An Daras Trust – School Level 'Recovery Schedule' – Autumn/Spring /Summer 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' **Update 10.06.2021**

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 **ACHIEVED**	**1. I.T provision for staff** 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.	• **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.** **Spring#1 DfE laptops –some used by LSA providing live learning and supporting class work/marking etc. remotely.** **Spring #1 secured 35 laptops from DfE and 6x devises from Lions Club donations.** **Summer –Now used in school.**

Wk. Beg : 07.09.2020 SPRING #2 THIS WILL REMAIN A PRIORITY WHEN PUPILS ALL RETURN 08.03.2021	2. Phonics catch up interventions EYFS, Y1, Y2 and key KS2 pupils.	Daily support via small group / individual catch up programme. Y1,2 and key individuals in KS2 (especially Y3)	• Use of LSA's released 5 x p.m. to lead catch up/pre-teach provision. Robust timetable.	% of Y2 pupils achieving phonics screening at end of Autumn Term in line with National.
	• Year groups: Full RWI assessment carried out in first two weeks with Y1,2 and key individuals in KS2 that were receiving support prior to lockdown and those identified as needing additional support by class teachers in first 2 weeks.	Targeted groups in year bubbles as cannot mix across classes as normal practice. English lead and Y1 teacher (Phonics Lead to work alongside English Lead) Review and adapt as necessary after end of Autumn term.	• English Lead release time weekly to monitor, assess and evaluate-teach urgent intervention groups. • Daily streamed phonics sessions.	76% of children back on track by Spring term in line with March 2020 data.
	• 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.	•Spring1: Phonics/reading forms a priority of remote learning. Focus on 'live' lessons and is supported with daily reading opportunities, pre-recorded videos and interventions. Daily phonics for EYFS. •Spring 1: the weakest 20% of readers across the school have either remote 1-1 reading sessions weekly with RWI texts or if in school provision are heard daily.	• 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	**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.** **Summer #1 Y2 re-sit (7 pupils inc 2 ARB)forecast 40%**
	• Priority A-D pupils identified on the SSCA Learning Priority Assessments. • In September the Y1 cohort reported a baseline of 31%	•See school weekly review and exception reports. .All pupils have access to school library service via a virtual library card. Book swaps available in main foyer throughout lockdown.	• Y5–Tutor 1x week (Friday) Vicky Calcutt • Tutor cost breakdown below in section 3.	**30.11.2021: Predict that 67% Y1 cohort will achieve ARE in summer 2021.Currently 60% are on track. Summer #1Currently 72% on track-See Exception Report.**
	• **SPRING #2 Identify Priority A-D groups.** • **Pupil Progress Meetings**.	• **SPRING #2 return to school assessments (RWI and phonics screening materials)** • **First quality teaching. Teacher to work with Priority A-B groups.** • **Student Learning Strategies; Strategy to integrate with prior knowledge (VL)**	• **SPRING#2 purchase RWI resources for early readers. Cost: £519.00 (£500.00 from Launceston Parish Council and £19.00 from Curriculum fund)** • **Pupil progress meetings timetabled for week beginning 22.03.2021.**	**EYFS: 77% ARE. There are 7 pupils currently not achieving ARE. (2 pupils are on SEN support with 1 additional on SEN for medical needs.) 11 pupils receiving catch up provision.**

		Feedback, multiple exposures and apply knowledge. • **Summer#1 Pupil Progress Meetings.** • **Nursery CPD linked to RWI led across 2 Trust schools.**	• **Pupil conferences and lesson drop ins with HT week beginning 29.03.2021** • **Monitoring observation schedule after Easter. English and Maths Leads lesson drop ins/observations.** • **SUMMER; Trust summative testing arrangements /iTrack data drops. This will give a more realistic indication of ARE+**	

Wk. Beg: 07.09.2020
SPRING #2 THIS WILL REMAIN A PRIORITY WHEN PUPILS ALL RETURN 08.03.2021
	3. Key maths number and place value gaps.
	• 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
		Review and adapt as necessary after end of Autumn term assessments (White Rose, TT Rock stars and iTrack)
		• Whole school Maths Expectations revisited. All groups identified in KS2-prioritise
		• Upper KS2 for fast track impact
		• Y4 Target 75% to include March data EXP and EM)
		• Y4 Multiplication Check
		
		• **SPRING #2Key assessment in first few weeks back and first quality teaching to identify gaps**.
		• **Teaching Strategies:**
		      Cognitive task analysis (VL); decision making, problem solving, memory, attention and judgement.
			• 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
			TOTAL TUTOR COSTINGS: £12,637.00
				% of children back on track by Spring term in line with March 2020 data
				    Y3- 69%
				    Y4- 76% to include March data EXP and EM)
				    Y5-82%
				    Y6-75%
				
				Autumn Term#2 good or better Progress
				    Y1-86%
				    Y2-84%
				    Y3- 73%
				    Y4- 68%
				    Y5-86%
				    Y6-82%

attainment and understanding. • Due to CV19, pupils have not been taught the full maths curriculum and time to consolidate learning. • **SPRING#2 PPG and SEND pupils a focus** • **Identify Priority A-D groups.**	• **Student learning strategies:** **Transfer strategies (VL); A clear focus- clarify what you want pupils to learn. Offer overt instructions e.g. tell them what they need to know and show how to do things. Prior knowledge and misconceptions identified.** • **KS1 – Recap Number and Place Value in first 2 weeks –fluency. Identify gaps and move into early morning. Move into multiplication/division Y2.** • **End of Unit assessments from White Rose to check what has been retained in remote learning.** • **Y3/4- Multiplication check and division focus. Arithmetic paper to identify gaps. Ready to progress materials to be used.** • **Y5/6- Fractions- revisit from start.** • **Arithmetic paper to identify gaps. Ready to progress materials to be used** • **Ready to Progress power points to be used across school instead of flash back fluency.** • **Intervention support to be confirmed once Priority groups identified. Work alongside first quality teaching.** • **Summer#1 Pupil Progress Meetings.** • **LSA in house CPD. Use of concrete resources for intervention : compile intervention box of resources for each class: e.g. rulers,**	**(**Already budgeted for £6,900.00 in current budget PPG tutor**.) So requesting top up of £6000. Claim: CV19 Gov. Catch Up Fund.** **Autumn Term Spend £4,687.03 Remaining budget £7,800.00 + PPG budget if needed** • **Spring#2 Review use of tutors after initial class recovery assessment.** • **Pupil progress meetings timetabled for week beginning 22.03.2021.** • **Pupil conferences and lesson drop ins with HT week beginning 29.03.2021** • **Monitoring observation schedule after Easter. English and Maths Leads lesson drop ins/observations.** • **SUMMER; Trust summative testing arrangements /iTrack data drops. This will give a more realistic indication of ARE+** • **Purchase of Power Maths class books. Maths Hub initiative to**	**Summer#1 with ARB/EHCP de-aggregated- NTS/SATs papers. Those on track** **Y2 62%** **Y3: 60%** **Y4:75%** **Y5:80%** **Y6: 64%**

		hundred squares, base 10, number lines, place value charts, tens frames, question prompts. • **Maths lead identified through paper analysis priority areas and key individuals to target e.g.** **Y3: Number and Calculations to be revisited.** **Y4: Calculations, including measures can be addressed through intervention/decimals and fluency sessions.** **Y5: Multiplication and division formal methods – fluency/intervention sessions.**	**support recovery. Maths hub fund 80% of cost.** **Total cost to school using Claim: CV19 Gov. Catch Up Fund.** **£ 201.00** **Maths Lead –EYFS training. Applying to Maths Code Project related to Rekenrek.**	
Wk. Beg: 07.09.2020 SPRING #2 THIS WILL REMAIN A PRIORITY WHEN PUPILS ALL RETURN 08.03.2021	**4.Reading (see school AIP priority)** • 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 Proximinal Development(ZPD) • Prioritise those that have made limited or no progress from last assessment in March. • Urgent intervention for those that have made a	1 Y4 Target 76% to include March data EXP and EM) 2 See School AIP 2019-2020–Key Priority. 3 Whole school Reading Expectations revisited. 4 **Spring1: Phonics/reading forms a priority of remote learning. Focus on 'live' lessons and is supported with daily reading opportunities, pre-recorded videos and interventions.** 5 **Spring 1: the weakest 20% of readers across the school have either remote 1-1 reading sessions weekly or if in school provision are heard daily.** 6 **All pupils have access to school library service via a virtual library card. Book swaps available in main foyer throughout lockdown**	• 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.	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**

significant drop in attainment and comprehension of text. • **30.11.2020 Accelerated Reader Assessment shows positive early indicator data. Each class has made a mean score of +5months.** • **SPRING#2 PPG and SEND pupils a focus** • **Identify Priority A-D groups.**	7 **Whole class guided reading daily.** 8 **Staff uploading stories, class books etc. being read aloud.** 9 **Children uploading themselves reading weekly.** 10 **Variety of engagement e.g. Authorfy, Oxford Owl** 11 **Monitoring of reading provision in Remote/in school Learning by English Lead and Headteacher See school weekly review and exception report** **SPRING #2 Accelerated Reader star reader assessments to be completed.** **11-1 reading check in EYFS/KS1 –to be linked to phonics assessments** **Student learning strategies:** **Transfer strategies (VL); A clear focus- clarify what you want pupils to learn. Offer overt instructions e.g. tell them what they need to know and show how to do things. Prior knowledge and misconceptions identified.** • **Intervention support to be confirmed once Priority groups identified. Work alongside first quality teaching.** • **Summer#1 Pupil Progress Meetings.** • **Exception Report –AIO**	• **Autumn Term spend £7,950.00. (£5000 from Trust Recovery Fund and £2950.00 from IT budget)** • **Spring#1 £840 from Kits for Kids Programme /contribution from Cornwall Council (Headphones and iPads renewed)** **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. • **Pupil progress meetings timetabled for week beginning 22.03.2021.** • **Pupil conferences and lesson drop ins with HT week beginning 29.03.2021** • **Monitoring observation schedule after Easter. English and Maths Leads lesson drop ins/observations.** • **SUMMER; Trust summative testing arrangements /iTrack**	**'dropped '% now a priority. The majority were working at GDS and they still are.** **Autumn Term#2 good or better Progress** **Y1-75%** **Y2- 63%** **Y3- 44%** **Y4- 51%** **Y5- 79%** **Y6- 83%** **Spring#2 Target key year groups. Review Y3 and Y4 provision /additional support. The outcomes from the most recent AR assessments show that the mean scores from September to March are improving across the school (Y2: +11 months; Year 3: + 8 months; Y4: + 7 months; Year 5: +6 months; and Year 6: + 9 months). AR tests undertaken when pupils returned in March and the week prior to the Easter holidays show that most year groups are continuing to make gains (Y2: +3 months; Y3: +0 months; Y4: + 1 month; Y5:**

		• **English Lead reading paper analysis identifies priorities for year groups and key individuals to target.**	**data drops. This will give a more realistic indication of ARE+** • **A Trust moderation of writing for EYFS, Year 2 and Year 6 will take place in Summer Two to verify final assessment judgements.**	**+1 month; and Y6: +4 months). Reading tests (NTS) will be sat during week beginning 27/04/2021. This will provide leaders with a robust overview of reading standards across the school and inform future intervention and support strategies. Leaders remain committed to directing resources and support to accelerate the progress of the very weakest readers.** **Summer#1 EMP/EXP+ with ARB/EHCP de-aggregated** **Y1:56% (88% inc EM)** **Y2: 58% (English 55% with ARB)** **Y3: 63%** **Y4:68%** **Y5:79%** **Y6: 79%** **September –May Mean Age progress:** **Y2: + 1.01 yrs.** **Y3: +10 mths.** **Y4:+8 mths.** **Y5: +10mths.** **Y6: +1.00yrs**

Wk. Beg: 14.09.2020 ACHIEVED	**5. Communication with parents/guardians** - Sharing information regarding remote learning/ key information linked to pandemic and Govs guidelines. - 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. Other benefits include: - 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 - GDPR compliant.	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 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. **SPRING #1Excellent feedback from parents regarding communication .(Parent Remote Learning Survey)**	- Email capacity (GDPR compliant) via Eduspot. **Cost to upgrade to this facility £299.00 per year.** **Claim: Trust Recovery Fund** **Via school budget -impact is excellent. To be costed into budget yearly.**	- 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 require remote learning and parental communication.
08.03.2021	**6. Writing stamina.** - **SPRING#2 PPG and SEND pupils a focus** - **Identify Priority A-D groups.**	- **Whole school writing Expectations revisited** - **Targeted support in class.** - **First quality teaching provision.** - **Visible Learning feedback strategies to enable children to identify what and how to improve.**	- Senior leadership team –regular book looks. - Head teacher lesson observations. - Pupil conferences with English Lead.	Pupils to be writing at greater length from September's evidence in books. Trust writing moderation to formalise. Age related expectations.

			• Tiers of vocabulary highlighted in class to extend content and raise expectations/acquisition.	• Termly Pupil Progress Meetings.	Termly data drops to identify areas of weakness/ progress.
			• Teaching sequences used quality texts that teach-Babcock/talk for writing strategies.	• SPRING #2 Learning Tutor to provide 1-1/small group priority support one Priority groups in each year identified.	Autumn Term #2 good or better Progress
			• Teaching sequence apparent in planning.		Y1-82%
			• Teachers noticed a slight decline in stamina in the second part of Autumn #2 term.	• Pupil progress meetings timetabled for week beginning 22.03.2021.	Y2- 58%
			• SPRING #1During remote provision it is trickier to assess pupils writing capabilities due to different levels of support from home. Also AfL is not as affective remotely. Live lessons focussed on shared writing, vocabulary and GAPS.	• Pupil conferences and lesson drop ins with HT week beginning 29.03.2021	Y3- 64%
					Y4- 60%
					Y5- 88%
				• Monitoring observation schedule after Easter. English and Maths Leads lesson drop ins/observations.	Y6- 83%
			• This is a key area to develop and support on return SPRING #2		Summer#1 See AIO Exception Report –writing moderation.
			• Student learning strategies:	• SUMMER; Trust summative testing arrangements /iTrack data drops. This will give a more realistic indication of ARE+	
			• Transfer strategies (VL); A clear focus-clarify what you want pupils to learn. Offer overt instructions e.g. tell them what they need to know and show how to do things. Prior knowledge and misconceptions identified. Deliberate practice(VL) and Effort (VL)		
			• Teaching Strategies: High quality feedback (VL) to support and develop pupil's writing.		

		• **Intervention support to be confirmed once Priority groups identified. Work alongside first quality teaching.** • **Tiers of vocabulary walls prioritised.** • **English lead CPD –Shared writing and guided writing. Modelling in Y3, 4 and 5. Support with planning and involvement of grammar /spelling in context.** • **Summer#1 Pupil Progress Meetings.** • **Widening the range of writing genres to be covered during the remaining part of the summer term.** • **Securing a range of strategies, including teacher modelling of a range of devices and techniques, that provide pupils with the necessary skills to write cohesively.** • **Ensuring that pupils routinely check their work to ensure that sentences do not become too long.** • **Ensuring that writing for purpose and effect meets with the requirements of the genre.** • **Extending pupils' editing skills beyond punctuation and basic spelling.**		
08.03.2021	**7.GAPS** • **SPRING#2 PPG and SEND pupils a focus**	• Targeted support in class –use of tutors. • First quality teaching provision including No Nonsense Spelling and No Nonsense grammar on-going as meaningful support.	• Senior leadership team –regular book looks. • Pupil conferences with English Lead.	Pupils to recognise key errors and self –correct.

• **Identify Priority A-D groups for Y4, 5 and 6**	• Whole school writing Expectations revisited
	• Visible Learning feedback strategies to enable children to identify what and how to improve.
	• Verbal feedback-in the moment.
	• **SPRING #1During remote provision it is trickier to assess pupils writing /GAPS capabilities due to different levels of support from home. Live lessons focussed on shared writing, vocabulary and GAPS. This is a key area to develop and support on return SPRING #2**
	
	Student learning strategies:
	    Transfer strategies (VL); A clear focus-clarify what you want pupils to learn. Offer overt instructions e.g. tell them what they need to know and show how to do things. Prior knowledge and misconceptions identified. Evaluation and reflection.
	Teaching Strategies:
	    Feedback and classroom discussion.(VL)
	• **English lead CPD –Shared writing and guided writing. Modelling in Y3, 4 and 5. Support with planning and involvement of grammar /spelling in context.**
	• **Summer#1 Pupil Progress Meetings.**
		• Termly Pupil Progress Meetings.
		• **Pupil progress meetings timetabled for week beginning 22.03.2021.**
		• **Pupil conferences and lesson drop ins with HT week beginning 29.03.2021**
		• **Monitoring observation schedule after Easter. English and Maths Leads lesson drop ins/observations.**
		• **SUMMER; Trust summative testing arrangements /iTrack data drops. This will give a more realistic indication of ARE+**
		• **Writing moderation by AIO – Exception Report.**
		• **Gaps analysis by English Lead highlighted key areas to prioritise and key individuals to target.**
			Grammar and spelling to be a meaningful part of on -going written work.
			The majority of pupils to be ARE by the end of the summer term.
			
			Summer#1 Gaps analysis:
			Y3: 41% WA+
			Y4: 60% WA+
			Y5: 47% WA+
			Y6:71% WA+(63% with EHCP/ARB)

| 26.10.2020 | **8. Communication and Language; Prime Area in EYFS /Y1 class.**
• 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.
• **SPRING#2 PPG and SEND pupils a focus**
• **Identify Priority A-D groups.** | • Nuffield early language Intervention (NELI) **Claim: CV19 Gov. Catch Up Fund. Memorandum of understanding signed between St Stephens and the Department of Education 05.11.2020**
• Weekly timetable set on on-line platforms provide opportunities for a wide range of curriculum areas. Focus on communication.
• Daily phonics sessions via 'draw' with the YF teacher
• **SPRING #2 Clear timetable of play based learning in early years that has been missed to support Prime areas of learning.**
• **In house Staff CPD on new EYFS curriculum and importance of vocabulary acquisition. Teachers signed onto Cornwall training also.**
• **Summer#1 Pupil Progress Meetings.** | • Language Screen assessment Nov-Dec 2020.This is yet to happen –due to technical issues this was delayed. This will have to be undertaken when children return to school
• **SPRING#1.Those in school setting have been screened. Others to be screened ASAP in SPRING#2**
• 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
• Cost to school –overtime for staff to complete on-line training modules. **SPRING #1There has been no cost as staff have** | Pupils to make on average three months of additional progress. |

26.10.2020 08.03.2021	**Well –being, mental and physical health.** • Restore the mental health in our pupils by ensuring all pupils have a positive well-being. • Due to Covid-19, all pupils have experienced some form of loss in relation to the 5 levers. For some pupils, this is more severe than others and some have experienced trauma. • Priority pupils identified on the updated safeguarding /pastoral log being kept during the Spring#1 lockdown • Regular weekly sport and physical activity sessions to	• Year F –6 Pupils (Identified pupils) • Address the possible damage of loss and trauma through the 5 levers for personal recovery. • Short or longer term TIS sessions to support recovery delivered by a TIS Practitioner. • Use of support materials, e.g. Tina Rae's Bereavement Box. • Parent support. • Ensure all existing children receive external specialist support. • Assess the needs of those vulnerable pupils at risk through lockdown and who may need further formal support. • ▪Regular staff check in's for key vulnerable children, especially those who had them prior to lockdown. • ▪Monitoring from SLT and TIS Lead **SPRING #1:**	• Short or longer term TIS sessions to support recovery delivered by a TIS Practitioner • 1 afternoon per week- 2x TIS practitioners. • 1 afternoon per week 1x HLTA family support work. • Whole team TIS strategies as part of first quality teaching. • Purchase of support materials/resources. **SPRING #2Trust Recovery Funding; £2500 still available to set up a Thinking area in school grounds.** **SUMMER –consider earlier transition of pupils across the school to ease and support well – being and relationships. The majority of pupils who have been in school during lockdown (93 pupils)**	**At the end of Autumn #2, the majority of Y6 pupils were on track to meet/exceed national achievement bench marks at the end of the academic year** **Reading: 74%,** **Writing: 78%** **SPAG: 81%** **Maths: 74%** **The vast majority made expected or better progress** **Reading: 87%** **Writing: 83%** **SPAG: 56%** **Maths:82%** **Attendance September 7th -21st May. SEN & PPG % increasing.**

	embed recovery curriculum and National Curriculum PE targets. • My Concern incident logs with reference to traumas experienced • **Summer #1 Impact of second lockdown is noticeable in family units, support being requested, rise in PPG, pupils' emotional traumas linked to home and relationships. Additional time being spent on the phone, in meetings with concerns.**	• **TIS Practitioner/family support lead carried out weekly welfare calls and deliver TIS sessions over the phone/in school**. • **Wellbeing Day –resources uploaded into remote learning and a new tab on website to direct families to advice/resources etc.** • **Wellbeing challenge set by staff member weekly in EYFS/KS1** **SPRING#2:** • **Support those pupils we know will require transition back to school. Reassess needs of pupils and organise TIS timetable.** • **New CIN pupil transferring to school.** • **Prioritise physical health particularly for those pupils who have not attended school during the lockdown. Timetabled sport and physical activity sessions in and after school clubs to commence week beginning 8.3.2021** • **SUMMER#1 secured free circus skills workshops funded by the Arts Council England for KS2 pupils. To support confidence, self-esteem, social relationships, positive emotional wellbeing and physical health.**	**have already met and worked with their 'next' teacher.**	**YF: 96.5%** **Y1:95.8%** **Y2: 96.7%** **Y3: 94.3%** **Y4:97.3%** **Y5: 95.9%** **Y6: 94.6%** **ARB:92.2%**

08.03.2021	**On-going areas to consider:**
	• **Ensuring our values and vision for a creative curriculum are upheld throughout our recovery.**
	• **How can we assess what needs to be 'caught up' in other foundation subjects? What impact will this have on our planned creative curriculum offer?**
	• **Ensuring our creative curriculum offer continues to be broad and balanced.**
	• **Use of pre-teach and catch up with teachers and LSA's.**
	• **Flexibility to alter or adapt plans to meet the needs of the children in differing cohorts.**
	• **SEND –what support they receive to ensure they achieve the best they can.**
	• **Additional funding from Gov. to be confirmed. £6,000**

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.