide for Schools” and “The EEF guide to supporting school planning: a tiered approach to 2021”. This guidance is underpinned in our strategy.

This document is a live, ongoing piece of work and will be continuously monitored and updated. A review process within the Trust will ensure that the money assigned to this project is spent intelligently, fairly and to the benefit of our children and young people. Each school’s plan will be written by the head and Exec. Head and then agreed by the Head of SEND for the Trust. The allocation of funding and impact of the plan will be monitored and evaluated by the Standards and Improvement Committee of Directors.

What has been the impact of the Covid-19 pandemic in Dilton Marsh CEVC Primary School?

Primary

Reading	<p>We used the NFER reading papers to assess reading in November and June/July. This showed that achievement in reading dropped following the first lock down, particularly for the higher achieving pupils. June data demonstrated that children had started to catch up to pre-covid levels but were still significantly below expected.</p> <p>In addition reading test (Grading Reading Test 2 (GRT2)) was used to identify any deficits in reading across our school. This was used in March and then April to assess reading ages and comprehension ages of those children who we had additional concerns about.</p>
Writing (including Spelling)	<p>Ongoing diagnostic assessment of writing has found that pupils achievement had dropped after the first lock down. June data demonstrated that achievement is significantly below expected with the exception of year 4 pupils. Higher achieving pupils were impacted the most. Spelling is a key factor. In addition all children's spelling ages were assessed using Vernon Spelling Test. This enabled us to identify which children needed additional support</p>
Maths	<p>Ongoing formative assessment and specific diagnostic assessment has allowed us to identify gaps in maths knowledge. In KS1, place value is a theme requiring additional intervention. At KS2, areas depended on the individual pupils and intervention will be targeted accordingly. Intervention is required on basic numeracy to support the lower attainers at KS2.</p>
Non-core	<p>Formative assessment is taking place in non-core lessons. The pandemic has meant that some of the curriculum has not been taught. Some aspects will need to be re-planned to ensure that delivery of these curricula remains sequential. At the beginning of each new theme teachers assess previous knowledge so that gaps can be addressed prior to moving forward in the learning.</p>
Well-being	<p>Time has been spent during the first few weeks of the return to school carefully observing and talking to pupils about well-being. Initially our behaviour logs did not show an increase in low level disruption compared to Term 4 last year. Towards the end of term 5 there was an increase in disruptive behaviour and disagreements between children.</p> <p>Once all the children returned to school in Term 4 attendance was good (98.8%) Where attendance has been an issue discussions with individual pupils have taken place to identify concerns so that they can be addressed through additional in-class support or ELSA programme.</p>

1. Teaching and Learning

EEF Strategy	EEF rationale	Specific planning for Dilton Marsh CEVC Primary School	Cost	Expected impact
Supporting Great 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 will continue to be vital.	<p><u>CPD for staff</u> Letters and Sounds training delivered by Ramsbury English Hub to teachers and TAs</p> <p>Staff Development Meetings focus on monitoring and feedback. Embedding agreed procedures to develop writing.</p> <p>Early Reading and Phonics Audit to be completed by Literacy Subject Lead working with Ramsbury English Hub</p> <p>Maths Priority audit to be completed on return to school. This identifies individual/class priorities where catch up is required. Clear assessment of previous years' objectives prior</p>	<p>£250 for training</p> <p>£1,350 for supply</p> <p>£300</p>	<p>To ensure consistency of approach across the school. Confidence for all staff to use phonics throughout the school to support pupil progress</p> <p>To ensure Quality First teaching is embedded within all classes. Specific impact on questioning and use of Stem Sentences in all subjects. Strengthening Rosenshine principles across all classes</p> <p>Key developments to support development of reading and phonics identified and action plan for 2021/22 to be developed.</p>

		to teaching current year curriculum		
Pupil assessment and feedback	<p>High quality assessment is essential to great teaching helping us to understand what pupils have (and have not) learned.</p> <p>Targeted diagnostic assessments can help teachers to monitor pupils' progress.</p>	<p>Targeted diagnostic assessment in Reading and Spelling. Ages assessed at beginning and end of targeted interventions.</p> <p>Targeted diagnostic assessment in Maths – Basic Number Screening in addition to the NFER so that we can track the 'minute a day' maths intervention. As well as plan the deficit and catch up for students falling below the expected level.</p> <p>Formative assessment in all areas of the curriculum used to identify gaps in learning. Pre-teaching and post-teaching ensures gaps are reduced</p>	£630	<p>To ensure that impact of interventions is measurable.</p> <p>Children at risk of falling behind who need support to catch up are identified and supported. Early identification ensures that further drops are avoided.</p> <p>Children are able to join in with whole class learning as a result of pre-teaching. They keep up rather than catch up so further gaps are not created.</p>

Transition support and ongoing remote education	All pupils will need support to transition back to school. There are particular challenges to support pupils transitioning to a new school. Focusing on high-quality remote learning will continue to be valuable for pupils.	Bespoke programmes have been put in place for individuals who need support. This includes the following strategies: <ul style="list-style-type: none"> - Meet and greet at the school gate - Involvement in the ELSA programme - Staggered start and finish of the school day 	ELSA programme for 6 week intervention - £1,800	Children come to school ready to learn. They feel confident that their needs will be met. Children are ready for their next step in education – moving classes, transition to secondary school or joining in Reception.
		Enhanced transition for children joining school in September 2021. This includes 1:1 walk around with class teacher and parents, 2 transition visits and additional parents' meetings		Children settle quickly into school in September. Parents are confident in arrangements and have a good understanding of learning so they can support at home.
		Enhanced transition for children moving to Secondary School in September 2021. This includes remote sessions with key adults in the schools.		

2. Targeted support

EEF Strategy	EEF rationale	Specific planning for Dilton Marsh CEVC Primary School	Cost	Expected impact
1:1 and small group tuition	There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy. To be most effective, the tuition should be guided by the school, linked to the curriculum, and focused on areas where pupils will most benefit from additional practice or feedback.	Children identified 'at risk' of falling behind receive a programme of targeted interventions. This includes: Minute A Day for reading, spelling and basic number. Paired reading Phonics intervention groups	£2700	<p>Start and End assessment data would be tracked through GRT, Vernon and Basic Maths Screening. Average progress of double the usual rate over a term would be good progress.</p> <p>So far we have seen an initial improvement in overall spelling and comprehension scores across the cohort and will embed these further e.g. 70% of Willow improved over the term in spelling ages 88% of students improved reading scores.</p> <p>100% of students in Beech intervention for reading made progress. In spelling 58% made progress and 62% of the class are above chronological age ability for spelling.</p>

Intervention	<p>A particular focus for intervention is likely to be literacy and/or numeracy.</p> <p>Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p> <p>Structured, evidence-based programmes are best. Pupils should understand the link between intervention and the learning in class.</p> <p>Sessions are time-limited and delivered by trained teachers or TAs.</p>	<p>CPD delivered by SENCO to illustrate range of testing materials and interventions particular to Dilton Marsh Primary School</p> <p>New intervention monitoring system implemented using chronological age testing to give greater understanding of the levels students are working at.</p> <p>Early screening via these systems to enable early intervention and data rich systems for planning pre and post learning as well as quality directed intervention.</p>	£500	<p>Teachers and TA confident in delivering and measuring impact of programmes.</p> <p>Consistent approach across the school in order that impact can be monitored by SENCO and SLT</p>
		<p>Additional Speech and Language interventions to develop vocabulary. BLAST to be used in Lime and Cherry class to catch up where children's speech and language have suffered due to extended periods where they were not able to come to school or socialise widely.</p>	£1710	<p>Speech and language will not be a barrier to children's learning and progress in all areas of the curriculum. Confidence in communication skills including listening and speaking will increase and will impact positively on behaviour.</p>
Planning for pupils with SEND	<p>Good teaching for SEND is good teaching for all.</p>	<p>Training to support SMART targets on Pupil Passports - SENCO to monitor</p>	£1080	<p>Pupil Passports include SMART target in order to identify where</p>

3. Wider strategies

EEF Strategy	EEF rationale	Specific planning for Dilton Marsh CEVC Primary School	Cost	Expected impact
Supporting social, emotional and behavioural needs	A sustained focus on supporting pupils' social, emotional and behavioural needs will be needed. Meaningful and manageable assessment will be crucial. A common misconception is that a pupil's well-being is separate from their academic learning.	<p>To continue ELSA programme across the school for individual pupils. ELSA supervision sessions ensure that ELSA is able to ask for advice in order to develop practice.</p> <p>To train additional ELSA within the school. LA training programme to start March 2022. 'Trainee' ELSA to shadow S Beveridge to observe. 'Trainee' ELSA to observe behaviour specialist – Amber.</p> <p>Forest and Farm School to be attended by 4 pupils with additional needs.</p> <p>Review of Behaviour Policy and reward system to be updated for September.</p>	<p>£120</p> <p>£100</p> <p>LA training cost - £495</p> <p>£660 for Forest School additional place</p> <p>TA hours to attend TD day, September 1st 2021. £630.</p> <p>Investment in Rewards for good behaviour (£250)</p>	<p>Individual targets are met</p> <p>Increase in number of pupils who can access ELSA support in order to support their Social, Emotional and Behavioural needs.</p> <p>Children gain confidence to explore new surroundings and building relationships with children and adults from other schools and settings.</p> <p>Incidents of low-level disruption reduced Surveys demonstrate that children and parents agree that behaviour is good in the school.</p>

<p>Communicating with and supporting parents</p>	<p>Close engagement was critical over the pandemic. Communication will need to be monitored and supported. Providing books and education resources to pupils over the summer may be helpful along with support and guidance.</p>	<p>SEN clinic available to all parents with concerns about meeting children's needs.</p> <p>Additional parents evening (April 2021) for all parents to enable parents to share concerns and staff to share any identified gaps</p> <p>Additional meet and greet at the school gates for all students. Individual children are met by their teacher to enable smooth start to the day.</p>		<p>Parents have confidence in the school and are able to support learning at home with their children.</p> <p>Parental survey demonstrates that they are aware of strengths and areas for development identified on return to full time school</p>
<p>Access to technology</p>	<p>Pupils' access to technology has been a key factor affecting the extent to which they can learn at home. Technology could also be valuable as pupils return to school to access tuition or support. To support learning, how technology is used matters most. Providing guidance on how to use the technology effectively is essential.</p>	<p>6 iPad to support learning in school. Software to include targeted support for children with SEND.</p> <p>3 laptops provided to enable access to TEAMS sessions within school.</p> <p>2 laptops donated by Dilton Marsh Parish Council for children to borrow in case of a closure of a bubble and where they do not have reliable access to technology.</p>	<p>£1980</p> <p>£1500</p> <p>Donated by Parish Council</p>	<p>All children have equal opportunity to access learning in school and therefore make good progress.</p> <p>All children have equal opportunity to attend Remote Learning Sessions if necessary.</p>