

## Inkpen Primary School Recover Report (Including Catch-up Funding)

### Context of School

Inkpen Primary School is a small rural school, situated in West Berkshire. The number of children identified as disadvantaged is below the National Average 15.3% of pupils fall under this classification, compared with 25% Nationally (2016).

At Inkpen, we believe in supporting all children to do as well as they can both socially and academically. In addition, we believe in supporting our families with any issues that may impact on their child's achievement and well-being.

Barriers to Progress are identified for all children and appropriate measures put in place; progress is then tracked on a termly basis and interventions assessed for effectiveness informally on a half-termly basis. If an intervention is not working for a particular child, then discussions are held with the CT and alternative strategies put in place.

When the closure of schools was announced in January 2021, children who struggled to engage with home learning during school closures in 2020, were invited in as vulnerable to ensure they did not fall further behind in their learning, along with children of key workers and 1 child with a EH&CP

This enabled us to support these children with their learning in school.

For those children who chose not to come into school, a computer was made available to them.

Paper packs were delivered to all children on a weekly basis so that they did not need to access all learning via a screen – something, as a staff, we all felt strongly about. Packs of work were personalised for children to allow them to access work more easily.

Regular phone calls and doorstep chats also took place to support the emotional health of the children and their families

Deliveries from the Newbury foodbank for families in need, were organised to ensure no-one went hungry.

Barriers to future attainment that were noticed on returning to school in June 2020		
1	Poor engagement with home learning	
2	Poor recall of previous learning – children who had “fallen behind”	
3	Lack of concentration listening skills in class	
4	Lack of resilience to new learning in school	
5	Children not being where they should be due to prolonged absence from school	
6	Anxiety	
Strategies to support children on their return to school		
		<i>Success Criteria</i>
1	Identification of children who did not engage with home learning & make sure they are able to access learning in class – small group work & differentiation of work	These children will make progress from their starting points and move closer towards where they were pre-Covid
2	Overlearning for all of topics and subject matter already covered, especially in Reading, Writing & Maths (Number in particular)	Children in all year groups will make accelerated progress in reading, writing & maths across the year (measured using increase in reading ages, assessed writing & PUMA testing) and be “on-track” for where they would be pre-covid  December testing showed significant improvement towards where children should be
	Booster groups for identified children who needed that little bit of extra small group support to “catch up” in specific areas These included: Y2 targeted 1:1 or small groups weekly session (1hr) Y3 Sentence Structure weekly sessions (1hr) Y5 Maths fluency weekly sessions (1hr) Y6 Number fluency Weekly sessions (1hr) Y6 Reading for meaning weekly sessions (1hr)  Y1 Targeted support within class (2hrs weekly) Y1&2 Reading with class teacher during lunch times 1 Y4 child receiving extra support within school time	
	Teaching assistants prioritised in cohorts with the greatest need	

3	<p>Opportunities for children to practise listening skills Clear, concise instructions to ensure children know what they need to do</p>	<p>Children will gradually become more settled in class They will be able to listen and take on board age appropriate sets of instructions</p>
4	<p>To improve resilience in class for children across the school, a range of strategies were employed to engage children in their learning:</p> <p>Maths, English &amp; Drama activities were adapted to allow more opportunities for movement Outdoor learning in as many subjects as possible took place, removing the constraints of 4 walls There were planned opportunities for increased short exercise breaks outside such as 10 mins of skipping to support a return to fitness for all children</p>	<p>Measured by improved independence, approach to learning and resilience in class</p> <p>Children will become more independent in their class work, able to persevere when things get harder Work in books will show greater independence and progress over the year</p>
5	<p>Teachers ensured that essential learning that had been missed was covered as a priority Learning structured to support key skills with opportunities for reading &amp; writing in all subjects</p>	<p>Engagement increases with learning &amp; children quickly regain skills lost</p>
6	<p>ELSA available for identified children Jigsaw "Recovery" unit from PSHE scheme of work</p>	

<p>In the Financial year 2020-2021, a total of £3,080 was received in the form of Catch-Up Funding This was spent on booster classes run by teaching staff for identified children £1320 received £1760 Spring term £2199 due April 2021</p> <p>Teacher rates = £30 per hour TA rates = £10 per hour</p>	<p>Teaching time = £1500 TA time = £200</p> <p>Total £1700 during the Autumn term The rest was budgeted for similar sessions during the Spring term</p> <p>This will now continue into the Summer and Autumn terms</p>
<p>Observations of children and tracking has shown that the cohort moving into Year 4 in September 2021 has been most affected by the closure of schools. Extra support will be put in place for this cohort as a whole as well as individual children affected.</p>	