

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: Windmill Hill Academy		<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?’
7.9.2020	1. Well-being Restore the mental wealth in our pupils by ensure all pupils have a positive well-being. <ul style="list-style-type: none"> ▪ 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 A and B pupils identified on the WHA Learning Priority Assessment) for well-being. ▪ My Concern incident logs with reference to traumas experienced. 	Year F – 6 Pupils (Identified pupils) <ul style="list-style-type: none"> ▪ 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 ins for key vulnerable children, especially those who had them prior to lockdown. 	<ul style="list-style-type: none"> ▪ Short or longer term TIS sessions to support recovery delivered by a TIS Practitioner. ▪ 4 afternoons per week. ▪ 2 terms: Autumn and Spring. ▪ Purchase of support materials/resources. <p>(to be covered by the remaining Government CV19 grant)</p>	<ul style="list-style-type: none"> ▪ Restored mental wealth in our pupils by ensuring all pupils have a positive well-being and, as a result, the vast majority of pupils will meet/exceed national achievement benchmarks at the end of the academic year.

25.9.2020	<p>2. Reception Year Language and Communication</p> <p>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"> ▪ 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 Covid-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. ▪ Baseline demonstrates that 13% are on track at the start of Year F to achieve a GLD. ▪ Baseline demonstrates that 39% are on track for communication at the start of Year F to achieve a GLD in Communication and Language. ▪ The delay in language development for some children is impacting on other areas of the curriculum including PSSED. 	<p>EYFS pupils</p> <ul style="list-style-type: none"> ▪ EYFS classroom to be enriched in language. ▪ Good language modelled by staff at all times. ▪ Opportunities for developing language through continuous provision. ▪ Class Texts chosen to develop language ▪ Participation in the Nuffield Early Language Intervention (NELI) Programme (which has been approved by the DfE). It consists of: <ul style="list-style-type: none"> - Nov/Dec: Language Screen assessment - Dec: Enrolment on Future Learn online training platform and schools receive NELI resources - Jan: School staff undertake online training. - Jan/Feb – July: NELI is delivered to children. - Jan – July: Ongoing remote delivery support for schools. - July: Follow-up Language Screen assessment. ▪ Monitoring by SLT, EYFS Lead and English Lead. 	<ul style="list-style-type: none"> ▪ Highly experienced EYFS Teacher and HLTA to be trained on the NELI programme. ▪ Release time needed for CPD and undergoing assessments. ▪ See timeline of events (Nov-July). ▪ Resources provided by the DfE. ▪ Target identified pupils from the Language Screen Assessment. ▪ Identified pupils will receive the NELI programme for 20 weeks. This will be delivered in small groups and 1:1 sessions. ▪ Assessment to be completed at the end of the intervention to measure progress. <p>(Funded by the Government: Covid Catch up Premium)</p>	<ul style="list-style-type: none"> ▪ It is forecasted that 77% of pupils will meet/exceed national achievement benchmarks for a GLD in at the end of EYFS. ▪ 100% of identified pupils to make good or better progress.
9.9.2020	<p>3. Year 1 and 2 Phonics</p> <p>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"> ▪ Due to Covid-19, pupils were not taught the full progression of phonics in EYFS (some of phase 3 and phase 4). ▪ Priority A and B pupils identified on the WHA Learning Priority Assessment. 	<p>Year 1 and 2 pupils</p> <ul style="list-style-type: none"> ▪ Phonics – Letters and Sounds with early assessments to identify stage in reading for children in Year 1 and 2. Record on Phonics Tracker. ▪ Phonics sessions to begin daily 20-30 minutes teaching two/three sounds. ▪ Daily readers to continue as normal. ▪ Ensure EYFS/KS1 have the relevant new Phonics reading books to take home regularly which correspond to phonemes being taught. 	<ul style="list-style-type: none"> ▪ Highly experienced Year 1 Teaching Assistant (provide Teaching Assistant in YF/1 so TA can be released to deliver 1:1 catch up – post teaching). ▪ 4 afternoons per week ▪ 2 terms: Autumn and Spring ▪ Target 24/27 Y1 pupils. ▪ Highly experienced Year 2 Teaching Assistant (provide Teaching Assistant in 	<ul style="list-style-type: none"> ▪ The vast majority of pupils will pass the phonics screening check by the end of Year One. ▪ The vast majority of pupils will pass the phonics screening check at the end of the Autumn term in Y2.

	<ul style="list-style-type: none"> Phonics Assessments completed in the first week. 	<ul style="list-style-type: none"> Daily whole class guided reading (Years 1 – 6) using VIPERS approach. Class novel to be read daily for enjoyment and introduce 'Favourite Five'. Use updated English progression grids to aid planning. Phonic interventions provided by experienced Year 1 and 2 Teaching Assistants who can provide 1:1 catch up (post learning) for priority A and B pupils (identified on WHA Learning Priority Assessment). Opportunities to promote phonics and early reading in continuous provision. Continued support from EYFS Lead and CPD opportunities. 	<p>YF so TA can be released to deliver 1:1 catch up – post teaching).</p> <ul style="list-style-type: none"> 2 additional afternoons per week 1 term: Autumn Target 25/30 Y2 pupils. <p>Trust Recovery Funding</p>	
9.9.2020	<p>4. Year 6 Writing</p> <p>Deliver effective learning strategies and skills, taught systematically to ensure the vast majority of pupils meet/exceed national achievement benchmarks in writing.</p> <ul style="list-style-type: none"> Due to Covid-19, pupils were not taught the full Y5 curriculum in writing and time to consolidate learning. Boys and PPG pupils are focus groups. Priority A and B pupils identified on the WHA Learning Priority Assessment. 	<p>Year 6 pupils</p> <ul style="list-style-type: none"> September - focus on key areas that are an identified challenge to children to embed learning. Every second counts with learning to catch up and keep up. English – Babcock Texts that Teach (supplemented by Talk for writing). Formative assessments to be completed by staff on a daily basis. Formative assessments analysed on a weekly basis by KS and SLT to identify gaps and priority groups within cohorts. Use of proformas and pupil progress meetings. Use of 'Tiers of Vocabulary' (featured in each classroom) to further develop language and understanding. Embed grammar, punctuation and spelling into writing composition. Class taught by English Lead. 	<ul style="list-style-type: none"> Learning Tutor to provide 1:1 catch up for priority A and B pupils (identified on WHA Learning Priority Assessment). 2 afternoons per week. 2 terms (Autumn and Spring). Target 8 pupils. <p>Trust Recovery Funding</p>	<ul style="list-style-type: none"> It is forecasted that 78% of pupils will meet/exceed national achievement benchmarks in writing at the end of Key Stage Two (Year Six). Interventions demonstrate that 91% of pupils targeted have made good or better progress.

		<ul style="list-style-type: none"> Learning Tutor to provide 1:1 catch up for priority A and B pupils (identified on WHA Learning Priority Assessment). 		
9.9.2020	5. Year 6 Maths Deliver effective learning strategies and skills, taught systematically to ensure the vast majority of pupils meet/exceed national achievement benchmarks in maths. <ul style="list-style-type: none"> Due to Covid-19, pupils were not taught the full Y5 curriculum in maths and time to consolidate learning. Girls and PPG pupils are focus groups. Priority A and B pupils identified on the WHA Learning Priority Assessment). 	Year 6 pupils <ul style="list-style-type: none"> September - focus on key areas that are an identified challenge to children to embed learning. Every second counts with learning to catch up and keep up. Maths – White Rose recovery curriculum units to be followed. Incorporate WR PPTs into own PPTs and use of Flashback 4. Use fluency sessions to recap key number facts. Focus on maths problem solving as this may well be a significant learning gap issue left over from remote learning provision. Formative assessments to be completed by staff on a daily basis. Formative assessments analysed on a weekly basis by KS and SLT to identify gaps and priority groups within cohorts. <i>Use of proformas and pupil progress meetings.</i> Use of Team Teaching to aid recovery, e.g. Subject Leaders teaching with Class Teachers. 	<ul style="list-style-type: none"> Teaching Assistant/release Teacher to provide 1:1 pre-teaching for priority A and B pupils (identified on WHA Learning Priority Assessment). 2 afternoons per week (1 additional requested). 2 terms: Autumn and Spring. Target 6 pupils. <div>Trust Recovery Funding</div>	<ul style="list-style-type: none"> It is forecasted that 78% of pupils will meet/exceed national achievement benchmarks in maths at the end of Key Stage Two (Year Six).
9.9.2020	6. Year 4 Multiplication Check Deliver effective learning strategies and skills, taught systematically to ensure the vast majority of pupils meet national achievement benchmarks in the Y4 Multiplication Check. <ul style="list-style-type: none"> Due to Covid-19, pupils were not taught the full Y5 curriculum in maths and time to consolidate learning. Girls and PPG pupils are focus groups. Priority A and B pupils identified on the WHA Learning Priority Assessment). 	Year 4 pupils <ul style="list-style-type: none"> Every second counts with learning to catch up and keep up. Regular multiplication practice with daily focused sessions for identified pupils. Maths – White Rose recovery curriculum units to be followed. Incorporate WR PPTs into own PPTs and use of Flashback 4. Use fluency sessions to recap key number facts. Formative assessments to be completed by staff on a daily basis. Formative assessments analysed on a weekly basis by KS and SLT to identify gaps and priority groups within cohorts. <i>Use of proformas and pupil progress meetings.</i> 	<ul style="list-style-type: none"> Learning Tutor to provide 1:1 daily multiplication practice for priority A and B pupils (identified on WHA Learning Priority Assessment). Daily in morning sessions. 3 terms (Autumn, Spring and Summer). Target 6 pupils on a half-termly basis then review. <div>(to be covered by the Government CV19 grant)</div>	<ul style="list-style-type: none"> It is forecasted that 89% of pupils will meet national achievement benchmarks in the Multiplication check at the end of Y4. Interventions demonstrate that 100% of pupils targeted have made good or better progress.

		<ul style="list-style-type: none"> ▪ Use of Team Teaching to aid recovery, e.g. Subject Leaders teaching with Class Teachers. ▪ Learning Tutor to provide 1:1 daily multiplication practice for priority A and B pupils (identified on WHA Learning Priority Assessment). 		
9.9.2020	7. Year 2 Writing Deliver effective learning strategies and skills, taught systematically to ensure the vast majority of pupils meet/exceed national achievement benchmarks in writing. <ul style="list-style-type: none"> ▪ Due to Covid-19, pupils were not taught the full Y1 curriculum in writing and time to consolidate. ▪ Boys and EAL pupils are focus groups. ▪ Priority A and B pupils identified on the WHA Learning Priority Assessment). 	Year 2 pupils <ul style="list-style-type: none"> ▪ September - focus on key areas that are an identified challenge to children to embed learning. ▪ Every second counts with learning to catch up and keep up. ▪ English – Babcock Texts that Teach (supplemented by Talk for writing). ▪ Formative assessments to be completed by staff on a daily basis. ▪ Formative assessments analysed on a weekly basis by KS and SLT to identify gaps and priority groups within cohorts. Use of proformas and pupil progress meetings. ▪ Use of ‘Tiers of Vocabulary’ (featured in each classroom) to further develop language and understanding. ▪ Consolidate Grapheme/Phoneme Correspondence. ▪ Use of Team Teaching to aid recovery, e.g. Subject Leaders teaching with Class Teachers. ▪ Continued support from English Lead. ▪ Experienced Teaching Assistant/Teacher to provide 1:1 catch up for priority A and B pupils (identified on WHA Learning Priority Assessment). 	<ul style="list-style-type: none"> ▪ Learning Tutor to provide 1:1 catch up for priority A and B pupils (identified on WHA Learning Priority Assessment). ▪ 2 mornings per week. ▪ Target 6 pupils. <p>(to be covered by the Government CV19 grant)</p>	<ul style="list-style-type: none"> ▪ It is forecasted that 77% of pupils will meet/exceed national achievement benchmarks in writing at the end of Key Stage One (Year Two).
9.9.2020	8. Year 3 Writing Deliver effective learning strategies and skills, taught systematically to ensure the vast majority of pupils meet/exceed national achievement benchmarks in writing.	Year 3 pupils <ul style="list-style-type: none"> ▪ September - focus on key areas that are an identified challenge to children to embed learning. ▪ Every second counts with learning to catch up and keep up. 	<ul style="list-style-type: none"> ▪ Learning Tutor to provide 1:1 catch up for priority A and B pupils (identified on WHA Learning Priority Assessment). ▪ 2 mornings per week. ▪ Target 6 pupils. 	<ul style="list-style-type: none"> ▪ 73% of pupils will meet/exceed national achievement benchmarks in

	<ul style="list-style-type: none"> ▪ Due to Covid-19, pupils were not taught the full Y2 curriculum in writing and time to consolidate learning. ▪ PPG and EAL pupils are focus groups. ▪ Priority A and B pupils identified on the WHA Learning Priority Assessment). 	<ul style="list-style-type: none"> ▪ English – Babcock Texts that Teach (supplemented by Talk for writing). ▪ Formative assessments to be completed by staff on a daily basis. ▪ Formative assessments analysed on a weekly basis by KS and SLT to identify gaps and priority groups within cohorts. Use of proformas and pupil progress meetings. ▪ Use of ‘Tiers of Vocabulary’ (featured in each classroom) to further develop language and understanding. ▪ Consolidate Grapheme/Phoneme Correspondence. ▪ Use of Team Teaching to aid recovery, e.g. Subject Leaders teaching with Class Teachers. ▪ Continued support from English Lead. ▪ Experienced Teaching Assistant/Teacher to provide 1:1 catch up for priority A and B pupils (identified on WHA Learning Priority Assessment). 	<p>(to be covered by the Government CV19 grant)</p>	<p>writing at the end of Year Three.</p>
9.9.2020	<p>9. EYFS/Year 1 Transition</p> <p>Support 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"> ▪ Due to Covid-19, pupils were not able to be provided with a range of opportunities to achieve a Good Level of Development. ▪ Limited transition opportunities. ▪ Priority A and B pupils identified on the WHA Learning Priority Assessment). 	<p>Year 1 pupils</p> <ul style="list-style-type: none"> ▪ A more EYFS approach for the Autumn term. ▪ A well-organised learning environment to enable continuous provision. ▪ Develop the outdoor area to promote continuous provision in the outdoors. ▪ Purchase of resource to support this approach. ▪ Effective use of Evidence Me for formative assessment. ▪ Continued support from EYFS Lead and CPD opportunities. 	<ul style="list-style-type: none"> ▪ A teaching assistant to support continuous provision in the afternoons including the use of the outdoor area (not able to free flow due to the layout of the building) ▪ TA would relieve experience Year 1 TA to deliver 1:1 phonic interventions (costs included in priority 2). ▪ 4 afternoons per week ▪ 1 term: Autumn ▪ Resources to be purchased to maximise learning opportunities in the outdoor area. 	<ul style="list-style-type: none"> ▪ 100% progress for Year 1 pupils in reading, writing and maths.

			Trust Recovery Funding (resources)	
17.11.20	10. Visible Learning (Metacognition) Fully implement Visible Learning strategies effectively with a focus on metacognition to support positive gains in learning outcomes.	All pupils <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. 	<ul style="list-style-type: none"> 100% of pupils making progress in reading, writing and maths.
Trust Recovery Funding - Provisionally Agreed – 15th Sept 2020 <ul style="list-style-type: none"> Following review of the draft WHA 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 '<i>High Intensity, Short Duration</i>' catch up learning provision in line with previously issued Trust Curriculum Guidance. The Trust will provide an additional Recovery Schedule funding amount of _____ to WHA 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 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.