

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’
- *Reviewed Dec 2020*

School: Princetown		<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 <i>£26 per hour for teacher. Worked out across 14 weeks (Autumn term) for 2 full days and 2 half days.</i>	Expected learning impact or the ‘so what?’	EOY – achieve ARE prediction
Dec 2020	Year 1 phonics	1:1 interventions with TA and teacher.	Daily interventions. Current gaps will be addressed in these sessions along with any pre/post teaching.	All children to pass the phonics check in June <i>On track</i>	100%
Dec 2020	Year 2 reading.	Qualified teacher to support year 2 children.	2 hours per week during Spring term.	60% of children who are currently below to meet ARE. <i>On track</i>	80%

Dec 2020	Year 2 phonics	1:1 to support children who did not pass Dec assessment.	Daily interventions to cover any gaps children have.	100% of children who did not meet ARE to achieve it by June. On track	100%
Dec 2020	Year 3 reading	1:1 reading, HFW and any phonics gaps	2 days per week per child 15mins	100% of children who did not pass phonics check to pass by June. 100% of children to make progress towards ARE. On track	33%
Dec 2020	Year 3 SPAG/Writing	1:1 HFW recognition and spelling. Sentence building.	1 hour a week.	To support children with reading fluency and writing. Progress evident in SPAG assessments and big write.	Progress shown on itrack through writing.
Dec 2020	Year 5 reading	1:1 reading	Daily in class guided reading – 30mins. Once a week reading with volunteer. Once a week 30mins with qualified teacher	To ensure children who are on track to meet ARE do so by the end of the year. 100% of children to make good progress. On track	50%

Dec 2020	Year 5 writing and SPAG.	Small group work with qualified teacher.	1x per week. 60mins.	100% of children to make good progress and to close gaps. On track	50%
Dec 2020	Year 5 Maths	Morning maths club with HoS.	4 x per week. 30mins.	100% of children to meet ARE by the end of the year. On track	100%
Dec 2020	Year 6 reading	3:1 with qualified teacher.	3 children Tuesday 30mins 3 children Wednesday 30mins	100% of children to make progress. 16% currently on track.	67% 80% of children on track achieve ARE.
Dec 2020	Year 6 writing and SPAG.	Small group work with qualified teacher.	3 children Tuesday 60mins 3 children Wednesday 60mins After school club.	100% of children to make progress. 16% currently on track. On track	50% 60% of children on track to achieve ARE.
Dec 2020	Year 6 Maths	Morning maths club with HoS.	4 x per week. 30mins.	100% of children to make progress. 16% currently on track.	50% 60% of children on track to achieve ARE.

Dec 2020	Year 4 multiplication	1:1 with qualified teacher. Interventions with HoS.	4x per week. 10mins.	100% of children to pass multiplication check. Children receiving 1:1 tuition. 60% on track to pass.	100%
Dec 2020	Y6 maths lessons	Taught by HoS	1 hour 9:30-10:30. Supply teacher 1 afternoon a week to allow HoS PPA.	100% of children to make progress. 16% currently on track.	50% 60% of children on track to achieve ARE.
	Visible learning (Metacognition) Fully implement Visible Learning strategies effectively with a focus on metacognition to support positive gains in learning outcomes.	<ul style="list-style-type: none"> Complete RAG rating against VL areas to identify current strengths and weaknesses. Staff to continue attending VL CPD and new teachers to attend training. Action plan to be devised with a focus on metacognition. Metacognition strategies to be modelled to the children and embedded within provision in order for pupils to begin using them independently. Metacognition strategies to be updated on knowledge and skills organisers to ensure there is progression and regular opportunities. Learning environments to support Visible Learning and for pupils to become independent learners 	<ul style="list-style-type: none"> Visible Learning Coach to devise action plan with a focus on metacognition. CPD delivered by AIO and VL Coach. Supporting coach in the absence of a VL Coach. Learning environment walk completed with a focus on VL strategies and pupils becoming more independent learners. 	100% of pupils making progress in reading, writing and maths. All children making progress.	100% of pupils making progress in reading, writing and maths.
	HA readers	More books to support a love of reading.	AR Books	To enable year 6 readers to achieve ARE.	50%

Spent to date: £3000

Spring term planned spend: £2686

Dfe left to spend: £2400

Trust Recovery Funding Provisionally Agreed – 15th Sept 2020

- Following review of the draft PT 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 **£6000** to PT for the **Autumn Term** increased learning provision identified as green on this Recovery Schedule Plan.
- 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 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.