

Stanley Grove Primary Academy

BRIGHT FUTURES EDUCATIONAL TRUST

Stanley Grove Primary Academy
Parry Road, Longsight,
Manchester M12 4NL
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Covid Recovery Plan 2021-2022

The impact of Covid-19 has meant children across the country have missed time in school to learn and socialise. We have recognised that this has affected every family in different ways, and the strains of lockdown may have created new barriers to learning, exacerbated existing challenges for children or had a negative effect on their mental health and well-being.

Strategy Statement:

At Stanley Grove Primary Academy our strategy is based on the recovery curriculum outlined by Barry Carpenter, CBE, Prof of mental health and education., Oxford Brookes University and Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire. They suggest the recovery curriculum is built on the following five levers:

- Lever 1- **Relationships**
- Lever 2- **Community**
- Lever 3- **Transparent Curriculum**
- Lever 4- **Metacognition**
- Lever 5- **Space**

These 5 levers provide the essential foundations for our thinking and planning.

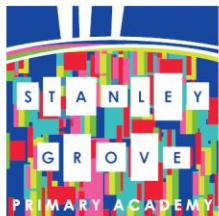
Our Catch- up priorities have also been based on the education endowment rapid evidence assessment key findings and implications in the review of existing research on the impact of school closure on the gap between disadvantaged pupils and others.

The overall aim of our catch-up premium strategy is to:

- offer children carefully planned reintroduction to school focusing firstly on their social and emotional well-being.
- reduce the attainment gap between our disadvantaged pupils and their peers.
- raise the attainment of all pupils and to close the gap created by Covid-19 school closures.

Barriers to attainment:

- The impact of lockdown on the knowledge and skills of disadvantaged pupils who did not fully engage in home learning.
- Absences- Low pupil attendance due to self-isolation resulting in further gaps in learning, and staff absences due to COVID related matters.
- Pupil resilience affected by loss of routines.
- Limited spoken English in the home due to English being an additional language for over 90% of our school population.



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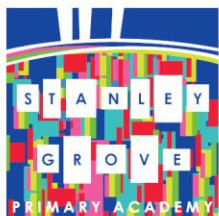
Catch Up Priorities:

1. Speech & Language – an EYFS and KS1 focus (Wellcomm Intervention), including vocabulary development and acquisition
2. Phonics and Early Reading - an EYFS and KS1 focus
3. Writing (especially boys)
4. Arithmetic across all key stages
5. Social and emotional wellbeing
6. Impact of limited access to digital hardware

Priority 1 – Speech and Language		
Barrier	Action	Intended Outcome
Speech and Language delay	Provide Wellcomm intervention for all pupils in EYFS and identified pupils in KS1	To develop pupils' emotional literacy and to narrow the gap in their communication and language
Speech, language, and communication needs	ELKLAN interventions to take place with identified pupils	Accelerated progress through the Elklan assessment levels resulting in improved communication within the classroom

Priority 2 – Phonics and Early Reading		
Barrier	Action	Intended Outcome
Reduced progress in phonics in R, Y1, Y2 and Y3	Daily lessons for all pupils followed by differentiated practice of blending and segmenting in small groups (R-Y2) Daily small group interventions (R-Y3) Daily 1:1 Tutoring (R-Y2)	Identified pupils are back on track to achieve projected aspirational outcome - measured through formative and summative assessments
Early reading accuracy, comprehension and fluency	Additional guided reading Rising Stars Early Reading interventions: BRP, FFT Wave 3, ELS	Improved progress and attainment in reading Narrowing the gap between key groups
Enabling access to online reading ebooks for all pupils, including Accelerated Reader	For all teachers, pupils and families to have a wider range of online reading resources	Improved progress, outcomes and engagement in pupils'

Executive Principal: Mr G Handforth
 Acting Head of School: Mrs T Ward



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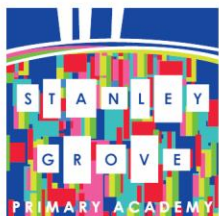
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And Rising Stars	available to support pupils' love and engagement in reading	reading accuracy and comprehension
Purchase of more reading books across the school	Increase and enrich the reading books available so all pupils can take more books home to practice and improve their reading. Enhanced opportunities for reading for pleasure within school and increased access to high quality texts, promoting a love of reading	Improved reading progress and attainment in line with pupils' expected outcomes Pupils are exposed to an increased range of high-quality texts across different genres resulting in increased pupil engagement in reading for pleasure

Priority 3 – Writing		
Barrier	Action	Intended Outcome
Lack of writing stamina and gaps in learning for pupils to achieve at least expected	Additional staff employed to deliver Pathways to Progress interventions (Y3-Y6) Individual conferencing sessions with identified pupils	Identified pupils are back on track to achieve projected aspirational outcomes measured through formative and summative assessments
Lack of content to enable pupils to achieve greater depth	Additional teaching capacity created through the National Tutoring Programme and deployment of existing staff	Number of pupils achieving GD increases
NTP National Tutoring Programme	The National Tutoring Programme aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap	To provide additional targeted support for identified pupils that improves progress and attainment

Priority 4 – Arithmetic		
Barrier	Action	Intended Outcome
Basic arithmetic skills are not yet secure	Basic arithmetic skills being taught 5 times a week Targeted support for identified pupils to gap fill through additional intervention	Accelerated progress and attainment for all learners



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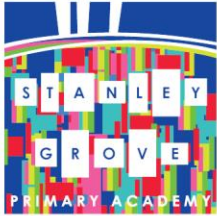
Limited diagnostic information to identify gaps in arithmetic skills	NTS and end of unit tests used to support forensic question level analysis resulting in personalised teaching and learning	Improved attainment and progress in arithmetic
Gaps in maths knowledge and skills	Whole class lessons focusing on common errors and gaps in learning Small group maths tuition Additional teaching and learning opportunities provided for gap filling One to one support for target pupils All facilitated by the teaching team	Accelerated progress in line with pupils' expected outcomes in maths

Priority 5 – Social and emotional wellbeing

Barrier	Action	Intended Outcome
Well-being sessions and specialist support for identified pupils through Boxall profiling	Additional bespoke interventions delivered for pupils in need, including vulnerable pupils and those with SEND	Improved well-being, access to learning and progress for pupils with identified needs
Using Zones of Regulation and metacognition to re-engage pupils with learning when they are struggling	Make skills for learning explicit to pupils to build their confidence as learners	Increased confidence and engagement

Priority 6 – Access to digital hardware

Barrier	Action	Intended Outcome
Limited devices at home to support pupils' reading and remote learning	Purchase ICT devices to support pupils to access online learning during remote learning	Improved progress and outcomes specifically in pupils' reading accuracy and comprehension, and in other areas of the curriculum
Challenges presented by remote learning disproportionately affecting vulnerable pupils	AHoS to ensure learning from home is as effective as possible and all pupils have equal access to it regardless of circumstances.	To continue to improve progress and attainment despite periods of remote learning



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	Provide focused training on the effective use of technology for all teaching staff which includes working from home and teaching remotely	
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How to measure impact for Covid Recovery plan.

Senior Leaders and Phase Leaders meet formally with each class teacher termly to discuss the progress of all pupils, with a particular focus on those who are making slower than expected progress. Further strategies are put in place for any pupil not making good progress. Pupils eligible for pupil premium are prioritised due to their additional vulnerability. Their progress is monitored, the impact of provision is measured, and the implementation of actions is reviewed.

Further monitoring is carried out through book looks, learning walks, pupil conferencing, reflective inquiry and lesson observations, with a focus on maximising pupil progress and addressing gaps in learning and provision.