

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



Please use in conjunction with:

- Trust Curriculum Principles for September 2020
- School Risk Assessment for September 2020 (Devon LA Template) – March update
- 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 – December update
- Replaces school AIP20 (started Jan 20) – relevant action points from the AIP can be continued through onto this ‘Recovery Schedule’

<b>School: Lew Trenchard</b>	<b>Note:</b> This is a flexible rolling plan schedule and new priorities can be added to at any point.
<b>Spring Term – initial 4 week return to school timetable</b>	<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> </ul>

		<ul style="list-style-type: none"> <li>• <b>Staff meeting - assessment</b></li> </ul> <p><b>Week 4 focus on:</b></p> <ul style="list-style-type: none"> <li>• <b>Next steps – identify priority groups for after Easter</b></li> <li>• <b>Complete pupil priority grids and set up support for next term</b></li> <li>• <b>Create curriculum plan for summer term.</b></li> <li>• <b>Twilight staff meeting on Recovery Schedule – progress/way forward and book scrutiny progress and gaps.</b></li> </ul>		
<b>SLT Monitoring</b>		<p><i>Week 1 – learning walk - VL focus</i></p> <p><i>Week 2 – Gaps analysis / Parent conferencing / TIO virtual visit</i></p> <p><i>Week 3 – Lesson observations / Pupil progress meetings</i></p> <p><i>Week 4 – Pupil conferencing / Book Scrutiny</i></p> <p><i>In addition, the SLT will be:</i></p> <ul style="list-style-type: none"> <li>• <i>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. VL CC</i></li> <li>• <i>Timetable review – all year groups</i></li> <li>• <i>Organise external training/CPD</i></li> <li>• <i>Planning for intervention and catch-up support from gaps analysis to target identified pupils/cohorts/disadvantaged and vulnerable pupils for the summer term.</i></li> <li>• <i>Planning an extended transition for all year groups to support rapid progress from day one in September.</i></li> <li>• <i>Preparing a September staffing map takes into account gaps and matching TA and teacher strengths to specific cohort needs. VL</i></li> <li>• <i>Reviewing Subject leader roles ready for September to allocate according to teacher strengths and to accommodate absences. VL</i></li> </ul>		
<b>Additional elements</b>		<p><i>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. VL</i></p> <p><i>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. CC</i></p>		
<b>Appendix A – Data Jul and Dec 2020</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> 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>• 80% secure with phase 3 phonics at the end of reception</li> <li>• 60% (3/5) expected emerging 40% (2/5) expected secure for reading at the end of <b>Spring half term 20</b> based on RWI progression. (When in reception)</li> <li>• 67% (4/6) to achieve expected in reading at the end of July 21 (current cohort)</li> <li>• In November the children are expected to get <b>19/42, 33% (2/6) exceeded this and 2 children were 1 mark from expected.</b></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>• 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 HoS and 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 CPD opportunities.</li> <li>• External RWI refresher training organised.</li> <li>• Monitoring of phonics by HoS and TIO.</li> </ul>	<p>Highly experienced Year 1/2 quality first teaching</p> <p>HoS released to deliver 1:1/small group catch up every day</p> <p>Spring term target 3/5 Y1 pupils. <b>(1 EHCP, 1 pupil 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 £638 Trust Recovery Funding</b></p> <p>(LD release time to be covered by the Government CV19 grant)</p>	<p>80% targeted to achieve phonics EoY Year 1</p> <p>67% to achieve reading EoY.</p> <p>Year 2 pupils on track for end of KS expectations for phonics 80% achieved phonics (2 pupil SEN did not)</p> <p>Reading yr 2 prediction ?</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>Priority A and B pupils identified on the Learning Priority Assessment.</li> <li>Phonics Assessments completed in the first week.</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>Maths lead 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</li> </ul>	<p>Learning Tutor (LD) to provide 1:1/small group catch up for priority A and B pupils (identified on Learning Priority Assessment). 5 mornings per week. Target pupils per year group.</p> <p><b>TA intervention ½ hr daily before school – targeted pupils in year 6 £638 Trust Recovery Funding</b></p> <p><b>(to be covered by the Government CV19 grant)</b></p>	<p><b>**% of pupils will meet/exceed national achievement benchmarks in core subjects.</b></p> <p><b>At the end of Autumn 2, 72% of pupils are track to meet/exceed national benchmarks in reading 81% in reading and 67% maths with the vast majority of pupils have made progress – 90% expected or better in reading, 100% in writing and 98% in maths.</b></p> <p><b>In reading 79% made better than exp progress, 85% in writing and 78% in maths.</b></p> <p><b>The impact of the further lockdown now needs to be assessed</b></p>

		<p>those who have been additionally disadvantaged during Lockdown.</p> <ul style="list-style-type: none"> <li>Continued support from subject leads.</li> <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.</li> </ul>		<p><b>to realign the expected end of year outcomes following formal assessments in the next four weeks.</b></p>
Mar 21	<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, 33% of pupils were working at EXP, 58%: EM and 0% GDS at the end of Year 3 in maths.</li> <li>Disadvantaged pupils are focus groups.</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>Maths lead – recovery programme non-negotiables to be followed.</li> <li>Class Teacher to provide 1:1 daily multiplication practice for all pupils.</li> </ul>	<p>Target pupils on a half-termly basis then review.</p> <p>TTRS Club run by Learning Tutor</p>	<p>It is forecasted that 77% 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 – 61% on track to achieve expected standard – increased from 15%.</p> <p><b>The impact of the further lockdown now needs to be assessed to realign the expected end of year outcomes following</b></p>

	<ul style="list-style-type: none"> <li>Priority A and B pupils identified on the Learning Priority Assessment).</li> </ul>	<ul style="list-style-type: none"> <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> <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>		<p><b>formal assessments in the next four weeks.</b></p>
<p><b>Mar 21</b></p>	<p><b>Year 2 – 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> <ul style="list-style-type: none"> <li>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</li> </ul>	<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 for focus year 2 – tutor rate</p> <p><b>£400 Government CV19 grant</b></p> <p><b>TA intervention ½ hr daily before school – targeted pupils</b></p> <p><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>

	exhibiting signs of anxiety.			
<b>Mar 21</b>	<p><b>Reception Language and Communication /PSED</b> 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> <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 63% are on track at the start of Year R to achieve a GLD.</li> </ul>	<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>• Pyramid tiered language from 'Narrowing the vocab gap' to extend and develop the children's vocab.</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>• Class Texts chosen to develop language</li> <li>• EYFS teacher to provide 'narrowing the vocab gap' training internally to relevant staff.</li> <li>• Monitoring by HoS/EH, EYFS teacher and English Lead.</li> </ul>	<p>Highly experienced EYFS Teacher trained on the Vocab development programme.</p> <p>Release time needed for CPD and undergoing assessments.</p> <p>Target identified pupils from the Language Screen Assessment. Identified pupils will receive intervention. This will be delivered in small groups and 1:1 sessions. Assessment to be completed at the end of the intervention to measure progress. SENDCo to carry out Vocab Assessments.</p> <p>TA time allocated internally where possible</p> <p>2 hrs Tutor rate for teacher to support with interventions where needed</p> <p><b>£850 Government CV19 grant</b></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> <p>It is forecasted that 63% of pupils will meet/ exceed national achievement benchmarks for a GLD in at the end of EYFS.</p> <p>Rec to achieve GLD in C&amp;L 75%</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>• Baseline demonstrates that 75% are on track for communication at the start of Year R to achieve a GLD in Communication and Language.</li> <li>• The delay in language development for some children is impacting on other areas of the curriculum including PSED.</li> </ul>			
<p><b>Mar 21</b></p>	<p><b>Physical Health</b> 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> <li>• Identified impact on pupils' mental health and well-being</li> </ul>	<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.</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</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>physical health – perseverance, resilience. <b>VL</b></p> <ul style="list-style-type: none"> <li>Sports Coaches leading ‘healthy Eating’ sessions</li> </ul>		
<b>Mar 21</b>	<p><b>Well-being</b> Restore the mental health in our pupils by ensure all pupils have a positive well-being.</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>	<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 Thrive sessions to support recovery delivered by a Thrive Practitioner.</li> <li>Use of relevant emotional support.</li> <li>Parent support offered where needed.</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> </ul>	<p>Short or longer term Thrive sessions to support recovery delivered by the Thrive Practitioner - 1 afternoon per week/2 terms: Spring/summer</p> <p>Thrive Practitioner Refresher Training needed.</p> <p>Purchase of support materials/resources.</p> <p><b>(to be covered by the remaining Government CV19 grant)</b></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 the academic year or make good progress from starting points Spring 21.</p>

		<ul style="list-style-type: none"> <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> <li>• Monitoring from HoS, SENDCO and Thrive TA.</li> </ul>		
<b>Mar 21</b>	<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, <b>**%</b> of pupils in reception were working at 40-60 secure+, <b>**%</b>: Expected emerg/dev: <b>**%</b> and 0% Expected secure+ for a good level of development.</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. <b>VL</b></li> <li>• Develop the outdoor area to promote continuous provision in the outdoors. <b>CC</b></li> <li>• Use of VL strategies to ensure that pupils are learning meta-cognitive skills through purposeful play <b>VL</b></li> <li>• Use identified capabilities as focus for curriculum activities <b>CC</b></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>

	<ul style="list-style-type: none"> <li>Priority A and B pupils identified on the Learning Priority Assessment.</li> </ul>			
		Totals	<b>£2650 Government CV19 grant+ remaining for LD release time</b> <b>£1914 + remaining for resources</b>	This covers the period from 8 <sup>th</sup> March until the end of July.

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

#### Whole School Attainment

		July 2020	Dec 2020
<b>Reading</b>	<b>Below PoS</b>	20%	27.3%
	<b>Em</b>	32.2%	65.2%
	<b>EXP</b>	42.3%	7.6%
	<b>EXS</b>	1%	0%
	<b>GDS</b>	1%	0%
<b>Writing</b>	<b>Below PoS</b>	35%	19.4%
	<b>Em</b>	22.5%	79.1%
	<b>EXP</b>	40%	2%
	<b>EXS</b>	1%	0%
	<b>GDS</b>	0%	0%
<b>Maths</b>	<b>Below PoS</b>	9%	33.3%
	<b>Em</b>	36.2%	65.2%
	<b>EXP</b>	50%	2%
	<b>EXS</b>	5%	0%
	<b>GDS</b>	0%	0%
<b>EYFS</b>	<b>GLD</b>		63%

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

Year Group	Attainment	Reading	Writing	Maths
Year 6	<b>Below</b>	39%	<b>50%</b>	11%
	<b>Emerging</b>	44%	44%	22%
	<b>Expected Progressing</b>	17%	6%	67%

<b>Year 5</b>	<b>Below</b>	<b>80%</b>	40%	40%
	<b>Emerging</b>	20%	60%	60%
	<b>Expected Progressing</b>	0%	0%	0%
<b>Year 4</b>	<b>Below</b>	18%	8%	<b>33%</b>
	<b>Emerging</b>	64%	92%	67%
	<b>Expected Progressing</b>	18%	0%	0%
<b>Multiplication Check</b>	<b>September</b>	15%	61 % December	77% Target
<b>Year 3</b>	<b>Below</b>	7%	7%	<b>13%</b>
	<b>Emerging</b>	93%	93%	87%
	<b>Expected Progressing</b>	0%	0%	0%
<b>Year 2</b>	<b>Below</b>	<b>33%</b>	0%	17%
	<b>Emerging</b>	67%	100%	83%
	<b>Expected Progressing</b>	0%	0%	0%
<b>Year 2 Phonics</b>	<b>September</b>	66%	<b>December</b>	85%
<b>Year 1</b>	<b>Below</b>	0%	0%	0%
	<b>Emerging</b>	100%	100%	100%
	<b>Expected Progressing</b>	0%	0%	0%
<b>Year 1 Phonics</b>	<b>September</b>	<b>67%</b>	<b>November</b>	
	<b>March/April</b>		<b>June</b>	
<b>EYFS – on track GLD</b>	63%			
<b>EYFS - Specific Focus Areas</b>	GLD in C&L 75%			
<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>	90%		79%
	<b>Writing</b>	100%		85%
	<b>Maths</b>	98%		78%

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School: <b>Low Trenchard</b>		<i>Note: This is a flexible rolling plan schedule and new priorities can be added to at any point.</i>		
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?’
10.9.20	1. Year 1 and 2 phonics (RWI assessments have been carried out on all pupils this week) Also an OFSTED Priority.	<ul style="list-style-type: none"> <li>RWI interventions and additional catch-up sessions</li> <li>→ Spring 1: Phonics/reading forms a priority of remote (blended) learning. Focus on ‘live’ lessons and is support with daily reading opportunities, prerecorded videos and interventions (see weekly review for more detail).</li> <li>→ Interventions led by support staff (in school and via Zoom).</li> </ul>	<ul style="list-style-type: none"> <li>Use of DP to release LD (as RWI expert) from teaching commitment to use time to implement Accelerated reader and run specific RWI intervention groups</li> </ul> <p><b>£1191 Government CV19 grant – (for tutoring groups)</b> <b>£1191 Trust Recovery Funding (for AR)</b></p>	All pupils on track to achieve national expectations for year 1 phonics <b>85%</b> <b>(de-aggregated)</b> <b>Year 2s achieved phonics screening</b>
10.9.20	2. Reading Year 1,2,6 (1 non-reader in yr3) Assessments have been carried out this week. Also an OFSTED Priority.	<ul style="list-style-type: none"> <li>Reading focus groups</li> <li>Accelerated Reader</li> <li>CGP 10 min read books</li> </ul>	<ul style="list-style-type: none"> <li>Purchase of CGP books</li> </ul> <p><b>£251 Trust Recovery Funding</b></p>	Overtime the current gap between pupils’ current assessments

	(Group of Year 6 focus pupils identified through assessments)		<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 for 6 Year 6 pupils</li> </ul> <p><b>£387 Trust Recovery Funding</b></p>	<p>closes so that year 2 and year 6 pupils can meet national expectations for end of key stage reading.</p> <p>85% (de-aggregated) Year 2s achieved phonics screening % increased however, this target not yet achieved so continue Spring term.</p>
10.9.20	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> <li>Spring 1: Maths forms a priority of remote (blended) learning, including daily live lessons.</li> <li>Use of quality assured ‘White Rose’ resources for remote (blending) maths learning.</li> <li>High quality feedback to support and develop pupils’ maths.</li> <li>Interventions supported/led by support staff (in school and via Teams).</li> </ul>	<ul style="list-style-type: none"> <li>1 hour a week OT for a TA to supervise after-school</li> </ul> <p><b>£155 Trust Recovery Funding</b></p>	<p>Year 4 pupils can meet national expectations for the MTC summer 2021</p> <p>% increased however, this target not yet achieved so continue Spring term.</p>

		<ul style="list-style-type: none"> <li>Maths monitoring carried out by Maths lead- next steps include more TTRS/essential timed questions/SATs questions to be used/Ready to Progress followed Spring term/Problem solving daily</li> </ul>		
10.9.20	<p>4. SATs readiness Year 2 and Year 6 Assessments have been carried out this week</p>	<ul style="list-style-type: none"> <li>After school catch-up/booster sessions</li> <li>CGP books – set per pupil</li> <li>My Maths subscription for year 6</li> </ul> <p>At the end of Autumn 2, 72% of pupils are track to meet/exceed national benchmarks in reading 81% in reading and 67% maths with the vast majority of pupils have made progress – 90% expected or better in reading, 100% in writing and 98% in maths.</p> <p>In reading 79% made better than exp progress, 85% in writing and 78% in maths.</p>	<ul style="list-style-type: none"> <li>1 hour a week for year 2 – tutor rate (£25 an hour) <b>£300 Government CV19 grant</b></li> <li>1 hour a week for year 6 – tutor rate (£25 an hour) <b>£300 Government CV19 grant</b></li> </ul>	<p>Overtime the current gap between pupils' current 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>£ 1791 Government CV19 grant</b> <b>£ 1984 Trust Recovery Funding</b></p>	<p><b>Autumn term only costs</b></p>

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

- Following review of the draft LT 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 LT 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 and 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 school 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.