

## Covid-19 Recovery at All Saints'

At All Saints' we have utilised additional Government funding to support children in 'catching up' on learning that they have missed due to the disruption of the Covid-19 Pandemic. We have used the Educational Endowment Foundation's Tiered Approach to explain our approach; it focuses on high quality teaching, targeted academic support and wider strategies that aid our existing school improvement plans. Although the plan is for all children, there is a particular focus on disadvantaged pupils who have been affected most by school closures.

### Teaching:

Quality First Teaching supported by CPD for teachers and support staff.

Knowledge-rich curriculum.

A broad and engaging curriculum that focuses on vocabulary acquisition.

Whole-class reading approach underpinned by clearly defined formative assessment practices.

Curriculum 'essentials/manuals' for reading, writing and maths are taught and link across wider curriculum subjects.

Development of a Maths Mastery approach supported by external Mastery Specialists.

Regular Subject Planning and Development Meetings.

Deliberate reduction of workload (e.g. reduced meetings) during the assessment cycle to aid staff wellbeing and enable high-quality responsive teaching.

Regular low-stakes assessments to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.

Effective formative assessment as a central point of T&L.

Use of Jigsaw curriculum to support mental health and well-being.

Staff respond to concerns promptly. Concerns are logged via CPOMS. Staff reply via email or telephone.

Devising dyslexia friendly teaching staff manual supported by external providers.



### Targeted Academic Support:

Same-day in-class intervention.

Teacher-led targeted group teaching for Year 1, 2, 3 and Year 5 pupils.

Specific intervention programmes led by both Teachers and Teaching Assistants.

English interventions.

maths interventions.

NELI Programme in EYFS.

### Wider Strategies:

Targeted SEL (social and emotional learning) support from specialist team

Provide ongoing technical support for children isolating.

Ensure our most vulnerable pupils have priority access to classroom teaching and online materials.

Ensure pastoral for disadvantaged students also identifies barriers to engagement due to technology or a lack of other forms of support.

Provide parents with additional support materials.

School staff used to cover classes rather than supply staff.

Deployment of HLTAs & TAs.

Attendance team support to ensure children are in school as much as they should be.

Symbiosis between whole school offer and Pupil Premium Strategy.

Wider Clubs offer to include more disadvantaged pupils.