

Park is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights' standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Park's Recovery Premium Proposal

Within this financial year (Sept 21--March 22), we are expecting to receive about £11,000. to support children's catch up - this constitutes 7/12 of the total offer for the academic year which is known to be £17,690

We will undertake an impact evaluation at the end of each term to assess the extent to which: we are achieving VfM; each separate strategy is impacting.

Amount	Purpose	Proposed Impact
£12,000	To contribute to Sade's/ Danielle's/ Tahirah's salary for strategic intervention for disadvantaged children.	Children reintegrated, thriving, learning to learn again. There'd need to be a couple of timetabled 'thrive' groups for both of them per week
£5,690	To pay teachers and trainees to deliver 40 minute sessions either to individuals/ small groups. We are using school staff so that relationships underpin the tuition and the children are more likely to feel comfortable and ready to learn. Staff will be paid £30 per hour and 20 minutes of that will be planning time. We do not believe that an hour's tuition will give extra benefit due to intensity required when undertaking small group/ 1-1 work.	Children have the opportunity to catch up and thereafter keep up by virtue of excellent, relationship-rich, targeted intervention on a 1:3 model.



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Park's general Blended Learning and Resilience Offer

Offer	Quality First Provision	Targeted Group Intervention	1-1
EYFS	<p>Class teachers will identify gaps through assessment and look at last year's missed coverage if applicable. This is why we have chosen for LSAs to move up with the children from Nursery to Reception. They will then plan for and teach the imperative gaps alongside the current year's curriculum to ensure that learning is systematic and in context. Where teachers have identified children that are starting from a lower level of development or are not meeting their trajectory, interventions will be put in place with a member of the EYFS team either in small groups or 1:1. In class learning and additional home learning will be accessible from home through the Tapestry app where</p>	<p>Identification Process:</p> <ul style="list-style-type: none"> ● EYFS practitioners use Tapestry Journal to teacher assess whether a child is on trajectory, or needs further support in all 7 areas of the EYFS curriculum. ● Assessments are made through observations of the children by knowledgeable key people. These observations are also logged onto Tapestry. Teachers are also informed using small group work in learning journals, writing books and through weekly readers and RWI groups. ● Where children need further support in prime areas such as communication and language, personal social and emotional and physical development, clubs for the Autumn and Spring Term were carefully selected to support children in these areas. Some children were signposted to these clubs. 	<p>Identification Process:</p> <ul style="list-style-type: none"> ● Where teachers or parents have had concerns about a child's development the child is referred to the SEND team and usually observed by the school SENDco or Speech and Language therapist. ● Some feedback from previous nurseries and paperwork from external development agencies such as speech and language therapist sessions or child development services will be asked for when the child begins Reception. These are followed up with the SEND team who work closely with the class teacher and



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	<p>teachers and families can share videos and resources to support children's learning.</p>	<ul style="list-style-type: none"> ● Although we have a medium term plan for EYFS, we plan weekly and base our planning around the needs of the children. This is discussed within the EYFS team at the planning stage to ensure the children are accessing provision and group learning that is in line with their current developmental needs. ● Where children need extra language support, LSA's are currently being trained in the NELI programme so that they can use this knowledge through the provision. ● There is an extra fine motor and phonics group in Reception for children whose Next Steps are to learn set 1 sounds and the skills of blending and segmenting. These children are teacher assessed through RWI assessments and teacher knowledge of their children's fine motor skills. 	<p>child's family to support these children as they transition into Park and throughout each term at school.</p>
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		<ul style="list-style-type: none"> ● Teachers to identify, through formative assessment, any children that require additional support as they are starting from a lower level or development or are not meeting their trajectory or require additional support due to SEND ● Children who have had a period of absence due to self isolation may be identified as needing additional resilience and recovery intervention ● Children with similar intervention needs will then be grouped ● We will then decide on who will run the intervention and when this will be after or before school ● If a child is isolating at home we may facilitate for the staff member running the intervention to show the parent via googlemeet how to conduct this at home 	<ul style="list-style-type: none"> ● Teachers to identify through formative assessment any children that require additional support as they are starting from a lower level or development or are not meeting their trajectory or require additional support due to SEND ● Children who have had a period of absence due to self isolation may be identified as needing additional catch up intervention ● If there are no other children with a similar learning issue or if the child has additional needs that mean running the intervention in a group setting would not be in the best interests of the child then the intervention will be run 1:1
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KS1	<p>Class teachers will identify gaps through assessment and look at last year's missed coverage if applicable. This is why we have chosen for DH and SR to come up with the children from Reception to Y1. They will then plan for and teach the imperative gaps alongside the current year's curriculum to ensure that learning is systematic and in context. Where teachers have identified children that are not meeting their trajectory, interventions will be put in place with a member of the school staff team either in small groups or 1:1. In class learning and additional home learning will be accessible from home through the GoogleClassroom where teachers can share the must, could, should aspects of the curriculum</p>	Identification Process:	Identification Process
		<ul style="list-style-type: none"> • Teachers to identify through formative and summative assessment any children that require additional support as they are not meeting their trajectory or require additional support due to SEND • Children who have had a period of absence due to self isolation may be identified as needing additional resilience and recovery intervention • Children with similar intervention needs will then be grouped • We will then decide on who will run the intervention and when (this will be after school, in school or online) • If a child is isolating at home we may facilitate for the staff member running the intervention to show the parent via googlemeet how to conduct this at home if the child is unable to access the intervention on GoogleMeet due to their age or an additional need 	<ul style="list-style-type: none"> • Teachers to identify through formative and summative assessment any children that require additional support as are not meeting their trajectory or require additional support due to SEND • Children who have had a period of absence due to self isolation may be identified as needing additional catch up intervention • If there are no other children with a similar learning issue or if the child has additional needs that mean running the intervention in a group setting would not be in the best interests of the child then the intervention



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	for children to learn from at home.		will be run 1:1 during school hours, after school or online
KS2	Class teachers will identify gaps through assessment and look at last year's missed coverage if applicable. This is why we have chosen for one teacher to move up with each year group in KS2. They will then plan for and teach the imperative gaps alongside the current year's curriculum to ensure that learning is systematic and in context. Where teachers have identified children that are not meeting their trajectory, interventions will be put in place with a member of the school staff team either in small groups or 1:1. In class learning and additional home learning will be accessible from home through the GoogleClassroom where teachers can share the	Identification Process:	Identification Process
		<ul style="list-style-type: none"> Teachers to identify, through formative and summative assessment, any children that require additional support as they are not meeting their trajectory or require additional support due to SEND Children who have had a period of absence due to self isolation may be identified as needing additional resilience and recovery intervention Children with similar intervention needs will then be grouped We will then decide on who will run the intervention; this will be after or pre school and may be in school or online. If a child is isolating at home we may facilitate for the staff member running the intervention to show the parent via googlemeet how to 	<ul style="list-style-type: none"> Teachers to identify through formative and summative assessment any children that require additional support as are not meeting their trajectory or require additional support due to SEND Children who have had a period of absence due to self isolation may be identified as needing additional catch up intervention If there are no other children with a similar learning issue or if the child has additional needs that mean running the intervention in a



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	<p>must, could, should aspects of the curriculum for children to learn from at home.</p>	<p>conduct this at home if the child is unable to access the intervention on GoogleMeet due an additional need</p>	<p>group setting would not be in the best interests of the child then the intervention will be run 1:1 during school hours, after school or online</p>
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