

## An Daras Trust – School Level ‘Recovery Schedule’ – Autumn/Spring Term 2020/21



An Daras Trust  
Igniting Curiosity Growing Capabilities



Please use in conjunction with:

- Trust Curriculum Principles for September 2020
- School Risk Assessment for September 2020 (Devon LA Template)
- Trust Recovery Curriculum Support Guide for September 2020
- Planned school level Capabilities Curriculum for September 2020
- School level formative assessment data as from September 2020
- Replaces school AIP20 (started Jan 20) – relevant action points from the AIP can be continued through onto this ‘Recovery Schedule’

<p><b>School: St Catherine's</b></p>	<p><b>Note:</b> This is a flexible rolling plan schedule and new priorities can be added to at any point.</p>
<p><b>Spring Term – initial 4 week return to school timetable</b></p>	<p><b>Week 1 focus on:</b></p> <ul style="list-style-type: none"> <li>• re-establishing high expectations for behaviour and learning</li> <li>• re-establishing consistent school routines and timetable</li> <li>• Pupil mental health and well-being</li> <li>• revisiting school church values and core ethos story</li> <li>• refreshing visible learning dispositions – key areas – independence, resilience, perseverance, challenge (through capabilities curriculum eg communication, confidence, team work)</li> <li>• Initial teachers' assessment of pupils learning gaps</li> <li>• Staff meeting on Reading, phonics, maths non-negotiables</li> </ul> <p><b>Week 2 focus on:</b></p> <ul style="list-style-type: none"> <li>• Pre-post unit assessments/begin NST assessments</li> <li>• Updating SEN provision maps</li> <li>• Curriculum focus on 'ready to progress' core concepts, skills and content</li> <li>• Non-core subject immersion topics</li> <li>• Pupils physical health</li> <li>• Staff meeting on SEN and disadvantaged pupils</li> </ul> <p><b>Week 3 focus on:</b></p> <ul style="list-style-type: none"> <li>• Completion of NST assessments</li> <li>• Gaps analysis</li> <li>• Learning walks</li> <li>• Pupil progress meetings and book scrutiny</li> <li>• Governor pupil conferencing</li> <li>• Staff meeting - assessment</li> </ul>

		<p><b>Week 4 focus on:</b></p> <ul style="list-style-type: none"> <li>• Next steps – identify priority groups for after Easter</li> <li>• Complete pupil priority grids and set up support for next term</li> <li>• Create curriculum plan for summer term.</li> <li>• Twilight staff meeting on Recovery Schedule – progress/way forward and book scrutiny progress and gaps.</li> </ul>		
<b>SLT Monitoring</b>		<p><i>Week 1 – learning walk - VL focus</i>  <i>Week 2 – Gaps analysis / Parent conferencing / TIO virtual visit</i>  <i>Week 3 – Lesson observations / Pupil progress meetings / PM Reviews</i>  <i>Week 4 – Pupil conferencing / Book Scrutiny</i></p> <p>In addition, the SLT will be:</p> <ul style="list-style-type: none"> <li>• reviewing the implications for the wider curriculum going forward into the summer term. For all areas of the curriculum – key concepts and skills will be identified that form the foundation for each year group’s readiness to progress preparing children for transition into their next year group. ‘Ready to Progress’ focus. <b>VL CC</b></li> <li>• Timetable review – all year groups</li> <li>• Organise external training/CPD</li> <li>• Planning for intervention and catch-up support from gaps analysis to target identified pupils/cohorts/disadvantaged and vulnerable pupils for the summer term.</li> <li>• Planning an extended transition for all year groups to support rapid progress from day one in September.</li> <li>• Preparing a September staffing map takes into account gaps and matching TA and teacher strengths to specific cohort needs. <b>VL</b></li> <li>• Reviewing Subject leader roles ready for September to allocate according to teacher strengths and to accommodate absences. <b>VL</b></li> </ul>		
<b>Additional elements</b>		<p>Whilst Visible Learning thread through our school ethos and practice at all times – where this can specifically support a particular target this has been highlighted. <b>VL</b></p> <p>We use the capabilities curriculum to plan how we teach our sequences of learning in each unit. Where this can specifically support a target this has been highlighted. <b>CC</b></p>		
<b>Appendix A</b>		<b>Data Points for whole school and key cohorts – EoY 2020 and Dec 2020 (to be updated April 2021)</b>		
<b>Date issue Identified</b>	<b>What are the identified learning recovery priorities and how do you know?</b>	<b>What actions will effectively address the identified learning priorities? Which pupil groups/cohorts will benefit?</b>	<b>Resources, capacity and time frame required to deliver impact</b>	<b>Expected learning impact or the ‘so what?’</b>

<p><b>Mar 21</b></p>	<p><b>Year 1 phonics</b></p> <p>Deliver effective learning strategies and skills, taught systematically to ensure the vast majority of pupils meet national achievement benchmarks in phonics.</p> <ul style="list-style-type: none"> <li>• Due to Covid-19, pupils were not taught the full progression of phonics in EYFS (some of phase 3 and phase 4).</li> <li>• At the end of Summer 2020, 46% of pupils were secure with phase 3 phonemes.</li> <li>• ELG emerging - 19% / 40-60 secure = 27% / 40-60 emerge/develop = 19% / 30-50 secure = 8% and 30-50 developing/emerging = 19%</li> <li>• Priority A and B pupils identified on the Learning Priority Assessment.</li> <li>• Phonics Assessments completed in the first week.</li> </ul>	<p><b>Year 1 and 2 pupils who have not achieved pass</b></p> <ul style="list-style-type: none"> <li>• Phonics – RWI with early assessments to identify stage in reading for children in Year 1.</li> <li>• Phonics sessions to resume daily 20-30 minutes teaching.</li> <li>• Daily readers to continue as normal.</li> <li>• Ensure EYFS/KS1 have the relevant new Phonics reading books to take home regularly which correspond to phonemes being taught.</li> <li>• Daily whole class guided reading (Years 1 – 6) using VIPERS approach.</li> <li>• Bug Club subscription for reading resources.</li> <li>• Class novel to be read daily for enjoyment.</li> <li>• Use updated English progression grids to aid planning.</li> <li>• Phonic interventions provided by experienced Teaching Assistants who can provide 1:1/small group catch up (pre/post learning) for priority A and B pupils (identified on Learning Priority Assessment).</li> <li>• Opportunities to promote phonics and early reading in continuous provision.</li> <li>• Continued support from HoS for RWI assessments</li> </ul>	<p>Highly experienced Year 1/2 quality first teaching</p> <p>TA 1:1/small group catch up every day x 2 groups</p> <p>Spring term target 20/25 (80%) Y1 pupils. <b>(1 EHCP/CIC)</b></p> <p>Targeted pupils are having 5 additional phonics/phonological awareness/precision teach sessions per week.</p> <p><b>TA intervention ½ hr daily before school – targeted pupils</b>  <b>£638 Trust Recovery Funding</b></p>	<p>76-80% currently predicted to achieve phonics screening – year 1</p> <p>Year 2 pupils on track for end of KS expectations for phonics – 90 % achieved phonics – 3 targeted and making good progress.</p> <p>Reading yr 2 prediction 67% Sept. Target:</p> <p><b>The impact of the further lockdown now needs to be assessed to realign the expected end of year outcomes following formal assessments in the next four weeks.</b></p>
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		<ul style="list-style-type: none"> <li>External RWI refresher training organised.</li> <li>Monitoring of phonics by HoS and TIO.</li> </ul>		
<b>Mar 21</b>	<p><b>Yr1-6 – Core Subjects</b></p> <p>Deliver effective learning strategies and skills, taught systematically to ensure the vast majority of pupils meet/exceed national achievement benchmarks in Reading, Writing and Maths .</p> <ul style="list-style-type: none"> <li>Due to Covid-19, pupils were not taught the full curriculum in core subjects and lost the time needed to consolidate learning.</li> <li>See Appendix 1 for End of Dec 2020 Data</li> <li>PPG pupils are a focus group.</li> <li>Priority A and B pupils identified on the Learning Priority Assessment.</li> </ul>	<p><b>Year 1-6 pupils</b></p> <ul style="list-style-type: none"> <li>March - focus on key areas that are an identified challenge to children to embed learning.</li> <li>Every second counts with learning to catch up and keep up – in class high quality first teaching by experienced teachers who are aspirational for pupils’ attainment and progress.</li> <li>English – Babcock Texts that Teach (supplemented by Talk for writing).</li> <li>Maths – White Rose.</li> <li>Reading – RWI/AR- Star Reader Assessments undertaken.</li> <li>Subject leads to undertake pupil conferencing to assess needs.</li> <li>Formative assessments to be completed by staff on a daily basis.</li> <li>Formative assessments analysed teachers to identify gaps and priority groups within cohorts. Use of proformas and pupil progress meetings.</li> <li>TA in class support directed to disadvantaged pupils – especially those who have been additionally disadvantaged during Lockdown.</li> <li>Continued support from subject leads.</li> </ul>	<p>5 mornings per week.-Target pupils per year group.</p> <p><b>TA intervention ½ hr daily before school – targeted pupils yr 4</b>  <b>£638 Trust Recovery Funding</b></p> <p>Learning Tutor (VC) to provide 1:1/small group catch up for priority A and B pupils (identified on Learning Priority Assessment).</p> <p>12 hours per week  <b>£5000 Government CV19 grant</b></p>	<p>The target is for the vast majority of pupils to meet national achievement benchmarks in core subjects – specifically teachers will aim to ensure all pupils are ready to progress into their next year groups.</p> <p>At the end of Autumn 2, 80% of pupils are track to meet/exceed national benchmarks in reading and 80 % in maths and 71% in writing with the vast majority of pupils have made progress – 93% expected or better in reading, 98% in writing and 96% in maths.</p> <p>In reading 85% made better than exp progress, 80% in writing and 86% in maths.</p> <p><b>The impact of the further lockdown now needs to be assessed to realign the expected end of year outcomes following formal assessments in the next four weeks.</b></p>

		<ul style="list-style-type: none"> <li>Experienced Teaching Assistant/Teacher to provide 1:1/Small group catch up for priority A and B pupils (identified on Learning Priority Assessment).</li> <li>Monitoring from EH/HoS and subject leads/TIO</li> </ul>		
<b>Mar 21</b>	<p><b>Year 4 Multiplication Check</b></p> <p>Deliver effective learning strategies and skills, taught systematically to ensure the vast majority of pupils meet national achievement benchmarks in the Y4 Multiplication Check.</p> <ul style="list-style-type: none"> <li>Due to Covid-19, pupils were not taught the full Y3 curriculum in maths and time to consolidate learning.</li> <li>At the end of July 2020, % of pupils were working at EXP+32, 68%: EM and 0% GDS at the end of Year 3 in maths.</li> <li>Disadvantaged pupils are focus groups.</li> <li>Priority A and B pupils identified on the Learning Priority Assessment).</li> </ul>	<p><b>Year 4 pupils</b></p> <ul style="list-style-type: none"> <li>Every second counts with learning to catch up and keep up.</li> <li>Regular timed multiplication practice with daily focused sessions for identified pupils.</li> <li>Maths – White Rose recovery curriculum units to be followed. Incorporate WR PPTs into own PPTs.</li> <li>Use fluency sessions to recap key number facts.</li> <li>Formative assessments to be completed by staff on a daily basis.</li> <li>Formative assessments analysed to identify gaps and priority groups within cohorts. Use of proformas and pupil progress meetings.</li> <li>Use of Subject Leaders to support with CPD as needed.</li> <li>Class Teacher to provide 1:1 daily multiplication practice for priority A and B pupils (identified on Learning Priority Assessment).</li> <li>TTRS to be used in school and at home by all pupils to further practice.</li> <li>‘Ready to progress’ to be followed.</li> </ul>	<p>Target pupils on a half-termly basis then review.</p> <p>TTRS Club run by TA  <b>£187 Trust Recovery Funding</b></p>	<p>It is forecasted that 63% of pupils will meet national achievement benchmarks in the Multiplication check at the end of Y4.</p> <p>Interventions demonstrate that 98% of pupils targeted have made good or better progress.</p> <p>Autumn 2 Dec data – 55% on track to achieve expected standard – increased from 13%.</p> <p><b>The impact of the further lockdown now needs to be assessed to realign the expected end of year outcomes following formal assessments in the next four weeks.</b></p>

		<ul style="list-style-type: none"> <li>• Use of VL strategies to support learning – resilience, accepting challenge, persevering. VL</li> <li>• Monitoring from HoS/EH and Maths Lead.</li> <li>• Timestable weekly and daily activity introduced from yr 1.</li> </ul>		
Mar 21	<p><b>Year 2,5 and 6 – Ready to Progress</b></p> <p>Deliver effective learning strategies and interventions to ensure children are able to meet the expected standards in core subjects as well as being ready to progress mentally for the next KS.</p> <p>Due to Covid-19 pupils have missed many of the activities and learning that prepares them for the end of key stage and this has been identified to have had a negative effect on their mental health and well-being. An increasing number of pupils are exhibiting signs of anxiety.</p>	<p><b>Years 2</b></p> <ul style="list-style-type: none"> <li>• Every second counts with learning to catch up and keep up – pupils who fell academically prepared will feel less anxious about transition.</li> <li>• Effective, carefully targeted quality first teaching based on gaps analysis and identified key concepts and skills support pupils’ good progress towards national benchmarks.</li> <li>• After school catch-up/booster sessions for targeted pupils based on gaps analysis</li> <li>• CGP books – set per pupil</li> <li>• Use of VL strategies to support learning – resilience, accepting challenge, persevering. VL</li> <li>• Capabilities curriculum and resources</li> </ul>	<p>1 hour a week yr 6 transition group  <b>£221 Trust Recovery Funding</b></p> <p><b>1 hour a week yr2/5 each Learning Tutor (VC?)</b>  <b>£800 Government CV19 grant</b></p> <p><b>TA intervention ½ hr daily before school – targeted pupils</b>  <b>£638 Trust Recovery Funding</b></p> <p>Additional support from HoS and EH in school time for targeted pupils.</p>	<p>Overtime the current gap between pupils’ current assessments closes so that pupils can meet national expectations for end of key stage assessments.</p> <p>Pupil conferencing demonstrates that pupils feel confident and ready to progress to their next year group.</p>
Mar 21	<p><b>Reception Language and Communication /PSED</b></p> <p>Deliver effective learning strategies and interventions to ensure children are able to meet the expected standard in Communication and Language by the end of the EYFS.</p>	<p><b>EYFS pupils</b></p> <ul style="list-style-type: none"> <li>• EYFS classroom to be enriched in language.</li> <li>• Good language modelled by staff at all times.</li> <li>• Participation in the Nuffield Early Language Intervention (NELI) Programme (which has been approved by the DfE). It consists of:</li> </ul>	<p>Highly experienced EYFS Teacher trained on the Vocab development and Neli programme.</p> <p>Release time needed for CPD and undergoing assessments.</p> <p>Target identified pupils from the Language Screen Assessment.</p>	<p>Increased % pupils likely to achieve ARE in ELGs – specifically to see an increase in language and communication and in PSED supporting transition into year 1.</p>

	<ul style="list-style-type: none"> <li>• Due to Covid-19, pupils did not complete their last term at Pre-School or in Reception year.</li> <li>• Speech and Language support disrupted in Summer term 2020 due to Covid-19.</li> <li>• Less opportunities for many children to take part in group interactions or conversations with peers during Covid-19 Pre-school closures and continued during restrictions.</li> <li>• Baseline demonstrates that 27% are on track at the start of Year R to achieve a GLD.</li> <li>• Baseline demonstrates that 19% are on track for communication at the start of Year R to achieve a GLD in Communication and Language- whilst understanding baseline was 65%, Speech was very low at 19%.</li> <li>• The delay in language development for some children is impacting on other areas of the curriculum including PSED.</li> </ul>	<ul style="list-style-type: none"> <li>- Nov/Dec: Language Screen assessment</li> <li>- Dec: Enrolment on Future Learn online training platform and schools receive NELI resources</li> <li>- Jan: School staff undertake online training.</li> <li>- Jan/Feb – July: NELI is delivered to children.</li> <li>- Jan – July: Ongoing remote delivery support for schools.</li> <li>- July: Follow-up Language Screen assessment. <ul style="list-style-type: none"> <li>• Texts chosen to enrich language</li> <li>• Opportunities for developing language through continuous provision.</li> <li>• Enriched continuous provision extended through to year 1 to support language development through role play along with PSED.- incorporate VL strategies and make use of capabilities curriculum with identified capabilities focus VL CC</li> <li>• Additional physical activities planned into day to support improved physical health, mental health along with gross and fine motor skills</li> <li>• EYFS teacher to provide ‘narrowing the vocab gap’ training internally to relevant staff.</li> <li>• Monitoring by HoS/EH, EYFS Lead and English Lead.</li> </ul> </li> </ul>	<p>Identified pupils will receive the NELI programme for 20 weeks. This will be delivered in small groups and 1:1 sessions.</p> <p>Assessment to be completed at the end of the intervention to measure progress.</p> <p>SENDCo to carry out Vocab Assessments.</p> <p>TA time allocated internally where possible</p> <p><b>TA intervention ½ hr daily before school – targeted pupils</b>  <b>£638 Trust Recovery Funding</b></p>	<p>It is forecasted that 65-70% of pupils will meet/ exceed national achievement benchmarks for a GLD in at the end of EYFS.</p> <p>31% currently making better than expected progress off their baseline and are therefore likely to make ARE at ELG. 19% are making better than expected progress but are still not on track to make ELG but will be close.</p> <p>Autumn data showed a 50% increase from 19 to 69% pupils achieving communication and language.</p> <p><b>The impact of the further lockdown now needs to be assessed to realign the expected end of year outcomes following formal assessments in the next four weeks.</b></p>
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<p><b>Mar 21</b></p>	<p><b>Physical Health</b></p> <p>Additional sessions for outdoor learning and physical health needed to improve pupils' physical health.</p> <ul style="list-style-type: none"> <li>Identified decrease in physical health of pupils during this second lockdown. Yr R to 6.</li> </ul> <p>Identified impact on pupils' mental health and well-being</p>	<p><b>Whole School</b></p> <ul style="list-style-type: none"> <li>PE Lead to plan and support teachers with clear expectation to support pupils to improve physical health with emphasis on daily increased activity as well as outdoor sport.</li> <li>Whole school challenges –Use of the outdoor areas and classrooms daily. Outdoor to lead – track/tunnel and field timetabled</li> <li>Incorporate Capabilities Curriculum into Outdoor learning to promote both pupils' mental health and physical well-being – eg. Communication, team-work, confidence. <b>CC</b></li> <li>Adventure activities planned in for summer term by PE lead and class teachers – eg surfing. <b>CC</b></li> <li>Promote Visible learning strategies to support pupils in making gains in physical health – perseverance, resilience. <b>VL</b></li> <li>Sports Coaches leading 'healthy Eating' sessions</li> </ul>	<p>PE funding carried over from last year to be used to fund additional sessions in school as well as after school clubs.</p> <p>PE Coaches used to promote wider health</p> <p>Adventurous activities to be booked and planned in for summer term.</p> <p><b>(PE funding already in place)</b></p>	<p>Assessment of pupils in Striver show improvements in pupils' physical development.</p>
<p><b>Mar 21</b></p>	<p><b>Well-being</b></p> <p>Restore the mental health in our pupils by ensure all pupils have a positive well-being.</p>	<p><b>Year R – 6 Pupils (Identified pupils)</b></p> <ul style="list-style-type: none"> <li>Address the possible damage of loss and trauma for personal recovery.</li> <li>Short or longer term TIS sessions to support recovery delivered by a TIS Practitioners.</li> </ul>	<p>Short or longer term TIS sessions to support recovery delivered by the TIS Practitioner - 1 afternoon per week/2 terms: Spring/summer</p> <p>TIS Practitioner Refresher Training needed.</p>	<p>Restored mental health in our pupils by ensuring all pupils have positive wellbeing and, as a result, the vast majority of pupils will meet/exceed national achievement benchmarks at the end of</p>

	<ul style="list-style-type: none"> <li>• Due to Covid-19, all pupils have experienced some form of loss</li> <li>• For some pupils, this is more severe than others and some have experienced trauma.</li> <li>• Priority A and B pupils identified on the Learning Priority Assessment for well-being.</li> <li>• My Concern incident logs with reference to traumas/concerns raised and experienced.</li> </ul>	<ul style="list-style-type: none"> <li>• Link to allocated mental health partner established and support in place.</li> <li>• Use of relevant emotional support.</li> <li>• Parent support offered where needed by PSAs</li> <li>• Ensure all existing children receive external specialist support where needed.</li> <li>• Assess the needs of those vulnerable pupils at risk through lockdown and who may need further formal support.</li> <li>• Regular staff check ins for key vulnerable children, especially those who had them prior to lockdown.</li> <li>• Ensure all teachers plan in class and curriculum opportunities throughout the term to address mental health and well-being within their cohorts.</li> <li>• Incorporate Capabilities Curriculum into Outdoor learning to promote both pupils' mental health and physical well-being – eg. Confidence and agency. <b>CC</b></li> <li>• Use of Visible Learning strategies to support pupils' mental health through increasing positivity in school and in learning capabilities – eg resilience, perseverance. <b>VL</b></li> </ul>	<p>Purchase of support materials/resources.</p> <p>Remaining <b>Trust Recovery Funding</b></p>	<p>the academic year or make good progress from starting points Spring 21.</p>
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		<ul style="list-style-type: none"> <li>Monitoring from HoS, SENDCO and TIS Leads.</li> </ul>		
Mar 21	<p><b>9. EYFS/Year 1 Transition</b></p> <p>Begin to prepare for the transition from EYFS to Key Stage One through a continuous provision approach to ensure the vast majority of pupils meet/exceed national achievement benchmarks in reading, writing and maths.</p> <ul style="list-style-type: none"> <li>Due to Covid-19, pupils have limited exposure to a range of opportunities to achieve a Good Level of Development.</li> <li>At the end of Dec 2020, **% of pupils in reception were working at 40-60 secure+, **%: Expected emerg/dev: **% and 0% Expected secure+ for a good level of development.</li> <li>Priority A and B pupils identified on the Learning Priority Assessment.</li> </ul>	<p><b>EYFS Pupils/Year 1 pupils</b></p> <ul style="list-style-type: none"> <li>A more EYFS approach for the Autumn term.</li> <li>A well-organised learning environment to enable continuous provision. VL</li> <li>Develop the outdoor area to promote continuous provision in the outdoors. CC</li> <li>Use of VL strategies to ensure that pupils are learning meta-cognitive skills through purposeful play VL</li> <li>Use identified capabilities as focus for curriculum activities CC</li> <li>Purchase of resource to support this approach.</li> <li>Effective use of learning journey for formative assessment.</li> <li>Continued support from EYFS Lead and CPD opportunities for year 1 staff to prepare</li> <li>Monitoring from SLT, EYFS Lead and TIO.</li> </ul>	<p>A teaching assistant to support continuous provision in the afternoons in year 1 including the use of the outdoor area.</p> <p>Resources to be purchased to maximise learning opportunities in the outdoor area.</p> <p>Staff release time to prepare and for CDP for understanding EYFS.</p> <p><b>Trust Recovery Funding: £remaining (resources)</b></p>	<p>Summer term 2021 – pupils identified to target for additional support to achieve ELG as they move into year 1 autumn term.</p>
		Totals	<p><b>£5800 Government CV19 grant</b></p> <p><b>£2960 Trust Recovery Funding</b></p> <p><b>+ remaining of both for resources</b></p>	<p>This covers the period from 8<sup>th</sup> March until the end of July.</p>

**Appendix A – Data Points for whole school and key cohorts**

**Whole School**

<b>Subject</b>	<b>Attainment</b>	<b>End of Jul 2020</b>	<b>End of Dec 2020</b>
<b>Reading</b>	<b>Below PoS</b>	16%	20%
	<b>Em</b>	39.1%	52.8%
	<b>EXP</b>	44.4%	24%
	<b>EXS</b>	3%	3%
	<b>GDS</b>	0%	0%
<b>Writing</b>	<b>Below PoS</b>	13%	29%
	<b>Em</b>	53.8%	54.5%
	<b>EXP</b>	32%	16.3%
	<b>EXS</b>	1%	0%
	<b>GDS</b>	0%	0%
<b>Maths</b>	<b>Below PoS</b>	18%	17%
	<b>Em</b>	39.4%	42.5%
	<b>EXP</b>	29.4%	37.4%
	<b>EXS</b>	10.6%	2%
	<b>GDS</b>	3%	1%
<b>EYFS</b>	Expected sec + = 15% / Expected emerging/dev = 35% / 40-60 secure = 15% / 35% 40-60 secure.		

**Year Group Specific – End of Dec Data**

<b>Year Group</b>	<b>Attainment</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Year 6</b>	<b>Below</b>	23%	37%	23%
	<b>Emerging</b>	30%	43%	60%
	<b>Expected Progressing</b>	33%	20%	13%
	<b>Expected Secure</b>	13%	0%	3%
<b>Year 5</b>	<b>Below</b>	3%	17%	7%
	<b>Emerging</b>	52%	62%	7%
	<b>Expected Progressing</b>	45%	21%	87%
<b>Year 4</b>	<b>Below</b>	30%	36%	33%
	<b>Emerging</b>	67%	61%	15%
	<b>Expected Progressing</b>	3%	3%	39%
	<b>Expected Secure</b>	0%	0%	6%

	<b>GDS</b>	0%	0%	6%
<b>Multiplication Check</b>	<b>September</b>	42%	<b>December</b>	55%
	<b>March /April</b>		<b>June Predicted?</b>	63%
<b>Year 3</b>	<b>Below</b>	19%	39%	97%
	<b>Emerging</b>	81%	61%	3%
	<b>Expected Progressing</b>	0%	0%	0%
<b>Year 2</b>	<b>Below</b>	27%	30%	30%
	<b>Emerging</b>	43%	33%	47%
	<b>Expected Progressing</b>	30%	37%	23%
<b>Year 2 Phonics</b>	<b>September</b>	67%	<b>December</b>	85%
<b>Year 1</b>	<b>Below</b>	16%	12%	8%
	<b>Emerging</b>	40%	68%	28%
	<b>Expected Progressing</b>	40%	20%	64%
	<b>Expected Secure</b>	4%		
<b>Year 1 Phonics</b>	<b>September</b>	42%	<b>December</b>	56%
	<b>March/April</b>		<b>June</b>	76% - 81% predicted
<b>EYFS – on track GLD</b>	<b>September</b>	27%	<b>December</b>	58%
<b>EYFS - Specific Focus Areas</b>	<b>March/April</b>		<b>Target</b>	65-70%
<b>(Early Adopter Data)</b>	<b>Reception Secure (on track for ELG)- 42% / Reception entering (40-60 secure)- 12% / 3-4years secure (this is the same as 30-50months in the old category) 23% and 3-4years entering - 23%</b>			
<b>Whole School Progress End of Year 2020 to AP2 (Dec) 2020</b>				
<b>Subject</b>	<b>At Least Expected</b>		<b>Better than Expected</b>	
<b>Reading</b>	93%		82%	
<b>Writing</b>	98%		80%	
<b>Maths</b>	93%		83%	

## An Daras Trust – School Level ‘Recovery Schedule’ – Autumn/Spring Term 2020/21 **Reviewed**

Please use in conjunction with:

- Trust Curriculum Principles for September 2020
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- Trust Recovery Curriculum Support Guide for September 2020
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- School level formative assessment data as from September 2020
- Replaces school AIP20 (started Jan 20) – relevant action points from the AIP can be continued through onto this ‘Recovery Schedule’



School: St Catherine’s		<b>Note:</b> This is a flexible rolling plan schedule and new priorities can be added to at any point.		
Date issue Identified	What are the identified learning recovery priorities and how do you know?	What actions will effectively address the identified learning priorities? Which pupil groups/cohorts will benefit?	Resources, capacity and time frame required to deliver impact	Expected learning impact or the ‘so what?’
8.9.20	1. Year 1 and 2 phonics (RWI assessments have been carried out on all pupils this week)	<ul style="list-style-type: none"> <li>• RWI interventions and additional catch-up sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Use of TA for early morning intervention group – intense catch-up of 30 mins daily</li> </ul> <p><b>£665 Trust Recovery Funding</b> (ND – 30 mins teach/ 30 mins plan daily for 10 weeks) ??</p> <ul style="list-style-type: none"> <li>• Supply to cover more of PW teaching commitment to release her as RWI manager to support with phonics intervention</li> </ul> <p><b>£1200 Government CV19 grant</b></p>	<p>All pupils on track to achieve national expectations for year 1 phonics</p> <p><b>90% year 2s achieved phonics screening</b></p>
8.9.20	2. Reading Year 2 Assessments have been carried out this week.	<ul style="list-style-type: none"> <li>• Reading focus groups in class</li> <li>• CGP 10 min read books</li> <li>• After school Reading Catch-up</li> </ul>	<ul style="list-style-type: none"> <li>• 1 hour a week for year 2 – tutor rate</li> </ul> <p><b>(SP 1 hour a week for 10 weeks)</b></p> <p><b>£300 Government CV19 grant</b></p> <ul style="list-style-type: none"> <li>• Purchase of CGP books</li> </ul>	<p>Overtime the current gap between pupils’ current assessments closes so that year 2 pupils can meet</p>

			(Order completed) £251 Trust Recovery Funding	national expectations for end of key stage reading.  90% year 2s achieved phonics screening
8.9.10	3. Writing Year 6 Teacher Assessments carried out this week.	<ul style="list-style-type: none"> <li>Additional teacher for English lesson support in year 6</li> <li>Use of additional teacher for specific intervention work with focus pupils or groups</li> </ul>	<ul style="list-style-type: none"> <li>HLTA to cover more of PW teaching commitment to release her to teach focus groups and pupils</li> </ul> £659 Government CV19 grant (HLTA – 1 extra pm a week)	Overtime the current gap between pupils' current assessments closes so that year 6 pupils can meet national expectations for end of key stage writing.  % of pupils increased to be on track for end of KS2 ARE
8.9.20	3. Maths Year 6 – identified through teacher assessment	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Use of TA for early morning intervention group – intense catch-up of 30 mins daily for 3 week blocks – 6-8 year 6 pupils</li> </ul> £665 Trust Recovery Funding (CPE – 30 mins teach/ 30 mins plan daily for 10 weeks)	Overtime the current gap between pupils' current assessments closes so that year 6 pupils can meet national expectations for end of key stage Maths.  % of pupils increased to be on track for end of KS2 ARE
8.9.20	3. Multiplication Tables Year 4 – maths assessments carried out this week	<ul style="list-style-type: none"> <li>Dedicated class time</li> <li>Additional after-school time for TTRS</li> </ul>	<ul style="list-style-type: none"> <li>1 hour a week OT for a TA to supervise after-school</li> </ul> £155 Trust Recovery Funding (KF – 2 groups ½ yr 4 each 2 x blocks of 6)	Year 4 pupils can meet national expectations for the MTC summer 2021 % increased however, this target not yet achieved so continue Spring term.
8.9.20	4. SATs readiness Year 2 and Year 6	<ul style="list-style-type: none"> <li>After school catch-up/booster sessions</li> </ul>	<ul style="list-style-type: none"> <li>1 hour a week for year 2 – tutor rate</li> </ul>	Overtime the current gap between pupils' current

	Assessments have been carried out this week	<ul style="list-style-type: none"> <li>CGP books – set per pupil</li> <li>My Maths subscription for year 6</li> </ul>	<p><b>£300 Government CV19 grant</b>  <i>(A Teacher – 1 hour after school a week with Yr 2)</i></p> <ul style="list-style-type: none"> <li>1 hour a week for year 6 – tutor rate</li> </ul> <p><b>£300 Government CV19 grant</b>  <i>(Supply– 1 hour after school a week with Yr 2)</i></p>	<p>assessments closes so that year 2 and year 6 pupils can meet national expectations for end of key stage assessments.</p> <p><b>Continue Spring term – focus on next KS ready</b></p>
		Totals	<p><b>£2759 Government CV19 grant</b>  <b>£1736 Trust Recovery Funding</b></p>	<b>Autumn Term Only Costs</b>

**Trust Recovery Funding - Provisionally Agreed – 15<sup>th</sup> Sept 2020**

- Following review of the draft SC Recovery Schedule by the Trust SI Operations panel (WH/NS/JC) agreed the priority provision/resources marked green above can be put into immediate practice to support the schools wider catch- up programme.
- The expectation is the school use any additional Trust Funding to deliver ‘*High Intensity, Short Duration*’ catch up learning provision in line with previously issued Trust Curriculum Guidance.
- The Trust will provide an additional Recovery Schedule funding amount of **£5000** to SC for the **Autumn into early Spring Term** increased learning provision identified as green on this Recovery Schedule Plan. **Note: Please add indicative costings onto this version of the Recovery Schedule for each priority funded by the Trust in the column marked Resources.**
- This amount is in addition to the allocated school annual budget and income and is additional to the DfE CV19 Catch-Up Funding amount as listed on the Recovery schedule. This DfE CV-19 Grant can be used to fulfil any additional provision listed on this schedule not covered by the Trust Recovery Fund. **Note: Please add your DfE CV-19 Grant spending/provision plans/provision onto this version of the Recovery Schedule making sure it is clearly specified.**
- Catch-up provision funded from the DfE Catch-Up Grant must comply with the spending parameters outlined in the DfE Guidance on the use of this grant.
- Note the Trust will review effectiveness of the additional recovery catch-up provision over the course of the Autumn Term through the Trust SI Officers monitoring programme.

**IMPORTANT NOTE:**

**Funding Stream 1: Government (DfE) CV19 Catch-up Grant** - This is made to all schools are should be used for additional learning opportunities as specified in the CV19 grant guidance which was sent out to all schools in July. We would anticipate additional tutoring or staffing costs for catch-up group work would come from this funding. The amount of the grant is dependent on school size and is a set amount calculated using pupil numbers. The amount per schools is approximately £80 per pupil so this should allow you to work out what you will receive. This funding has been promised by the DfE but has not yet arrived with us.

**Funding Stream 2 - Trust Recovery Fund** - This is the fund being made available from Trust reserve money. This is available to all Trust schools but its award to schools will be based on a priority risk analysis completed by the Trust SI team. This means some schools may get more than others.

Please ensure any ongoing costs/invoices associated with this plan are correctly coded using the above bold titles.

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