



Covid-19 Recovery Strategy

2021-22

Statement of Intent

The aim of our Recovery strategy is to continue to ensure that none of our students are 'left behind' and that they are all given the opportunity to receive the additional support needed to recover from the Covid-19 pandemic. We realise that these are unprecedented times and supporting all our students who require 'Recovery' support is a significant undertaking. To achieve this is going to require notable effort, particularly from Middle Leaders. We all share a collective responsibility to ensure that the effects of the Coronavirus do not unfairly disadvantage any of our students, and in particular that all year 11 and 13 students open their exam results envelopes in August 2022 feeling that their results are a fair reflection of their efforts and that in the end they were not impeded by the Covid-19 pandemic. This will ensure they can confidently and successfully move on to the next stages of their education.

It is our ultimate aim that Furze Platt Senior School students will continue to be well-rounded intellectually, socially and emotionally. We will help them once more to become equipped with the skills and knowledge for life, work and learning – literacy, numeracy, communication, creativity and aesthetic appreciation – in order to be able to flourish within decent society.

We will do this by:

- Continuing to invest and restoring the relationships between the school, our students and their families, ensuring it is once again strong.
- Continuing to understand the needs of our students and our community
- Continuing to address gaps in education by consulting with our students and developing our curriculum to address these gaps
- Continuing to make the skills for learning explicit to our students to reskill and rebuild their confidence.
- Continuing to provide space for our students to rediscover themselves, helping them to find their voice on learning.

Allocation of funding

We will allocate additional funding to support curriculum recovery this academic year, via a 3-tiered approach as outlined by EEF guidance:

1. Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2. Targeted academic Support

- High-quality one to one and small group tuition
- Learning Support Assistants, Raising Achievement Mentors and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3. Wider strategies

- Supporting pupils' social emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages

Rationale

Following the Coronavirus outbreak and the resultant school closures and periods of students having to self-isolate, it is of vital importance that students that may have fallen behind with their studies are given the support needed to recover. This ensures that they may achieve a level of progress and achievement that they would have achieved if the pandemic hadn't occurred and they can still access their increasingly challenging curriculums. In order for this to happen, Furze Platt Senior School will continue with a co-ordinated approach to assess student attainment and progress and **accurately identify students who require additional Recovery support; recognises the nature of the Recovery need; and clearly distinguishes the priority level of that Recovery need.** It is therefore important that we prioritise the collection of this assessment data in term 1, in order for us to continue supporting students, as well as ensuring we are supporting the right students in the right way. By continuing to capture accurate and robust data in term 1, it will allow us to provide the most appropriate targeted 'Recovery' intervention support for a large number of students, all of which will have varying 'Recovery' needs.

Number on roll (total)	1159 (Year 7-11)	Allocated funding (Recovery Premium 2021-22).	£34,075
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		Catch Up 2020-21 Funding Balance carried forward	£12,233
		Total Funding Balance	£46,308
% Pupil Premium eligible pupils	264 (22.8%)	Number in Sixth Form	300

Barriers to learning

Issues identified as barriers to learning	
B1:	Literacy skills
B2:	Gaps in curriculum as identified by each Head of Department
B3:	Readying the school for further home learning needs (E.g. further lockdowns and students having to self-isolate)
B4:	Ensuring all students can access online learning at home
B5:	Gaps in knowledge and skills that have appeared
B6:	Ensuring our SEND students are making social, emotional and academic progress following the lockdown periods
B7:	Understanding T&L strategies within the 'new normal' way of teaching
B8:	Gaps in 'careers and further education' advice and guidance
B9:	Understanding the ability of our new Year 7 intake without SATS scores
B10:	Maintaining a high attendance % for all students is a priority
B11:	Wellbeing: Students adjusting to the new school routines and structures
B12:	Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown periods
B13:	Ensuring parental engagement levels are maintained during the 'virtual meeting' era
B14:	The new plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning if we are not careful

Proposed Teaching and Whole School 'Recovery' Strategies

Teaching and Whole School Strategies			
Year Group	Actions	Intended impact	Cost
6 - 7	B9: Continue with CAT4 Testing for all Year 7 students and use to set targets in the absence of KS2 results (Nov 2021).	Identify the ability of all students with lower than expected scores can be supported.	£2,090
9 10 11 12	B3: Continue consistent and effective use of GCSEPod (second year of a 3 year subscription)	The negative impact of a lockdowns or individual students isolating is minimised.	£6967 (2020-21)
9 10 11 12	B3: Continue to incentivise GCSEPod student usage by introducing half termly engagement awards.	Increase the quality and quantity of home learning and fill the knowledge and skills gaps caused by lockdowns.	£500
7 8 9 10 11 12	B5: Continue with Transition assessments for all students in all subjects. Assessments will concentrate on knowledge and skill that should have been grasped during the 2020-21 academic year.	Identify gaps in knowledge and skills that have developed during lockdowns and periods of self-isolation. Use this information to inform intervention both in and outside the classroom.	£0
7 8 9 10 11	Dedicate one INSET day to teacher CPD in term 2, focusing on how best to support Pupil Premium student attainment and progress.	Improve teachers' awareness and understanding of the potential barriers to learning and progress for PP students and to provide teachers with a broader and more comprehensive range of teaching and learning strategies to maximise PP attainment and progress.	£0
7 8 9	B1: To introduce 'No More Marking' writing age assessments for all Key Stage 3 students (Led by the English Department).	To ascertain writing ages for all our KS3 students Writing ages, in order to inform targeted and impactful writing intervention led by the English department both in and outside lessons.	£595
11 13	B2: Continue to pace plan in all subject areas to ensure the lesson time remaining is sufficient to cover all syllabus content to be examined.	Planning a lesson-by-lesson approach will ensure content is delivered in time while being able to assess along the way.	£0

9 10 11 12 13	B5: Before/after school subject intervention (support clinics) to be bespoke and open to all where there is a need. Ensure that intervention is at least as effective as pupils' classroom teaching	Before/after school subject intervention should plug gaps in subject knowledge and skills, as well as prepare students for their examinations	£0
7 8 9 10 11 12 13	B5 B6: Continue the tracking of home learning engagement to keep up the positive momentum that was created during lockdown periods.	Home learning will improve the independence of our students as well as support progress when it comes to key assessment points (PPEs).	£0
11	B8: As with this academic year, register all year 11 students with Unifrog and provide training on how to use platform effectively.	Improve the level of CEIAG advice available to year 11 students to counteract the negative impact of cancelled CEIAG events.	£0
7 8 9 10 11	B13: Continue to utilise our Parent Support Advisor effectively (additional hours to the previous post holder).	Provide additional advice and guidance to families identified as in need of support.	£0
7 8 9 10 11 12 13	B7 B14: Continue to provide quality training and guidance to teachers on who best to teach under new social distancing measures, as well as using IT software essential to teaching students online e.g. Microsoft Teams, School Cloud Parents Evening, SharePoint, Go4Schools, GCSEPod etc.	Will ensure all students still experience high quality 'face to face' teaching and learning despite social distancing measures. To also ensure all students can access high quality online teaching and learning during periods of self-isolation, or local/national lockdown events.	£0
10 11	B5: Deliver a new 'VESPA' GCSE Mind-set Character Education Programme during KS4 tutorial time.	Support all KS4 students with their commitment, motivation and productivity. Providing them with applicable tools to supercharge their resilience, positivity, organisation and determination. As well as instil essential life skills: Vision, Effort, Systems, Practice and Attitude.	£880
7 8 9 10 11 12 13	B5: Leaders to track and monitor 'Recovery' strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.	Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating particular subject areas will help leaders target specific domain knowledge students are not yet secure in.	£0
11	B5 B6: Minor restructuring the vertical tutor groups, allowing year 11s to tutored with year 12 and 13 students.	Allow for more regular and effective student learning mentor support.	£0
7 8 9	B5 B6: Restart student learning support through the vertical tutoring system, allowing students in lower years to be mentored and supported by students in higher year groups in the same tutor group (e.g. year 8 students mentoring year 7 and so on).	Allow for regular student mentoring support.	£0
7 8 9 10 11 12 13	B10 11 12: Progress onto stage 2 of the effective implementation of our relationship policy which centres around restorative approaches (including CPD training e.g. Adverse Childhood Experiences).	Staff to develop knowledge and skills in practical ways to support students in pastoral need.	£0
Total Cost Allocated cost from 'Recovery' Grant			£3,994

Proposed Targeted 'Catch Up' Strategies

Targeted Strategies			
Year Group	Actions	Intended impact	Cost
10 11	B5: Take advantage of the School-led Tutoring grant payment (funding: AY2021/22 - 75% of expected cost subsidised) and organised tutoring provision for students with the greatest need of additional support in English and Maths.	Accelerate levels of progress in English and Maths for year 10 and 11 students in most need of recovery need (students who are not projected to achieve a grade 4 in Maths and or English).	£6,222
9-10	B1: Continue this year's Year 9 writing intervention programme into year 10 and expand this programme into other KS3 year groups. (One year contract extension for our Literacy LSA's to deliver the programme).	Allow students who have been identified with lower than expected standard of writing skills to make accelerated progress.	£18,042
8 9 10 11	B1: One year contract extension for RBWM's Literacy Teaching Specialist for an additional day a week to co-ordinate literacy interventions including the KS3 writing programme.	Provide greater literacy support to those students who are most in need.	£9,450
11	B5: Relaunch Pixl Build Up Programme for 20 year 11 students.	To boost levels of self-belief, confidence, inspiration, motivation and knowledge of our most vulnerable and disadvantaged year 11 students.	£0
7 8 9	B5: KS3 Home Learning Clubs (invitation only)	Provide learning mentor support after school to KS3 students most in need of support with their home learning.	£400
7 8 9 10 11	B4: Continue to ensure all students have a computer and access to the internet at home, by loaning laptops and purchasing 4G hotspots, SIM cards and data bundles for students who don't have internet access at home.	This will allow all students to access all online learning resources at home whether for homework, periods of self-isolation, or local/National lockdown events.	£2,000
10 11	B4 B5: Continue to purchase revision guides for PP students to ensure independent work can be completed at home.	This will allow students to access all available learning resources.	£1000
11 13	B4 B5: Highest Priority 'Recovery' students across all subjects to be assigned to an SLT, Sixth Form or HoH Support Mentor.	Mentoring support will help students have better organisation, time management and work prioritisation, as well as maintaining motivation.	£0
7 8 9	B11 B12: Increase ELSA (Emotional Literacy Support) by having 2 additional support staff trained.	Increase the capacity of emotional literacy support, which should positively impact behaviour and attendance.	£700
Total Cost			£37,814
Allocated cost from Catch Up Grant			

Proposed Wider 'Catch Up' Strategies

Wider Strategies			
Year Group	Actions	Intended impact	Cost
7 8 9 10 11 12 13	B10 11 12: Introduction of Edukit Insight and App and the restarting the Wellbeing Programme (2 year subscription) including Wellbeing Ambassadors.	Edukit Insight will provide wellbeing / mental baseline and analytics, identification of high risk /vulnerable learners and allow effective tracking and monitoring wellbeing needs and progress over time at individual, cohort and whole school level. Edukit App will provide a fun, engaging app with daily mood journal to track student needs and concerns, as well as provide an e-library of powerful wellbeing resources.	£4,500

7 8 9 10 11 12 13	B10 11 12: Expanding the school's Enrichment offer by including it as one of the main school objectives in all staff's appraisal process. Regularly track and monitor PP engagement levels and proactively encourage PP participation.	Enhancing students' mental, social, emotional and physical health. Ensuring students have fun and enjoy being in school. Provide students with the opportunity to discover new interests, hobbies and passions.	£0
	B11: Continue to offer increased number of additional hours of counselling time.	Having additional counselling time will allow for more children to have access to specialist advice and guidance over their worries centred around post lock down routines and anxieties. This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school.	£1,170 (2020-21)
Total Cost Allocated cost from Catch Up Grant			£4,500

Summary 'Recovery' Grant Allocation	
Teaching and whole school	£3,994
Targeted	£37,814
Wider	£4,500
Total	£46,308
Allocation	£34,075 & £12,233 = £46,308

This strategy is in line with Government guidance and we have published this strategy to demonstrate how this additional funding will be utilised in the academic year 2021/22. This document may be updated to reflect any changes in ESFA guidance.