**REVISED MASTER RECOVERY ACTION PLAN 2020/2021**

**SECTION C1**

**Please indicate whether this action plan refers to a SIP and/or PEF by ticking all relevant boxes.**

**PEF priorities must be specifically targeted at closing poverty related gaps.**

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| **SIP** | x |
| **PEF** | x |

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| **Establishment** | Alva Primary  School | **Total PEF Allocation** | £84,856.00 | **Links to SAC** |  |
| **Cost of this priority**  **(PEF Priorities only)** | £11,137.50 (A Kenny, 0.2 FTE) |
| **Headteacher** | Allison Littlejohns | | **Accountable Person** | I Sneddon | |

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| **Outcome (Transformational Recovery)** |
| *Please detail proposed intervention in terms of COVID-19 recovery outcomes for learners. (Consider What will change? For whom? By how much? By when?)*   Pupils will be supported to close attainment gaps created by Covid-19 lockdown through a variety of interventions, pedagogical approaches and resources. Work will be carried out with all stakeholders to ascertain pupil attainment level and identify most effective next steps forward. Opportunities will be created for pupils to apply theoretic mathematics in practical ways. (STEM)  STEM will be more effectively embedded in order to underpin Maths and Numeracy development work in class which will be reflected in planning. |
| **Rationale for this proposal?** |
| *Please provide Data/Information to support your Recovery Planning, including that specific to addressing the poverty related gap (PEF)*   Prior to Covid-19 lockdown, attainment tracking and data showed that 17.8% of pupils had a gap of 6 months or more in terms of Numeracy attainment levels, compared to that of their peers. Active learning approaches have been seen to be effective in engaging learners, therefore increasing the likelihood of raising attainment and closing the attainment gap. This, in turn, will develop skills for life, learning and work. |
| *What will you do? What evidence do you have that this will be effective?*   * Training for staff with the use of new school resources to support L&T and develop active approaches. * Redevelop Numeracy planning to include opportunities for active/experiential learning   Progress will be tracked through the use of the high quality assessment format, ascertaining pupils abilities to use skills in a cross-subject/curricular manner an attainment levels. |
| *Who has been consulted? How? What was their feedback?*      Staff were consulted about next steps in Numeracy priorities, pre Covid-19 lockdown. Consistency of approaches, assessment and active learning was highlighted as a next step for the school. |