

## Covid Recovery Funding Grant

<b>School name:</b>	Garden Suburb Junior School					
<b>Academic year:</b>	2020 - 2021					
<b>Total number of pupils on roll:</b>	351					
<b>Total catch-up budget:</b>	First installment: Oct 2020	£16,240	Second installment: March 2021	£11,700	Total	£27,940
<b>Date of review:</b>	July 2021					

### Teaching and whole-school strategies

Teaching	Targeted Academic Support	Wider Strategies
<ul style="list-style-type: none"> <li>- planning an innovative curriculum which builds on prior learning</li> <li>- lessons planned to engage with hooks and practical activities</li> <li>- behaviour for learning</li> <li>- clear explanations</li> <li>- excellent questioning styles</li> <li>- planned scaffolding/differentiation</li> <li>- collaborative work</li> <li>- partner talk</li> <li>- quality formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>- structured interventions</li> <li>- small group tuition</li> <li>- one to one support</li> <li>- effective deployment of LSAs</li> <li>- reading interventions</li> </ul>	<ul style="list-style-type: none"> <li>- building relationships with adults</li> <li>- fostering friendships with peers</li> <li>- having fun</li> <li>- ensuring correct uniform</li> <li>- support with organisation and responsibilities</li> <li>- engaging parents with homework tasks</li> <li>- engaging parents with wider curriculum expectations</li> </ul>

### Staff leading on different aspects of the recovery

- **Quality teaching, learning and assessment / Interventions:** Deputy Head - Mrs Berger
- **Quality teaching and learning in Maths:** Assistant Head - Mr David
- **Emotional Health and wellbeing/ Interventions:** SENDCo - Mrs Goldman

Action	Intended outcome	Review July 2021
<b>Staff INSET on quality teaching and assessment</b>	<ul style="list-style-type: none"> <li>• Training for staff on strategies that should be used in all lessons on promoting pupil engagement, questioning strategies and assessment for learning June-Oct 2020. We want staff to be aware that ‘every interaction is an intervention’ and that we must all be strategic with the way that our time is used. For example, contacting a parent to ensure their child has the correct uniform and arrives earlier to school to take part in soft start activities, can be an effective intervention to ensure readiness for learning.</li> <li>• Training for staff in assessing any possible gaps in learning through, a range of strategies such, flash backs at the start of lessons, revision quizzes, formative observations and assessments.</li> <li>• Teachers made assessments of academic achievement in February 2020 and we will be planning a curriculum that will focus on the identified needs of groups and individuals.</li> <li>• Training session led by Miranda Perry at the end of February 2021 to support with our reopening plan in March 2021. The training was based on experiences of communities that had experienced long periods out of school eg due to natural disasters /war zones. It was identified that the most effective intervention was the development of positive relationships with teachers. It was also recommended to focus more on practical activities and collaborative work as these were the areas that will have suffered most during lockdown.</li> <li>• Increased practical activities as part of existing units of work</li> <li>• Re-visit and emphasise high expectations of handwriting/presentation, concentrating for longer periods, attitudes to learning and the quality and quantity of outcomes</li> <li>• Staff INSET on writing June 2021 to support with impact of school closure on writing. Children need additional support with ensuring writing is cohesive, punctuated correctly and that their stamina to write longer pieces is improved. Planning of English across the school to be restructured to target recovery</li> </ul>	
Action	Intended outcome	Review July 2021
<b>Staff training and support for emotional health and wellbeing</b>	<ul style="list-style-type: none"> <li>• Development and time dedicated to building positive staff-pupil relationships</li> <li>• Training for staff on assessing/auditing emotional wellbeing of all pupils to identify where referrals/interventions are needed</li> <li>• Dedicated staff meeting time to complete emotional health audit of pupils</li> <li>• Increase of friendly, positive, respectful and personal conversations between staff and pupils</li> <li>• Use of wellbeing training resource AROMA – Awareness, Relationships, Openness to possibilities, Meaning/spirituality and Appreciation for life (celebrating positives from home learning) building collaborative skills and the discussion of sensitive subjects</li> <li>• Address misconceptions and pre-empt misconceptions from previous units choosing texts and books which allow children to discuss emotions</li> <li>• Avoidance of using the terminology ‘catch-up’ with the children and passing on the fear/concern of them being behind in their learning.</li> <li>• Face to face parent/teacher consultations Oct 2020</li> </ul>	<p><b>Total Cost: £18,720</b></p>

## Targeted support

Action	Intended outcome	Review July 2021
<b>Additional planning time to support quality teaching and learning</b>	Year group leaders released to support quality planning for their year group	
<b>Additional LSA support in Year 3</b>	Additional LSA support the most vulnerable pupils with targeted interventions in English/Maths/EAL	
<b>Online support for Year 5 and Year 6 pupils</b>	Quality one to one/small group support from a known teacher (Miss Child) to groups and individuals in English/Maths for Year 5 pupils Pastoral support for Year 6 pupils	
		<b>Total Cost: £9,220</b>