

Education Recovery Plan 2020-2023

The Rose Learning Trust Catch up funding overview – September 2020

Intent

- To develop a deep and intelligent trust wide strategy to address the widening attainment gap and the impact of the pandemic.
- To tackle the impact of lost teaching time.
- To pass funding to schools on a per pupil basis based on a robust approved action plan.

Implementation

- Undertake diagnostic assessment of pupils.
- Analyse the data to determine the priorities for funding.
- Effective use of the summary of evidence from EEF to shape plans.
- Ensure the plan is an integral part of the wider school recovery/restorative curriculum.

Impact

- The gap between identified pupil groups and all other pupils is narrowing.
- Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.
- Recovery of lost learning time.

Legacy

- No measurable impact of C-19 crisis in end of key stage data from 2022.
- Better outcomes for disadvantaged pupils and other identified vulnerable groups of pupils over time.
- A shared and embedded belief across the trust that all pupils can attain well in all aspects of school life.

Year Group	Evidence & Rationale	Chosen approach/approaches	Desired outcome
So that children are ready for learning and can access learning ...			
Whole School (1) Attendance Persistent Absence	<p>Attendance – PA Rationale - If children do not attend school consistently, they cannot embed learning, develop understanding and build their resilience with learning Evidence - Current data indicates specific groups of children with Persistent Absence across school</p>	<p>Root causes of persistent absence identified – with individual one-page action plan (home visits, Increased communication (daily) and expectation), tracking and targeted intervention No excuse culture established with specific families Support for children (1:1 catch up intervention with attendance officer) for measured impact Small step goals and celebrate success Increased recognition for attendance Family intervention support – external links</p>	<p>Children attend school and access learning with mentors in school for individual children to target children for persistent absences Persistent absence rates fall Evidence of children understanding the importance of attending school</p>
Whole School (2) Wider school Family Support	<p>Social and Emotional Needs (School and External Support) Rationale https://www.gov.uk/government/news/effect-of-pandemic-on-childrens-wellbeing-revealed-in-new-report Evidence The anxious child is not a learning child. From discussions with children, assessments and communication with parents' evidence suggests there is an initial impact from lockdowns and also when returning to school</p> <p>Targeted intervention to support families with specific needs and direct to specialist intensive support (Thrive practitioner, Child and Family Practitioner) Priority areas based on research reports and needs analysis</p> <ol style="list-style-type: none"> 1. Friendships – regain the lost contact with friends and develop friendship strategies 2. Family Relationships – Transition from Remote Education and relationships 	<p>Tiered approach to provision with school-based support (Thrive practitioner, Learning Mentor, Child and Family Practitioner) and external support Trauma Informed Therapist (2 days per week) and Health Mentor (2 days per week) Needs reviewed and targeted intervention with sustained parental engagement Reinforcing behaviour routines Audit communication with parents and use text messages / phone calls for immediate contact The following four key principles for a SEL model (Social and Emotional Learning) —as exemplified through the SAFE model —have been found to be effective in improving children’s outcomes: 1. Sequenced activities that lead in a coordinated and connected way to skill development. New behaviours and more complicated skills usually need to be broken down into smaller steps and sequentially mastered. 2. Active forms of learning that enable young people to practise and master new skills. This might include role play or behavioural rehearsal. 3. Focused time in the school day/classroom (or in more ‘blended’ models) spent developing one or more social and emotional skills. Sufficient time and attention must be</p>	<p>Sound knowledge of children’s needs and measured targeted support from open discussion and assessments / reviews with parents, children and families together Attendance increases Measures on diagnostic assessments indicate a positive trajectory for well being Children can access learning Support is timely and targeted to need through triage system Children are confident learners Children have opportunity to express their feelings through different approaches</p>

	<p>whilst children are back in school. Assess negative impact on families including digital access, physical space.</p> <ol style="list-style-type: none"> 3. Health – assess any psychological distress with mental and physical health concerns 4. Remote learning to learning back in the classroom – transition and coping mechanisms 5. Physical Activity – understanding of the need for physical activity and its benefits 6. Worries and anxieties - address any concerns about school and the future, engagement with the curriculum 7. Outdoor experiences – environmental activities and how to engage in play 8. Transitions within primary to new classes and secondary 	<p>allocated for children to practise applying knowledge and skills.</p> <p>4. Explicitly define and target specific skills. Programmes should identify specific skills that they want children to develop, and teach these purposefully, rather than having a more general approach.</p>	
<p>Whole School (3) Teaching</p> <p>Wider School Demographics</p>	<p>Targeted support for EAL learners https://www.cricksoft.com/uk/clicker https://uk.mantralingua.com/products/racing-english</p> <p>Rationale - Language opens doors. It unlocks the world of reading and the imagination, the excitement of writing, the capacity to explore new subjects and releases our potential to learn and grow as an individual. it underpins progress, impacts, affects self-esteem and behaviour and plays a huge role in a child’s future life chances. Without enough language – a word gap – a child is seriously limited in their enjoyment of school and success beyond.</p> <p>Evidence – High numbers of EAL learners across school indicating a high need for English language development</p>	<p>Targeted groups and specific 1:1 provision supported by teaching assistant</p> <p>Tailored support for children based on diagnostic assessments</p> <p>Goals and targets to achieve in word recognition and application</p> <p>Revisit key words and terms, knowledge with mind maps and talking books. Low stakes testing accessible activities. Use of Clicker Cloze.</p> <p>Targeted support for struggling and reluctant writers the tools they need to work more independently across the curriculum, including speech feedback, audio notes, writing scaffolds, predictive text and picture support</p> <p>Help pupils regain their confidence in a non-threatening and inclusive learning environment</p>	<p>Children extend vocabulary and extend work knowledge to apply to basic English and knowledge-based work.</p> <p>Gaps filled with initial work on English programmes of support where vocabulary is high priority</p> <p>Developing basic word choices with programmes</p> <p>Offline, teacher-directed learning and resources allows for content delivery and adaptations for remote learning speaking, listening, reading and writing</p>
<p>To target learning ...</p>			

<p>Whole School (1) Teaching Vocabulary</p>	<p>Oracy and writing – Infusing Rich vocabulary into the Primary Curriculum Rationale - Reducing the language gap, range of words known, understanding and application of rich vocabulary is a priority for being able to verbalise learning and write with confidence. <i>Research based</i> The challenge is immense: the two hundred most common words pupils read in most texts are everyday words that they encounter in a range of situations. However, this means that they do not have the maturity and sophistication required to meet the demands of the National Curriculum. Pupils need to learn and become fluent in at least 570-word families during their time in formal education so that they can understand the mature language used in high-quality academic texts and express themselves as ‘articulate experts’</p> <p>Evidence - English language and a rich vocabulary is a gap in learning will be a priority for all ages and learners irrespective of home language. Vocabulary breadth and depth are two of the most important factors in helping pupils to understand what they read and to express themselves as mature, sophisticated learners.</p>	<p>Chris Quigley resources and training focus –</p> <ol style="list-style-type: none"> 1. the pressing need 2. word breadth 3. word depth <p>Training provided to examine the reasons that vocabulary needs to explicitly be taught through ‘robust’ instruction’</p> <ul style="list-style-type: none"> • Strategies for teaching vocabulary across the curriculum • ‘Tiers’ of vocabulary and the importance of sophisticated, mature academic language • How to infuse high quality vocabulary in reading activities, spoken and written communication • Word Breadth: The specific subject vocabulary required in each subject or area of learning • Word Depth: The degree of understanding of vocabulary and the lexical quality hypothesis • Discourse markers and their role in organising mature writing • The use of daily routines to help pupils to reach sustained mastery of sophisticated vocabulary • The importance of etymology and morphology even with the youngest pupils in your school • The 570 Word families that should be explicitly planned across the age ranges in your school. 	<p>Confident understanding of vocabulary from planning and delivery to content in writing and transference from oral communication. Structures developed to increase knowledge-based approaches</p> <p>Vocabulary extended and developed with clear expectations.</p> <p>Children can recognise how their vocabulary has improved and developed</p>
<p>Whole School (3) Teaching Techniques</p>	<p>Metacognitive techniques Rationale - Cognition is the mental process involved in knowing, understanding, and learning. Cognitive strategies are skills like memorisation techniques or subject-specific strategies. Metacognition refers to the ways in which pupils monitor and purposefully direct their thinking and learning. Metacognitive strategies are strategies we use</p>	<p>Training for staff and for children to apply and review Metacognition strategies used to enable our children to talk about their learning, to encourage talk and self-regulation when faced with challenges Training to ensure staff are aware how to use meta-cognitive approaches to impact Let’s Think in English programme for class approaches</p>	<p>Memorisation techniques improve. Our single staff approach clearly identifies which approaches work for children – e.g. graphic organisers, cognitive maps and effective tools to assist with learning Children are confident to talk about their learning Let’s Think in English used as a strategy to support learning and talk, able to discuss texts from a structured approach</p>

	to monitor or control our cognition e.g. checking approaches to solve a problem and which cognitive strategy is the best fit for a task. Evidence – Children have had reduced opportunities to talk through strategies and their learning processes		
Whole School (4) Teaching High Quality Assessment	<p>Diagnostic Assessment Rationale - A form of pre-assessment where teachers can evaluate students' strengths, weaknesses, knowledge and skills before their instruction. With this form of assessment, teachers can plan meaningful and efficient instruction and can provide students with an individualised learning experience Evidence – Children have gaps in learning and gaps needs to be filled in a timely, responsive and relevant way</p>	<p>Assessments used based on research to ascertain gaps to complete pre- teaching activities with children and address specific teaching gaps</p> <p>Diagnostic Assessment https://educationendowmentfoundation.org.uk/new/s/eef-blog-the-impact-of-covid-19-and-catchingup/?mc_cid=72e224b890&mc_eid=885dac3331 https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/developing-whole-school-assessment/diagnostic-assessment/</p> <p>Understanding of progress 2020-21 file:///C:/Users/cooke.e/Downloads/Learning_Loss_Report_1A - FINAL.pdf</p> <p>GL assessments To identify gaps in learning and target intervention approaches with progress measures – link to targeted children from Right to Succeed programme Verbal Reasoning – express ideas and reason through words is essential to subjects with a high language content Non-verbal Reasoning – problem-solving using pictures and diagrams; Spatial Reasoning – the capacity to think and draw conclusions in three dimensions Quantitative Reasoning – the ability to use numerical skills to solve problems</p>	<p>Learning gaps are addressed and teaching adapted with interventions based on diagnostic assessments</p> <p>Tracked evidence of impact against expected progress measures within termly frames – determine different approaches. Transference of skills in other applications</p> <p>Pupil Progress evidence</p>
Upper Key Stage 2 Teaching (5) Targeted Reading	<p>Fresh Start Rationale - Fresh Start teaches older struggling readers to read accurately and fluently with good comprehension. It is rooted in phonics and uses age-appropriate decodable texts. https://www.ruthmiskin.com/en/programmes/fresh-start/</p>	<p>Group targeted sessions 4 days a week, driven by assessment against 34 modules. Empower children with a love of reading and access to materials Targeted at Year 5 and 6 HLTA trained to deliver modules</p>	<p>Children move through modules developing reading skills to access materials Children gain confidence in reading</p>

	Evidence - Children have gaps in learning for reading and require a clear catch-up programme to bridge the gaps.		
Key Stage 2 Teaching (6) Direct intervention	SATS companion Rationale – Preparation tools for SATS structures and building confidence Evidence – Identified priorities target question types and increased exposure to wording, structures and formats - presentation in different forms	Targeted questions for Maths, SPAG and Reading – regular use of questions to gather evidence of learning gaps Regular assessments to identify priorities SATS companion to target year group and catch-up key priority areas where there are learning gaps	Tracked evidence of impact against expected progress measures within termly frames – determine different approaches. Transference of skills in other applications Confidence to answer questions and try different approaches
EYFS (Funded)	Early Communication Rationale - Oral language skills form a crucial foundation for thinking, learning and social interaction. Children’s oral language ability during their early years is one of the strongest predictors of success in literacy and numeracy and later employment and wellbeing. Evidence – The Reception Nuffield Early Language Intervention Programme (NELI), through several robust EEF trials, has been shown to improve children’s oral language and early literacy skills. A recent trial of the programme found that children made on average +3 months of additional progress compared to children in the comparison group.	Nuffield and Early Language programmes The NELI programme involves scripted individual and small-group language teaching sessions delivered by a trained teaching assistant or early years’ educators to children identified as being in need of targeted language support. The NELI programme aims to develop children’s vocabulary, listening and narrative skills and in the last 10 weeks also involves work to develop phonological awareness and early letter-sound knowledge as foundations for early literacy skills. https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention	Nuffield programme – use resources and training already in school to focus on oral language and communication Track progress through small group support for early language
Y1 and Y2 Targeted academic support	Reading specialist Teaching assistant reading specialist to target phonics for individualised sessions Reading – explicit targeted intervention with 1:1 teaching and small group increased intervention Rationale - Early reading and targeted phonics a priority for teaching and developing phonic knowledge Evidence – Explicit teaching impacts on phonic outcomes	1:1 intervention teaching assistant to target for individual phonic needs https://www.ruthmiskin.com/en/ Priority to children knowing their phonics to help learn to read Link to English Hub	All children in year 1 are able to achieve the phonic assessment and targeted intervention shows at assessment points the gap is closing Target catch up for Year 2 ensuring phonic development

<p>Key Stage 2 Teaching (9)</p> <p>Direct intervention</p>	<p>Reading Gaps</p> <p>Rationale - the gap that exists with reading access, reading practice, reading for pleasure and reading ability. Research shows that 70% of non-proficient readers process text inefficiently. Inefficient reading is the hidden hurdles that prevents the development of fluency, comprehension and motivation. Personalised practice, individual tuition and teacher led instruction for all children who have been targeted as reading at and above year 2 expected standard.</p> <p>https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-in-2020-before-and-during-the-covid-19-lockdown/.</p> <p>Evidence – There is a gap between children who are reading rich with those who have reduce access to reading, confidence developing to enjoy reading books</p>	<p>Reading Plus Program - Reading Plus Adaptive Literacy Program https://www.readingplus.com/</p> <p>Hybrid Learning three times a week for targeted intervention in breakfast club and also lessons</p> <p>Targeting specific children across year groups as needed and selected children to receive support and 1:1 teaching where gaps are identified</p>	<p>Gaps are narrowed and targeted academic support tailors to need</p> <p>Interventions are measured and TAs directed through specific training to target for need – small step concepts, scaffolds and high expectations</p> <p>Children enjoy reading and take ownership of their progress</p> <p>Children increase reading rate, understanding and comprehension</p>
<p>Y3 Y4 Y5 Y6 Teaching Targeted Academic support</p>	<p>Learning Support Assistants / Teaching Assistant</p> <p>Rationale - importance of giving children opportunity to develop independent skills with increased staffing to support</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Evidence – progress made by SEND children is an identified area to target, evaluation through assessment</p>	<p>To close the gap, intensive support given to those children identified as SEND and needs assessed</p> <p>Target learning gaps with individual and small group intensive interventions</p> <p>Regular, short and effective assessment focus</p> <p>Teaching adapted based on comprehensive feedback and reporting to target intervention</p> <ul style="list-style-type: none"> • What learning has been lost or misunderstood? • What new knowledge and experiences have been gained? • Should we re-teach that material to the whole group, or move on? 	<p>Intensive support for Reading and Maths targets key areas and progress measures based on individual plans</p> <p>Progress measured against target formative assessments used in class and as homework where required</p> <p>By adapting existing formative questions with targeted, diagnostic multiple-choice the administrative burden on teachers will be reduced and targeted questions will identify needs, whilst more efficiently uncovering issues that needed addressing. Embedding frequent, low-stakes multiple-choice questions will allow us to support retrieval and review of key knowledge and concepts, to help pupils consolidate their learning</p> <p>Tracked evidence of impact against expected progress measures within termly frames – determine different approaches. Transference of skills in other applications</p>

Income	Predicted Income from Department of Education Catch up fund Total £30080 Income received Autumn Term £8020, Spring Term £10080
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