


## COVID RECOVERY FUND

The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils (EEF, 2020)

1. Summary information					
School	Mile Oak Primary School			Number of pupils	486
Academic Year	2020/2021	Total Recovery budget	£38,880	Date of Review	19.11.2020

2. Current Internal Data																																																					
<div>  <div> <h3>Age Related Expectation Summary Report</h3> <p>Rec - All Pupils (52 pupils)</p> <table> <tr> <th>52 pupils Period: Rec Aut2</th><th>Below</th><th>Risk or higher</th><th>At or higher</th><th>Above or higher</th><th>Significantly Above</th></tr> <tr> <td>Listening and attention</td><td>9 (17.3%)</td><td>43 (82.7%)</td><td>41 (78.8%)</td><td>22 (42.3%)</td><td>4 (7.7%)</td></tr> <tr> <td>Reading</td><td>6 (11.5%)</td><td>46 (88.5%)</td><td>39 (75.0%)</td><td>22 (42.3%)</td><td>4 (7.7%)</td></tr> <tr> <td>Writing</td><td>6 (11.5%)</td><td>46 (88.5%)</td><td>41 (78.8%)</td><td>11 (21.2%)</td><td>1 (1.9%)</td></tr> <tr> <td>Numbers</td><td>7 (13.5%)</td><td>45 (86.5%)</td><td>43 (82.7%)</td><td>26 (50.0%)</td><td>1 (1.9%)</td></tr> <tr> <td>Combined</td><td>Below in one or more</td><td>Risk or higher in all</td><td>At or higher in all</td><td>Above or higher in all</td><td>Significantly Above in all</td></tr> <tr> <td></td><td>15 (28.8%)</td><td>37 (71.2%)</td><td>30 (57.7%)</td><td>9 (17.3%)</td><td>0 (0%)</td></tr> <tr> <td>GLD</td><td>28 (53.8%)</td><td>24 (46.2%)</td><td>18 (34.6%)</td><td>7 (13.5%)</td><td>0 (0%)</td></tr> </table> </div> <div> <p><b>Key:</b> Number of Pupils (Percentage)</p> <p>GLD (Good Level of Development) Aspects include all Aspects apart from Understanding the World and Art &amp; Design. This row is not dependent on subject selection.</p> <p>Pupils Working At or Above Expectation in GLD could be considered as On Track to achieve GLD at end of Reception</p> </div> </div>						52 pupils Period: Rec Aut2	Below	Risk or higher	At or higher	Above or higher	Significantly Above	Listening and attention	9 (17.3%)	43 (82.7%)	41 (78.8%)	22 (42.3%)	4 (7.7%)	Reading	6 (11.5%)	46 (88.5%)	39 (75.0%)	22 (42.3%)	4 (7.7%)	Writing	6 (11.5%)	46 (88.5%)	41 (78.8%)	11 (21.2%)	1 (1.9%)	Numbers	7 (13.5%)	45 (86.5%)	43 (82.7%)	26 (50.0%)	1 (1.9%)	Combined	Below in one or more	Risk or higher in all	At or higher in all	Above or higher in all	Significantly Above in all		15 (28.8%)	37 (71.2%)	30 (57.7%)	9 (17.3%)	0 (0%)	GLD	28 (53.8%)	24 (46.2%)	18 (34.6%)	7 (13.5%)	0 (0%)
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## Age Related Expectation Summary Report

Y1, Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (501 pupils)

Year 1 (57 pupils) Aut2 20-21	Below	Risk	At	Above	Significantly Above
Reading	9 (15.8%)	10 (17.5%)	30 (52.6%)	8 (14.0%)	0 (0%)
Writing	11 (19.3%)	12 (21.1%)	24 (42.1%)	10 (17.5%)	0 (0%)
Mathematics	13 (22.8%)	7 (12.3%)	29 (50.9%)	8 (14.0%)	0 (0%)
Year 2 (79 pupils) Aut2 20-21	Below	Risk	At	Above	Significantly Above
Reading	27 (34.2%)	13 (16.5%)	31 (39.2%)	7 (8.9%)	1 (1.3%)
Writing	26 (32.9%)	16 (20.3%)	29 (36.7%)	7 (8.9%)	1 (1.3%)
Mathematics	23 (29.1%)	13 (16.5%)	39 (49.4%)	3 (3.8%)	1 (1.3%)
Year 3 (56 pupils) Aut2 20-21	Below	Risk	At	Above	Significantly Above
Reading	26 (46.4%)	10 (17.9%)	15 (26.8%)	5 (8.9%)	0 (0%)
Writing	27 (48.2%)	10 (17.9%)	15 (26.8%)	4 (7.1%)	0 (0%)
Mathematics	17 (30.4%)	5 (8.9%)	30 (53.6%)	4 (7.1%)	0 (0%)
Year 4 (83 pupils) Aut2 20-21	Below	Risk	At	Above	Significantly Above
Reading	49 (59.0%)	11 (13.3%)	16 (19.3%)	7 (8.4%)	0 (0%)
Writing	56 (67.5%)	10 (12.0%)	17 (20.5%)	0 (0%)	0 (0%)
Mathematics	41 (49.4%)	20 (24.1%)	20 (24.1%)	2 (2.4%)	0 (0%)
Year 5 (72 pupils) Aut2 20-21	Below	Risk	At	Above	Significantly Above
Reading	29 (40.3%)	0 (0%)	37 (51.4%)	6 (8.3%)	0 (0%)
Writing	36 (50.0%)	0 (0%)	34 (47.2%)	2 (2.8%)	0 (0%)
Mathematics	25 (34.7%)	0 (0%)	42 (58.3%)	5 (6.9%)	0 (0%)
Year 6 (84 pupils) Aut2 20-21	Below	Risk	At	Above	Significantly Above
Reading	33 (39.3%)	1 (1.2%)	34 (40.5%)	16 (19.0%)	0 (0%)
Writing	41 (48.8%)	0 (0%)	41 (48.8%)	2 (2.4%)	0 (0%)
Mathematics	39 (46.4%)	3 (3.6%)	31 (36.9%)	10 (11.9%)	1 (1.2%)

## Key areas to support based on identified barriers to learning

A.	<p>Nurture Provision Rationale-</p> <p><i>There is evidence to suggest that children and young people’s subjective wellbeing may have decreased slightly compared to previous years, particularly in relation to their life satisfaction. Levels of feeling anxious among older young people appear to have increased during this time. Some measures of children and young people’s psychological wellbeing have also been reduced during this period. (DfE, 2020)</i></p> <p><i>“Daily, children are listening to reports of the spread of the pandemic and to the reported death toll in their country and internationally. It is probable that most children may return to school knowing of someone who has died. Indeed, they may have first-hand experience of the death of a loved one.” (Carpenter, 2020)</i></p> <ul style="list-style-type: none"> <li>• Relationships and community - Positive relationships are vital for child development. Children may have experienced loss during the pandemic, including the loss of relationships with their peers. They will need help to re-establish friendships, reconnect with staff and work with others.</li> </ul>
B.	<p>Targeted Support in Reading through appointment of reading TA to provide –</p> <ul style="list-style-type: none"> <li>- Access to literature</li> <li>- Time to read</li> <li>- Vocabulary – oral language skills</li> <li>- Self-esteem</li> <li>- Security, happiness and imagination</li> <li>- Enrichment</li> </ul> <p><i>There can be few things as powerful as regularly reading to a young child. It has astonishing benefits for children: comfort and reassurance, confidence and security, relaxation, happiness and fun. Giving a child time and full attention when reading them a story tells them they matter. It builds self-esteem, vocabulary, feeds imagination and even improves their sleeping patterns. – National Literacy Trust</i></p>

	<i>"Another key thing to consider, to ensure reading with children is an enjoyable and productive experience, is the environment in which families share stories. A quiet and relaxed environment works best, with few distractions."</i> – National Literacy Trust		
C.	Targeted Academic Support in Maths through appointment of NTP academic mentor to improve - <ul style="list-style-type: none"> <li>- Fluency</li> <li>- Language</li> <li>- Mathematical thinking</li> <li>- Knowledge of key concepts</li> </ul> <i>"our modelling suggests that the gap will grow between anything from 11 per cent to 75 per cent with a median of 36 per cent, which really tragically more than reverses the progress on narrowing the gap which we have seen incrementally over the last decade with the tremendous amount of work and, of course, pupil premium funding which has underpinned that."</i> (Becky Francis, EEF, 2020)		
D.	Targeted Academic Support in Writing through appointment of NTP academic mentor to improve– <ul style="list-style-type: none"> <li>- Language</li> <li>- Pre-teaching</li> <li>- Editing</li> <li>- Fluency</li> </ul>		
E.	Access to effective remote provision during quarantines and isolation and in the event of a partial/full shutdown along with teacher release to provide small group pre-teaching and intervention		
F.	Diagnostic Assessment – Implement effective diagnostic assessments so that teachers can monitor pupils' progress, particularly as the monitor pupils' progress and recover any learning loss (EEF, 2020)		
G.	Early Career Training – Missed training in early careers. Develop knowledge of metacognition and self-regulation.		
	<b>3. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )	<b>Success criteria</b> (Figures to be added following AUTUMN 2 PPMs)	<b>Cost</b>
A.	Increased support available to support children's SEMH.	Identified children and families access appropriate support and waiting lists are diminished	£3,148

B.	Improved Progress and engagement in reading	Diminishing difference between pupil groups Increased progress and attainment in reading	£7,163
C.	Improved progress in maths - Provide additional support for pupils in order to narrow the gap following the lockdown. Students identified with low reception and KS1 data also targeted.	Diminishing difference between pupil groups Increased progress and attainment in maths	£1000
D.	Improved progress in writing - provide additional support for pupils in order to narrow the gap following the lockdown. Students identified with low data also targeted.	Diminishing difference between pupil groups Increased progress and attainment in writing	£1000
E.	Continued participation in education and development of independence in learning	Access to electronic devices Increased numbers of participation Access to full curriculum offer Access to teacher led intervention Utilise Seesaw learning platform	£23,141
F.	Rapid identification of gaps in knowledge	Lessons pitched appropriately to support children's rapid and sustained progress.	£0
G.	Clear mentorship and support programme for NQTs and EC teachers	Planning, assessment and teaching support provided to ensure children make rapid and sustained progress.	£2000

£3,428 to be assigned based on the outcomes of PPMs.