

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)
- 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’

School: SSCA		Note: 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?’
Wk. Beg: 18.05.2020	1. All teaching staff to have a school laptop available for home/school use. Quickly became apparent that not all staff had adequate internet /broadband facilities or IT resources e.g. many having to share their home computer with all the family or IT at home did not have adequate programmes for on line provision expected to be delivered.	All pupils. All teaching staff.	<ul style="list-style-type: none"> • Configuration of Apple School Manager / Zulu desk MDM £550.00 • Laptops for all teaching staff – cost £2,855.00 BOTH PURCHASED JULY 2020 Claim: Trust Recovery Fund	Critical for any future school closure, groups of pupils who require remote learning.
Wk. Beg : 07.09.2020	2, Phonics catch up interventions. <ul style="list-style-type: none"> • Year groups: Full RWI assessment carried out in first two weeks with Y1,2 and key individuals in KS2 that were 	Daily support via small group / individual catch up programme. Y1,2 and key individuals in KS2 (especially Y3)	<ul style="list-style-type: none"> • Use of LSA’s released p.m. to lead catch up provision. Robust timetable. 	% of Y2 pupils achieving phonics screening at end of Autumn Term in line with National.

	<p>receiving support prior to lockdown and those identified as needing additional support by class teachers in first 2 weeks.</p> <ul style="list-style-type: none"> • Prioritise those that have made limited or no progress from last assessment in March. • Urgent intervention for those that have made a significant drop in attainment. 	<p>Targeted groups in year bubbles as cannot mix across classes as normal practice.</p> <p>English lead and Y1 teacher (Phonics Lead to work alongside English Lead)</p> <p>Review and adapt as necessary after end of Autumn term assessments (RWI and iTrack)</p>	<ul style="list-style-type: none"> • English Lead release time weekly to monitor, assess and evaluate- teach urgent intervention groups. 	<p>76% of children back on track by Spring term in line with March data.</p> <p>November 2020:Y2 phonics results -86% achieved screening. (ARB pupils and one pupil absent due to medical reasons excluded) Those that did not achieve will re-sit with Y1 cohort later in year.</p>
<p>Wk. Beg: 07.09.2020</p>	<p>3. Key maths number and place value gaps.</p> <ul style="list-style-type: none"> • Whole school maths first teaching sequence focus on Number /Place Value. Class teachers Identified pupils that need key skills secured to ensure conceptual understanding and fluency. • Prioritise those that have made limited or no progress from last assessment in March. • Urgent intervention for those that have made a significant drop in attainment and understanding. 	<p>Review and adapt as necessary after end of Autumn term assessments (White Rose, TT Rock stars and iTrack)</p> <p>All groups identified in KS2- prioritise</p> <ul style="list-style-type: none"> • Upper KS2 for fast track impact • Y4 Target 75% to include March data EXP and EM) 	<ul style="list-style-type: none"> • First quality teaching in KS1. Identify if tutoring –small group intervention needed. • Y6 Tutor-3x week p.m. Vic Vincent • Y4 –Tutor 2/3x week a.m. Kari Gilbert • Y5–Tutor 1x week (Friday) Vicky Calcutt • Total cost weekly =£470.00 x 7 weeks (autumn)=£3,290.00 11 weeks (spring)=£5,117.00 9 weeks +SATS prep (summer)£4,230.00 <p>TOTAL TUTOR COSTINGS: £12,637.00 (Already budgeted for £6,900.00 in current budget PPG tutor.) So requesting top up of £6000. Claim: CV19 Gov. Catch Up Fund.</p>	<p>% of children back on track by Spring term in line with March data.</p> <p>Y3- 69%</p> <p>Y4- 76% to include March data EXP and EM)</p> <p>Y5-82%</p> <p>Y6-75%</p>

<p>Wk. Beg: 07.09.2020</p>	<p>4. Reading (see school AIP priority)</p> <ul style="list-style-type: none"> All pupils heard to read within first two weeks. Link to phonics (RWI assessments) and coloured book bands in EYFS/Y1 and Accelerated Reader star tests Y2-Y6 to assess Zone of Proximal Development(ZPD) Prioritise those that have made limited or no progress from last assessment in March. Urgent intervention for those that have made a significant drop in attainment and comprehension of text. 	<ul style="list-style-type: none"> Y4 Target 76% to include March data EXP and EM) See School AIP 2019-2020– Key Priority. 	<ul style="list-style-type: none"> iPads repaired –fit for daily use linked to Accelerated Reader drive to push regular testing linked to IT reading capacity. Currently 5 unusable-new batteries required. iPad Air Battery Claim: Trust Recovery Fund- Replacement 5x £80.00 +PP (£20.00) =£420.00 Request for a new set of class iPads with charging trolley so both areas of the school have access rather than relying on an old set that are variable in reliability. Awaiting quote from ICT4 Claim: Trust Recovery Fund –Approx.: £5000 LSA (librarian) 4x a week to have 1-1 session with urgent priorities. (already in budget) Use of tutors above to support as necessary. 	<p>All AR classes (Y2-Y6) to make a median of at least 4-month progress from start of term to end of Autumn term. % of children back on track by Spring term in line with March data. Y2-76% Y3- 75% Y4- aim for 76% to include March data EXP and EM) Y5-71% Y6-87% November 2020: All classes except Y5 made a median of 5 months from September –November.Y5 cohort who ‘dropped ‘% now a priority. The majority were working at GDS and they still are.</p>
	<p>5. Communication with parents/guardians re remote learning/ key information linked to pandemic and Govs guidelines.</p>	<p>During lockdown, we used the text service to direct parents to our website for letters/updates or J2E messenger. The latter was very successful for those parents that could access remote learning however, It became apparent that many were unsure how to</p>	<ul style="list-style-type: none"> Email capacity (GDPR compliant) via Eduspot. <p>Cost to upgrade to this facility £299.00 per year. Claim: Trust Recovery Fund</p>	<p>Ensure all parents/carers receive and access up to date critical letters, information and support. This will be key for further remote learning Critical for any future school closure, groups of pupils who</p>

		<p>access website or did not have the capacity for on line learning. The latter could be resolved by us sending work via email or texting (our text facility only allows 160 characters), parents to pick up work from school. Many hours were spent on telephone calls and /or personal emails. This was a particular priority for our new Reception intake –to ensure letters, info was received we actually emailed each family. The ability to send secure emails to more than one family at a time via Eduspot (our current text and parent money platform/ provider) would be invaluable and make our communication more efficient and fit for the current pandemic. <u>Other benefits include:</u></p> <ul style="list-style-type: none"> • Add and send attachments i.e. homework, letters, forms, trips etc. • Full audit trail of our communications, keeping logs of all emails sent and delivered 		<p>require remote learning and parental communication.</p>
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19.10.2020	<ul style="list-style-type: none"> • Writing stamina. 	<ul style="list-style-type: none"> • GDPR compliant. • Targeted support in class. • First quality teaching provision. • Visible Learning feedback strategies to enable children to identify what and how to improve. • Tiers of vocabulary highlighted in class to extend content and raise expectations/acquisition. 	<ul style="list-style-type: none"> • Senior leadership team –regular book looks. • Head teacher lesson observations. • Pupil conferences with English Lead. • Termly Pupil Progress Meetings. 	<p>Pupils to be writing at greater length from September’s evidence in books.</p> <p>Trust writing moderation to formalise. Age related expectations.</p> <p>Termly data drops to identify areas of weakness/ progress.</p>
26.10.2020	<p>Communication and Language; Prime Area in EYFS /Y1 class.</p> <ul style="list-style-type: none"> • All pupils were screened using the British picture vocabulary Scale. This measures a pupil’s receptive (hearing) vocabulary for Standard English, showing the extent of English Vocabulary acquisition. This can be viewed as a screening test of aptitude (verbal ability). • Prioritise group with significant speaking and listening needs. • Urgent intervention/ provision within setting to accelerate and prioritise Communication and language skills. 	<ul style="list-style-type: none"> • Nuffield early language Intervention (NELI) <p>Claim: CV19 Gov. Catch Up Fund.</p> <p>Memorandum of understanding signed between St Stephens and the Department of Education 05.11.2020</p>	<ul style="list-style-type: none"> • Language Screen assessment Nov-Dec 2020 • Staff enrolled to receive NELI training via online training platform and school receives resources pack Dec 2020 • Staff core training: English Lead, class teacher 2 x LSA’s in Foundation Class, undertake training. January 2021 (2 weeks-10 hours) Training and support to be cascaded to Y1 team. • NELI delivered to children. Jan/Feb-July 2021 • Follow-up Language Screen assessment July 2021 	<p>Pupils to make on average three months of additional progress.</p>

- Cost to school –overtime for staff to complete on-line training modules.

Trust Recovery Funding - Provisionally Agreed – 15th Sept 2020

- Following review of the draft SSCA Recovery Schedule by the Trust SI Operations panel (WH/NS/JC) agreed the priority provision/resources and costs 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 **£7800** to SSCA for the **Autumn Term** increased learning/resource provision identified as green on this Recovery Schedule Plan. Note only £5000 of the £7800 allocated is available for I-Pad purchase rather than the £6000 requested by the school.
- 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.
- 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 may.

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