**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’*

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| **School: Princetown** | ***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?’** | **EOY – achieve ARE prediction** |
| **Dec 2020** | Year 1 phonicsAssessments completed.  | 1:1 interventions with TA and teacher.  | Daily interventions with RWI trained teaching assistant. Current gaps will be addressed in these sessions along with any pre/post teaching.  | Children who are currently below ARE to continue to make progress towards ARE.  | Dec – 60% on track.EOY - 80% to pass |
| **Feb 2020** | Well-beingChildren have experienced some trauma due to Covid. It is important we take care of their well-being and mental health when they return.  | A TIS trained adult to work with our most vulnerable children.  | Adult from another school for one afternoon a week to support our children or to train another staff member or financial support to train a staff member.  | Children will be ready to learn and be able to share any problems and be supported in breaking down barriers to learning.  | All children identified as ‘at risk’ to make at least expected progress towards ARE. |
| **Feb 2021** | Children have had limited social interactions due to lockdown so we need to incorporate play into continuous provision for y1 and F.  | Carefully planned continuous provision for YF and Y1.In the moment planning based on needs.  | Play resources. | Foundation to meet ELG and Y1 children to meet speech and language expectations.  | EYFS to achieve GLD.Y1 – 100% to meet year group expectations for speaking and listening. |
| **Feb 2021** | Foundation and Y1 Language and Communication▪ Due to Covid-19, pupils did not complete their last term at Pre-School.▪ Speech and Language support disrupted in Summer term 2020 due to Coivd-19.▪ 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.▪ The delay in language development for some children is impacting on other areas of the curriculum including reading.  | 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.Foundation and Y1 children to have access to the NELI programme.  | Time for class teacher and/or TA to access training and delivery of modules.  | Foundation to meet ELG and Y1 children to meet speech and language expectations. | EYFS to achieve GLD.Y1 – 100% to meet year group expectations for speaking and listening. |
| **Feb 2021** | Writing and SPAG across the school.These areas are our weakest when looking at data and although children have made progress they have not yet reached ARE.  | Prioritised timetabling of writing and grammar activities. KS2 English lessons will have a grammar focus and then a 20 minute quick write session. 1:1 sessions with qualified teacher. | In class teaching.1:1 sessions. 2 days at £163.83 per day. £3276.60 for 10 weeks TRUST COVID FUNDING | All children to make progress in writing and SPAG.  | See individual year break downs below.  |
| **Dec 2020** | Year 2 reading.  | Qualified teacher to support year 2 children. | 2hours per week during Spring term. Based on gaps identified by class teacher including decoding and comprehension. 2 hours per week = £52 x 10 = £520 GVT CATCH UP FUNDING | Children will make progress in their reading.  | Dec– 20%EOY – 60%to achieve ARE in Reading. |
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| **Dec 2020** | Year 3 reading | 1:1 reading, HFW and any phonics gapsGo to RS phonics/reading lessons during whole school reading time.  | 2 days per week per child 15mins run by teaching assistant.  | All children to make progress.  | Dec– 75% met the expected standard on the phonics check. EOY – 100% to meet the expected standard |
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| **Dec 2020** | Year 3 SPAG/Writing | 1:1 HFW recognition and spelling.Sentence building.  | 30 mins per day week for one child to join KS1 phonics sessions. 1 hour a week with teacher to support writing. £26 x 10 = £260GVT CATCH UP FUNDING | To support children with reading fluency and writing.  | Progress shown on itrack through writing. All children currently working below year group expectations.  |
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| **Dec 2020** | Year 5 reading | 1:1 reading | Daily in class guided reading – 30mins.Once a week reading with volunteer. Twice a week 30mins with qualified teacher. £26 x 10 = £260GVT CATCH UP FUNDING | Support children in making progress.  | Dec- 50% at AREEOY – 50% at AREProgress seen through internal data.  |
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| **Dec 2020** | Year 5 writing and SPAG.  | Small group work with qualified teacher. 1:1 or 2:1.  | 1x per week. 60mins. £26 x 10 = £260 GVT CATCH UP FUNDING | To ensure 2 children make progress to become ARE.  | Dec– 0 at AREEOY – 50% ARE by July 2021Progress evident in books.  |
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| **Dec 2020** | Year 5 Maths | Morning maths club with HoS. | 4 x per week. 30mins.  | To enable all 4 children to be ARE by the end of the year.  | Dec– 25%EOY – 100% to be at ARE by July 2021 |
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| **Dec 2020** | Year 6 reading | 3:1 with qualified teacher.  | 2children Tuesday 30mins3 children Wednesday 30mins£26 x 10 = £260 GVT CATCH UP FUNDING | To enable children to make progress towards ARE. | Dec – 60% AREEOY – 80% to make at least expected progress |
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| **Dec 2020** | Year 6 writing and SPAG.  | Small group work with qualified teacher. | 1 x 60min session. £26 x 10 = £260 GVT CATCH UP FUNDING | To enable children to make progress towards ARE. | Dec – 20%EOY – 60% to make at least expected progress |
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| **Dec 2020** | Year 6 Maths | Maths sessions 9:30-10:30 with HoS.  | 4 x per week. 60mins. | To enable children to make progress towards ARE. | Dec – 40%EOY – 60% to make at least expected progress. |
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| **Dec 2020** | Year 4 multiplication | 1:1 with qualified teacher. Interventions with HoS.  | 1 hour per week£26 x 10 = £260 GVT CATCH UP FUNDING | To enable children to pass the year 4 multiplication check.  | Dec Y4 – 40%Y5 – 25%Y6 – 67%EOY expectations:Y4 – 80%Y5 – 100%Y6 – 80% to pass the multiplication check. |
|  | Visible learning (Metacognition)Fully implement Visible Learning strategies effectively with a focus on metacognition to support positive gains in learning outcomes.  | * 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
* Use that learning to plan for September intake.
 | * 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.
* Release teachers to complete learning module.
 | 100% of pupils making at least expected progress in reading, writing and maths. | 100% of pupils making at least expected progress in reading, writing and maths. |
|  | HA readers | More books to support a love of reading. | AR Books£200 GVT CATCH UP FUNDING | To enable year 6 readers to achieve ARE.  | 80% to achieve ARE in Reading in July 2021 |
| Spent to date: £3000Costs above = 1 supply teacher for 3 days per week to carry out 1:1 and small group teaching. 3 x 163.83 x 10 weeks = £4914.90 + £200 for booksDfe left to spend: £2400Trust funding left: £3000£1500 - top up funding to be used in the Summer term to address any gaps in assessments and learning and to prepare children for September.  |
| **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.
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**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.