



## Back on Track Strategy 2020

School information			
Academic Year	2020-21	Catch-Up Funding Received 2020-21	Provisional: £16,000
Total number of pupils	229	% Disadvantaged Pupils	7%

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)	
Strand 1	Ensure that all children's experiences of lock down and their subsequent anxieties are addressed so that they can return to school and be ready to learn within an appropriate time frame.
Strand 2	Staff are supported to identify key learning and develop a "Back on Track" high quality curriculum
Strand 3	Split class/ small group teaching strategy where possible

Summary of Expected Outcomes	
Strand 1	Children will feel comfortable with 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.
Strand 2	Staff are supported with schemes that help them identify key learning. This directly influences the content of lessons and allows teachers to use AfL strategies to deliver a recovery curriculum that sees all learners back on track with their expected progress pre March 2020 lock down
Strand 3	Split class/ small group teaching strategy where possible with high quality booster support



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<b>STRAND 1:</b> Ensure that all children's experiences of lock down and their subsequent anxieties are addressed so that they can return to school and be ready to learn within an appropriate time frame.					
Sub strand	Action/strategy	Target pupils	Expected Impact	Staff	How we will monitor impact
Whole staff INSET training	Reintegrating pupils following closure training	All pupils	<ul style="list-style-type: none"> <li>Staff understand the spectrum of issues for pupils returning to school</li> <li>Staff can spot the signs of anxiety, trauma and grief</li> <li>Staff act to support pupils who are struggling with any of these issues</li> </ul>	All staff	Teachers will report how pupils have returned to school at pupil progress meetings Behaviour records will be monitored Attendance will be monitored
Well-being Team	Support pupils who exhibit general, low level anxiety or behaviours	Pupils exhibiting anxiety	<ul style="list-style-type: none"> <li>Pupils will feel calm or have strategies and support when they are not.</li> </ul>	Well-being team	Wellbeing team will report at inclusion meetings
PPG mentoring	DHT to regularly mentor PPG pupils PPG folders map provision	PPG pupils	<ul style="list-style-type: none"> <li>Disadvantaged pupils will be supported on their return to school</li> <li>Disadvantaged pupils will develop positive learning behaviours</li> </ul>	AS	PPG lead to report to inclusion team, head and governors
Safe space	Support pupils who exhibit higher level anxiety or behaviours	Two pupils	<ul style="list-style-type: none"> <li>Expert counsellors will support pupils with higher levels of need in order that they can flourish</li> </ul>	DB & RK	Regular updates with Safe Space Counsellor
St Albans +	Support families before need for social services	Up to three families	<ul style="list-style-type: none"> <li>Pupils from dysfunctional families have the opportunity to flourish</li> </ul>	DB	TAF meetings attended by school SLT



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<b>STRAND 2: Staff are supported to identify key learning and develop a "Back on Track" high quality curriculum</b>					
Sub strand	Action/strategy	Target pupils	Expected Impact	Staff	How we will monitor impact
Reading recovery	<ul style="list-style-type: none"> <li>staff meetings to reinforce guided reading format</li> <li>second adult in every class to support 2 adult led sessions per child per week</li> <li>online phonics CPD</li> </ul>	All pupils	<ul style="list-style-type: none"> <li>The majority of pupils are back on track by summer 2021</li> </ul>	All staff	SLT to hear pupils reading (Covid allowing) Scrutiny of reading records Pupil voice Internal data analysis
Writing recovery	<ul style="list-style-type: none"> <li>purchase HfL Back on tracking writing recovery scheme</li> <li>purchase books to accompany scheme</li> <li>staff meetings to support planning and delivery of 'BoT'</li> <li>online CPD tool</li> </ul>	All pupils	<ul style="list-style-type: none"> <li>The majority of pupils are back on track by summer 2021</li> </ul>	All staff	Hip deep dive Book scrutiny Writing moderations Observations Pupil voice Internal data analysis
Maths recovery	<ul style="list-style-type: none"> <li>Maths No Problem BOT materials sourced</li> <li>NCETM recovery materials accessed</li> <li>staff meetings to support planning and delivery of 'BoT'</li> <li>Dynamo maths purchased</li> </ul>	All pupils  Selected pupils	<ul style="list-style-type: none"> <li>The majority of pupils are back on track by summer 2021</li> <li>Early identification of delayed mathematical acquisition</li> </ul>	All staff  AS/Rk	Subject leader mini-dive Book scrutiny Moderation sessions Observations Internal data analysis
Year 1 transition	<ul style="list-style-type: none"> <li>Year 1 to adopt a continuous provision model</li> <li>training modules accessed on demand,</li> <li>HfL advisor to support Y1 model</li> <li>Resources purchased to support Y1 model</li> </ul>	Year 1 pupils	<ul style="list-style-type: none"> <li>curriculum planning is responsive to children's needs</li> <li>curriculum content is delivered by applying the principles of the EYFS.</li> <li>firm foundations are embedded for children to succeed</li> </ul>	FP/SR	HfL advisor reports Book scrutiny Observations Pupil voice Internal data analysis



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STRAND 3: Split class/ small group teaching strategy where possible with high quality booster support					
Sub strand	Action/strategy	Target pupils	Expected Impact	Staff	How we will monitor impact
High quality teaching to reduced class sizes	<ul style="list-style-type: none"> <li>Year 3, 4, 5 &amp; 6 have second class support teacher resulting in 2.5-3 hours per day for 4 or 5 days per week in class sizes of 15 or 16</li> </ul>	Year 3 - 6	<ul style="list-style-type: none"> <li>The majority of pupils are back on track by summer 2021</li> </ul>	Teachers Y3- Y6	Subject leader monitoring Book scrutiny Moderation sessions Observations Pupil voice Internal data analysis HIP visits
TAs strategically placed to EYFS & KS1	<ul style="list-style-type: none"> <li>Two TAs (0.6 &amp; 0.5) and one Nursery nurse (1.0) to support across Nursery and Reception</li> <li>HLTA and 0.5 TA support for Y1</li> <li>HLTA to support</li> </ul>	EYFS and KS1	<ul style="list-style-type: none"> <li>The majority of pupils are back on track by summer 2021</li> </ul>	TAs N -Y2	Subject leader monitoring Observations Pupil voice Internal data analysis HIP visits
High quality booster sessions	<ul style="list-style-type: none"> <li>Two teachers hired for afternoon booster sessions for 4 &amp; 6</li> <li>support afternoons in 6,5 &amp; 3</li> </ul>	Year 3- 6	<ul style="list-style-type: none"> <li>The majority of pupils are back on track by summer 2021</li> </ul>		Subject leader monitoring Observations Pupil voice Internal data analysis HIP visits