

## RECOVERY CURRICULUM STRATEGY STATEMENT 2021-2022

### NAS Church Lawton School

#### School Overview

Metric	Data
School name	NAS Church Lawton School
Pupils in school (NOR)	Sept 2021 64 <i>July 2022 - TBC</i>
Proportion of disadvantaged pupils	30%
Recovery curriculum allocation 2021-2022 from school reserves to ensure a robust programme of recovery for all pupils following the COVID-19 pandemic	£ 150,000
Academic year covered by statement	2021-2022

#### Teaching Priorities for Current Academic Year

Measure	Planned Resource Allocation
To ensure high quality teaching for all focussing on core subjects to address gaps in learning identified through base-line assessment and progress tracking.	
Priority 1	<ul style="list-style-type: none"> <li>Additional teacher for Secondary English for 4 days per week. Allowing the creation of extra timetabled teaching groups across the whole week ensuring groups remain small, appropriate to ability and teaching pathway and focus on individual needs.</li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>Teacher for additional 1 day per week to work across the school supporting reading recovery and well-being using the therapy dog.</li> </ul>
How these priorities address barriers to learning	<ul style="list-style-type: none"> <li>Teaching groups currently cover a range of ages and levels.</li> <li>Some groups have students working towards different exam pathways, entry level and GCSE.</li> <li>Splitting the groups allows focussed precision teaching allowing the individual gaps in learning to be addressed.</li> <li>Ability to provide 1:1 interventions, assessments or direct support in lessons from learning mentors.</li> <li>Prevents less resilient learners falling further behind</li> </ul>
Projected Expenditure	Priority 1 £20,900 <i>(Existing learning mentor (QTS) working as teacher – temporary for 12 months. Learning mentor position backfilled with agency staff)</i>  Priority 2 £8,090 <i>(Teacher increase from 0.6 FTE to 0.8 FTE)</i>
Actual Expenditure	<i>To be completed in July 2022</i>

## Targeted Academic Support for Current Academic Year

Measure	Planned Resource Allocation
Priority 1	<ul style="list-style-type: none"> <li>▪ Additional Secondary Learning Mentors support to allow identified students access to 1:1 support in lessons, gaining maximum impact from the quality first teaching 2 x 5 days a week.</li> <li>▪ Additional Middle school Learning Mentor to allow identified students access to 1:1 support in lessons, gaining maximum impact from the quality first teaching 1 X 5 days a week.</li> <li>▪ Primary Learning Mentor to support speech and language interventions alongside the SaLT 3 days a week.</li> </ul>
How this priority addresses barriers to learning	<ul style="list-style-type: none"> <li>▪ Ensure all students have full access and are engaged with quality first teaching in lessons.</li> <li>▪ Capacity to provide 1:1 targeted interventions, assessments or direct support in lessons.</li> </ul>
Projected Expenditure	£75,240  3 x full time agency learning mentors (38 weeks) 1 x part-time (FTE 0.6) learning mentor (38 weeks)
Actual Expenditure	<i>To be completed in July 2022</i>

## Wider Strategies for Current Academic Year

Measure	Planned Resource Allocation
Priority 1	<ul style="list-style-type: none"> <li>▪ Boxing sessions with two sports coaches. 2 x 45 minute group sessions for Secondary and Middle school students.</li> </ul>
How these priorities address barriers to learning	<ul style="list-style-type: none"> <li>▪ Therapy led by our assistant psychologist to promote pupils mental well-being. Ultimately building resilience and supporting the progress in their learning.</li> </ul>
Projected Expenditure	£1,755 (£65 per week. 27 weeks)
Actual Expenditure	<i>To be completed in July 2022</i>

Total Projected Expenditure To date	£105,985
Total un-allocated To date	£44,015
Further possible strategies	<ul style="list-style-type: none"> <li>▪ Equipment for the boxing sessions</li> <li>▪ Curriculum days – Maths, Science or English Days</li> <li>▪ Extra teacher 3 days per week to allow smaller group focussed teaching in middle school.</li> </ul>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Consistency of teaching between the two English teachers. Lessons need to follow a sequence of learning and lead towards pupils' individual targets and examination expectations.</p> <p>Ensure pupils requiring reading recovery are identified.</p> <p>Ensuring pupils are comfortable working with the therapy dog.</p>	<p>Allow collaborative working between the two English teachers. Time to meet together during non-teaching time to plan, assess and moderate pupils work ensuring a consistent approach.</p> <p>Pupils who would benefit from this therapy will be identified by the English teachers, form teachers or MAS team. They will complete a referral form.</p> <p>Pupils will be provided with a social story to have visual support and explanation as to how the therapy dog will be working. Sessions will be held in a quiet place with the support of fully trained staff. Progress will be monitored by the therapy dog teacher.</p>
Targeted support	<p>Ensuring the content of 1:1/small group tuition/intervention is linked to classroom teaching and consistency in delivery.</p>	<p>Tuition/intervention timetabled over a sustained period of time to ensure consistency. Effective feedback structures and monitoring of impact through pupil progress meetings with class teachers and those providing the interventions.</p> <p>Ensuring continued focus on health and mental well-being of students through robust behaviour, safeguarding and mental-health procedures.</p>
Wider strategies	<p>Ensure pupils requiring boxing therapy are identified.</p>	<p>Pupils who would benefit from this therapy will be identified by the assistant psychologist. They will organise the groups and sessions and liaise with form teachers and subject teachers to timetable the sessions.</p>

<b>Year-end Impact Statement</b>	<i>To be completed in July 2022</i>
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