



Welwyn St Mary's Curriculum Recovery Plan 2020 -21

Believe and Achieve

School information			
School	Welwyn St Mary's Church of England Primary School		
Academic Year	2020-21	Government catch-up funding allocated 2020-21	£33,000 (£80 x 415)
Total number of pupils	420	% Disadvantaged Pupils	7.4%

Context
<p>WSM serves the village of Welwyn and a small area beyond. Levels of deprivation are lower than the national average. A range of online and paper based learning was set during Lockdown 1 and calls made home to support learning and families. Engagement with home learning was generally very positive and involved the vast majority of families. An online magazine was created to connect the whole community.</p> <p>WSM never closed during Lockdown 1 and ran through the Easter and Whitsun holidays. Significant numbers of key worker children were educated throughout and year groups phased in as per government instruction. During the last two weeks of the summer term, we augmented this offering all children a chance to return. 85% of the school, across all year groups, were able to attend thanks to the sterling efforts of staff as many were still shielding at this time. As a result, transition back to school this September was made much easier.</p>

Key Priorities	
A.	Ensure all children are thoroughly, appropriately and accurately assessed to identify learning gaps and any support required for mental health. Provision to be mapped from this point and regularly reviewed to enable progress to be tracked.
B.	Approaches to learning champion the need to return to a regular pattern of work and take into account the emotional barriers and potential mental health impacts that home schooling may have had.
C.	Rapid and sustained catch up that allows all children to access the curriculum for their new key stage/year group quickly.

Expected Outcomes	
A.	Children to relish the return to school, settling back into new routines and following behavioural expectations with immediate effect. Early years children will settle quickly into their new setting.
B.	By end of Autumn term children should, with quality first teaching and support where required, have regained academic confidence to resume their learning at their expected key stage/level. Any children identified as not meeting this expectation would be further targeted for intervention.
C.	Children in Year 1/2/4 and 6 who will be expected to undertake statutory assessment this year to have the support to close any gaps to ensure they are ready to approach their testing with confidence. WSM expects, over the course of the year, that outcomes are broadly in line with previous years.



Summary of Catch-up Strategy

	Action/Strategy	Classes	Expected Impact	Monitoring	Cost from school budget	Cost from govt
Catch up curriculum. See also assessment	Catch up curriculum for PHSE Years 1-6.	All classes	Positive impact on children's mental health	Catch up curriculum in place and monitored by SLT. See Monitoring programme.		
	HfL Back on Track in EYFS to ensure children are ready for their next stage of learning. HfL EYFS activity cards to all families.	EYFS	Children will be ready for their next stage of learning.		£145	
	HfL Back on Track units for English and maths.	Years 1 - 6	Children 'catch up' learning missed and keep expectations of current year group. No further gaps created.		£2,470	



Assessment. See class folders.	On-going formative assessment. Two members of SLT attend HfL 3 day assessment course.	Whole school	Staff have clear idea of gaps in learning and teaching adapted accordingly.	Pupil Voice and Work Sampling	£680	
	Reading comprehension and spelling ages on entry then termly.		Targeted teaching. Children's spelling and reading ages at least in line with their chronological age.			
	Gap checker proforma completed by class teachers to take account of units not taught in school in summer term and areas missing for individuals.		Curriculum tailored accordingly.			
	Multiplicative thinking assessment	Years 3 and 4	Teachers know where gaps in understanding are and adapt teaching/grouping accordingly			



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Wider curriculum	Careful and efficient timetabling to maximise teaching time and provide a broad rich curriculum for all. For example : Chance to Shine cricket years 2 - 6, BBC symphony orchestra Zoom calls for year 4 and 5, Archery years 5 and 6. See class timetables.	Whole school	Maintain our strong tradition of a broad and balanced curriculum and strength in sport and music.			
	Daily timetabling of spelling, reading (group and class) and times tables.		Children's reading and spelling ages at least in line with their chronological age.			
	Maths Mastery programme in place.	Years 1 - 6	Pupils' mathematical understanding deepened and progression of maths learning totally sequential.			
	Handwriting progression is consistent across school. Active practice due to overall lack of handwriting during lockdown.	Whole school	High standards across the school.		£750	
	Reading project to ensure all children are readers.	Whole school	All pupils love reading and reading ages at least in line with chronological ages.		£750	
	Effective reward system.		Children well motivated and loving to learn.			
	Clear communications with parents.	Whole school	Parents aware of catch up strategies and how to help at home. For example: Parents' Reading Guidance			



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	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Monitoring: When and how will you evaluate impact?	Cost from school budget	Cost from govt.
Small group/1-1 interventions during school day	<p>Targeted interventions - small group/1-1 delivered by trained staff</p> <p>Resources to enable successful intervention including the payment of staff</p> <p>Employment of four additional TAs and additional teacher time to deliver interventions.</p> <p>Frequent reading for bottom 20% children.</p>	Children across the school identified as needing support in English and/or Maths. (EYFS prime areas)	A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly.	<p>Scores in testing (scaled scores where possible)</p> <p>Moderation</p> <p>Work in class/books to show application</p> <p>Pupil progress meetings</p> <p>Learning walks/observations</p> <p>Tracking of interventions using Provision Map</p>	£18,897	£33,000



Support for social, emotional, mental health	Nurture work five ams a Speech and language work five ams a week. Referrals to outside agencies Resources (where required) Staff training	Pupils from across the school identified as requiring support.	Children's individual social, emotional, mental health needs will be addressed/supported to enable successful learning.	Record start and end of intervention to measure progress Discussions with staff/families before, during and after intervention to measure progress/improvements Use of Provision Map to track interventions and progress.	£11,641 £9,527	
	Staff well-being survey		Staff able to work comfortably and feeling supported/valued.			



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Access to technology	<p>Purchase of Google Classroom to enable targeted home learning, easy feedback and communication between teaching staff, children and their parents.</p> <p>Family technology audit to assess home access</p>	<p>Year 1 to 6</p> <p>Whole school</p>	<p>Targeted home learning set to children's/groups of children's needs. Staff able to provide feedback which parents are able to access and provide support.</p> <p>Loan of equipment where appropriate.</p>	<p>Pupil progress meetings Scores in testing (scaled scores where possible) Discussions with parents and children Engagement levels.</p> <p>Parental feedback.</p>	<p>32 Chromebooks, charging trolley plus licences £10,264</p>	<p>3 Chromebooks</p>
Effective tracking and monitoring of interventions	Provision map	All children	Tracking of interventions and provision.	Baselines on recognised tests to be recorded, along with interventions being offered, progress reviews with teachers and any testing updates and impact to be evaluated.		
Timetables Rock Stars, Purple Mash and Sumdog for home use	Parents to be sent their child's logins to ensure access can be gained at home to enhance and consolidate learning.	All children	Targeted home learning set to children's/groups of children's needs. Parents able to assist child with access and support home learning.	At parents' meetings ensure children have access to resources and parents asked how often it is used.	Sumdog new for Covid-19 response = £998	



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(already used in school)	Staff to ensure every child has logins and parental access where required.					
Support for parents over statutory testing.	Information to be sent out about the EYFS ELG's, year 1 and 2 phonics, Year 2, Year 4 and Year 6 programmes of study and how they can support their child with their learning at home.	R, 1, 2, 4 and 6	Parents to be able to assist and facilitate better at home with key knowledge of how assessments will work and what is expected of the children.	Parents to be sent booklets/fact sheets [these will also be uploaded to the website]. Impact to be evaluated through the test scores that children are achieving and conversations with parents at parents evening.		
Attendance support for families.	Exceptionally high importance placed on tracking, monitoring and tacking actions where concerns in attendance arise.	Persist absentees Children who typically have attendance which is below the national average.	Children who are attending are children who are being taught and not missing further learning. High attendance will ensure access to all lessons and interventions planned.	Weekly tracking of attendance. Spread sheet for attendance and action taken for any child falling below 96%. Continue with systems and process already in place.		

Financial Summary

Cumulative sub-total	£57,356	£37,500
Total budgeted cost	£94,856	