Education Recovery Support Strategy.

1. Summary information					
School	Our Lady of Grace Catholic Academy				
Academic Year	2021/22	**Total Recovery Budget**	£4752	**Total number of pupils Rec- y6**	105

1. Areas in which support will be required in relation to aiding Recovery and future attainment		
Barriers		**Issues to be addressed in school**
Welfare		
Safeguarding		Increased number of families needing support via Early helps, CIN or CP plans. Capacity in school can meet the increased need.
Mental health support		Increased referral to the learning mentor via staff and parents/carers to support children whose mental health has been impacted by the pandemic. Capacity in school can meet the increased need. Children who need support with their mental health due to the impact of the pandemic that have not been identified by staff or parents/carers.
Curriculum and assessment		
Teaching		Some children have become over reliant on adult support due to periods of lockdown over the past 18months. Teachers need to develop their pedagogy around metacognition and behaviour for learning.
Assessment and reporting		In 2020/21 SAT's for Ks1 and Ks2 did not take place and the Foundation Stage reporting was also not compulsory, as a result staff will need to ensure that they are up to date with end of key stage teacher assessment frameworks.
Gaps in learning and attainment		Curriculum area gaps that have occurred due to lockdown or not being able to effectively teach areas through forms of remote teaching. Pupils who did not engage 100% with remote learning and have individual gaps in their learning and attainment.
Transitioning all pupils		Reduced opportunity for transition into new classes during the summer term.
People and resources		
Governance capacity		Governance is strong at director and governor level.
Leadership capacity		Leadership capacity within the school is strong
Financial		
Recruitment and retention		One member of staff on secondment to support another school in the collegiate. This has not affected capacity within the school.

Others		

Desired outcomes *(Desired outcomes and how they will be measured)*	Success criteria
A. Metacognition, self-regulation and self-regulated learning are explicitly addressed in class teaching across the curriculum. Assessment of pupils shows an improvement in the use of self-regulated learning skills across the curriculum and as a result, children are working more independently and achieving well.	Sufficient time is devoted to CPD, which lasts over two terms to enable all staff develop knowledge and understanding of metacognition through high quality professional development and resources. All teachers are developing their use of metacognitive strategies throughout the year and are using the strategies and tools to develop pupils' self-regulated learning skills. As a result, pupils develop awareness of their strengths and weaknesses and the strategies they use to learn. Evaluation of the teaching of metacognitive skills impacts on the pupils' development of self-regulated learning, motivation and perseverance to tackle problems and apply strategies

| B. | Targeted academic support is embedded across the school. Effective feedback is in place.

Gaps in prior learning as a result of the COVID 19 lockdowns and reduced engagement with remote learning are diminished.

Termly data collection across the curriculum will measure the diminishing gaps. | Rigorous assessment of pupils' individual needs are continuously carried out across the school and curriculum.

Staff use the school's progression documents to identify and assess any gaps in children's learning.

Subject leaders take collective responsibility for diminishing any gaps caused lockdown ort reduced engagement in remote learning.

Gaps in knowledge and learning are addressed effectively by the teachers across each year group through the use of a spiral curriculum and explicit teaching of content.

Skills that have been taught in relation to digital technology and remote learning continue to be embedded and developed so as to enhance the learning of pupils.

Additional teaching of phonics and early reading skills are in place for those disadvantaged children that need it in EYFS and KS1 to ensure that all children develop the reading skills needed to access the curriculum at a young age.

Use of rigorously evaluated interventions delivered by teachers and support staff continue to be in place to address the gaps for identified pupils.

High quality on-going CPD and resources ensure that all staff have high expectations of ALL pupils.

The deployment of support staff continues to be rigorously evaluated so that it supplements rather than supplants high quality teaching.

As a result of the strategies in place, pupils develop detailed knowledge and skills across the curriculum and as a result achieve well. This is reflected in results in national tests. |
| C. | Social and emotional learning is embedded across the school and is taught by all teachers to support pupils emotional wellbeing. | All staff have a secure knowledge of the EEF recommendations for SEL and use them consistently.

Teachers are continually supported with high quality CPD to develop SEL approaches and these are rigorously evaluated to ensure a positive impact on children.

As a result, the 5 core skills of SEL have been embedded across the school and are referred to throughout the day. |

Planned expenditure					
Teaching					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Metacognition, self-regulation and self-regulated learning are explicitly addressed in class teaching across the curriculum.	High quality professional CPD on metacognition is delivered to all staff. Senior leaders provide teachers with time and support to implement metacognitive approaches consistently. Teachers explicitly teach metacognitive strategies including how to plan, monitor and evaluate their learning knowledge. Teachers develop the skills to model their own thinking to help pupils develop their metacognitive and cognitive skills. Monitoring ensures teachers set an appropriate level of challenge to develop pupils' self-regulation and metacognition. Promote and develop metacognitive talk in the classroom. Explicitly teach pupils how to organise and manage their learning independently.	The EEF guidance tool suggested that metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. The potential impact of these approaches is high, but can be difficult to achieve in practice as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.	This will be reviewed on a termly basis in conjunction with the PP strategy.	MS	July 2022

Total budgeted cost: -

ii. Targeted Academic Support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Targeted academic support is embedded across the school. Effective feedback is in place. Gaps in prior learning as a result of the COVID 19 lockdowns and reduced engagement with remote learning are diminished.	Structured interventions - Small group tuition - One to one support - Effective deployment of Teaching Assistants - Reading interventions - Stoke speaks out Language -Programme used in EYFS Same-day in-class intervention. Sessions are explicitly linked to daily lessons and effective interventions are maintained over a sustained period and are carefully timetabled and staff are trained so that delivery is consistent	Use of EEF evidence base which includes the use of the following researched strategies- -interventions such as 1:1 and small group work. -Effective implementation ensuring sessions are explicitly linked to daily lessons -effective Interventions are maintained over a sustained period - effective feedback structures in place Interventions are carefully timetabled and staff are trained so that delivery is consistent.	Staff training Monitoring of lessons Assessments Review Monitoring indicates that gaps are closing and learning which was lost has been identified and addressed leading to improved end of Key Stage results across the school. Additional support hours funded through the Education Recovery funding.	SR MS	Cycle of review catch up intervention programmed for each half termly. Cycle of review for other areas programmed for each term

Total budgeted cost - £4277

Wider Strategies

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Social and emotional learning is embedded across the school and is	The EEF guidance report for improving social and emotional learning in primary schools is used across the school. Including the use	The EEF guidance suggests that on average, SEL interventions have an identifiable and valuable impact on attitudes to learning	This will be reviewed on a termly basis in conjunction with the PP strategy.	MS	Using SEL is long-term impact aimed at improving the school's approach to SEL at EYFS, KS1 and KS2

taught by all teachers.	of: 5 core skills for SEL. These include: - self -awareness, - self-management - social awareness - relationship skills - responsible decision making. Boxall profile to continue to be used to mentor SEMH. Use of learning mentor to support identified pupils. Classroom curriculum and instruction is monitored. School climate, policies and practices are monitored. Family and community partnerships are further developed. Learning mentor to implement ELSA programme. (emotional literacy support) This is being used to support pupils. Further CPD for staff to embed practice.	and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. SEL approaches have been found to be effective in primary and secondary schools, and early years settings.	Monitoring shows: • Positive classroom climates. • Good relationships between staff and children. There will be evidence of: • Improved social and emotional skills. • Improved academic performance. • Improved attitudes, behaviour and relationships with peers. • Improved school connection. • Reduced emotional distress. • Reduced levels of bullying.		
Total budgeted cost £ 0					