

An Daras Trust – School Level ‘Recovery Schedule’ 2020/21



Please use in conjunction with:

- Trust Curriculum Principles for September 2020
- School Risk Assessment for September/January 2020 (Devon LA Template)
- Trust Recovery Curriculum Support Guide for September 2020 (WHA update for March)
- 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’

Spring 2021 updates in blue

Summer 2021 updates in green

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	<p>1. Well-being</p> <p>Restore the mental health in our pupils by ensure all pupils have a positive well-being.</p> <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. 	<p>Year F – 6 Pupils (Identified pupils)</p> <ul style="list-style-type: none"> ▪ Address the possible damage of loss and trauma through the 5 levers for personal recovery. ▪ Updated Recovery Curriculum plan to incorporate additional wellbeing opportunities, as well as additional PSHE units (Dimensions: Let’s Begin Again and Boomerang) ▪ Short or longer term TIS sessions to support recovery delivered by a TIS Practitioner. ▪ Designated Emotional and Mental Health Practitioner assigned to the school to deliver short or longer term sessions for pupils that have been referred. ▪ Use of support materials, e.g. Tina Rae’s Bereavement Box. 	<ul style="list-style-type: none"> ▪ Short or longer term TIS sessions to support recovery delivered by a TIS Practitioner. ▪ 3 terms: Autumn, Spring and Summer 1 ▪ Spring 1: 2 afternoons per week ▪ Spring 2: 3 afternoons per week ▪ Summer 1: 3 afternoons per week ▪ EMHP assigned to the school: time allocated to be confirmed. Referrals made in Spring 2. ▪ Purchase of support materials/resources. <p>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.

		<ul style="list-style-type: none"> ▪ 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. ▪ Monitoring from SLT and TIS Lead. ▪ Spring 1: TIS Practitioner to carry out weekly welfare calls and deliver TIS sessions over the phone/in school. ▪ Development of Sparkle Room to base TIS/EMHP sessions. 		
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. 	<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. ▪ As of January 2021, online training has been completed by school staff and the majority of pupils screened but due to Covid-19 school closures the programme has been paused. 	<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-19 Catch up Premium)</p>	<ul style="list-style-type: none"> ▪ It is forecasted that 70% 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.

	<ul style="list-style-type: none"> ▪ The delay in language development for some children is impacting on other areas of the curriculum including PSED. 	<ul style="list-style-type: none"> ▪ Resume screening upon pupils return on the 8th March and begin programme. Implications will mean that the programme needs to be continued into Y1 (and an additional member of staff may need to be trained – training has been booked). 		
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). ▪ At the end of Spring 1 2020, 57% of pupils were secure with phase 3 phonemes. ▪ At the end of July 2020, 75% of pupils were working at 40-60 secure+, 54%: Expected emerg/dev: 54% and 0% Expected secure+ for reading. ▪ Data upon return in March: <ul style="list-style-type: none"> - <u>Y1</u> ▪79% of pupils are secure in their phase 3 phonemes. This remains the same as the end of Autumn 2 (one new child who is low ability). ▪69% of pupils are secure in the phase 5 phonemes that they have learnt so far. - <u>Y2</u> ▪20% of pupils that did not pass the phonics screening check in Autumn 2 are on track to pass the re-screening. are secure in their phase 3 phonemes. ▪ Priority A and B pupils identified on the WHA Learning Priority Assessment. ▪ Phonics Assessments completed in the first week. 	<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. ▪Access to 'online' Bug Club for additional reading books at home with added bolt on of phonics readers. ▪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. ▪Monitoring of phonics by SLT, English Lead, EYFS Lead and AIO. 	<ul style="list-style-type: none"> ▪Highly experienced Year 1 Teaching Assistant (provide Teaching Assistant in YF/1 so MB can be released to deliver 1:1 catch up – post teaching). ▪4 afternoons per week ▪3 terms: Autumn, Spring and Summer 1 ▪Target 24/27 Y1 pupils. ▪Highly experienced Year 2 Teaching Assistant (provide Teaching Assistant in YF so MH can be released to deliver 1:1 catch up – post teaching). ▪Autumn: 2 additional afternoons per week ▪Target 25/30 Y2 pupils ▪Spring 2 and Summer: 1 afternoon per week ▪Target 5 pupils so that all pupil pass the phonics screening by the end of the academic year. <p>Trust Recovery Funding</p> <p>Use Government CV19 grant/forecasted Government CV19 Summer</p>	<p><u>Y1</u></p> <ul style="list-style-type: none"> ▪It is forecasted that 79% of pupils will pass the phonics screening check in June 2021. <p><u>Y2</u></p> <ul style="list-style-type: none"> ▪The expectation is that the majority will pass the re-screening at the end of the year which means that the vast majority of pupils will pass the phonics screening check (90%) by the end of Key Stage One.

		<ul style="list-style-type: none"> ▪Spring 1: Phonics/reading forms a priority of remote (blended) learning. Focus on 'live' lessons and is support with daily reading opportunities, pre-recorded videos and interventions (see weekly review for more detail). ▪Interventions led by support staff (in school and via Teams). ▪Promotion of Bug Club (KS1) online and MyON (Years 2+), as well as the Virtual Library (Oak Academy and National Literacy Trust). 		
1.3.21	<p>4. Year 2 Reading</p> <p>Deliver effective learning strategies and skills, taught systematically to ensure the vast majority of pupils meet/exceed national achievement benchmarks in reading.</p> <ul style="list-style-type: none"> ▪ Due to Covid-19, pupils were not taught the full Y1 curriculum in reading and time to consolidate and Y2 has been interrupted by additional school closures in Spring 1 and part of Spring 2. ▪ At the end of December 2020, practice SATs demonstrated that 40% are on track to achieve the expected standard with 3% on track to achieve GDS. ▪ Data upon return in March: <ul style="list-style-type: none"> - Pupils, on average, have made 9 months reading progress in 6 months through the Accelerated Reader programme. - 61% of pupils have demonstrated that they are on track to achieve EXS in reading using the SATs paper and 72% in teacher assessment. ▪ Girls and PPG pupils are focus groups. ▪ Priority A and B pupils identified on the WHA Learning Priority Assessment). 	<p>Year 2 pupils</p> <ul style="list-style-type: none"> ▪March - focus on key areas of comprehension that are an identified challenge to children to embed learning. ▪Every second counts with learning to catch up and keep up. ▪English – Whole class guided reading with the VIPERS approach. ▪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. ▪Consolidate Phonic knowledge. ▪Use of Team Teaching to aid recovery, e.g. Subject Leaders teaching with Class Teachers. ▪Continued support from English Lead. ▪Experienced Teaching Assistant 1:1 catch up for priority A and B pupils (identified on WHA Learning Priority Assessment). ▪Monitoring from SLT and English Lead. 	<ul style="list-style-type: none"> ▪Highly experienced Year 2 Teaching Assistant. ▪2 afternoons per week ▪1 ½ terms: Spring 2 and Summer ▪Target: 12 pupils 	<ul style="list-style-type: none"> ▪It is forecasted that 76% of pupils will meet/exceed national achievement benchmarks in writing at the end of Key Stage One (Year Two).

<p>1.3.21</p>	<p>5. Year 5 Reading</p> <p>Deliver effective learning strategies and skills, taught systematically to ensure the vast majority of pupils meet/exceed national achievement benchmarks in reading.</p> <ul style="list-style-type: none"> ▪ Due to Covid-19, pupils were not taught the full Y4 curriculum in reading and time to consolidate and Y5 has been interrupted by additional school closures in Spring 1 and part of Spring 2. ▪ At the end of December 2020, data demonstrated that 60% of pupils were working at the emerging level or higher (which is the expectation at this point in the year). ▪ Data upon return in March: <ul style="list-style-type: none"> - Pupils, on average, have made 17 months reading progress in 6 months through the Accelerated Reader programme. - 81% of pupils have demonstrated that they are on track to achieve EXS in reading using the NTS Reading paper (with an average SS of 110.1) and 54% in teacher assessment. ▪ Boys and EAL pupils are focus groups. ▪ Priority A and B pupils identified on the WHA Learning Priority Assessment). 	<p>Year 5 pupils</p> <ul style="list-style-type: none"> ▪ March - 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 – Whole class guided reading with the VIPERS approach. ▪ 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. ▪ Continued support from English Lead. ▪ Experienced Higher Level Teaching Assistant/Learning Mentor 1:1 catch up for priority A and B pupils (identified on WHA Learning Priority Assessment). ▪ Monitoring from SLT and English Lead. 	<ul style="list-style-type: none"> ▪ Highly experienced Year 5 Higher Level Teaching Assistant/Class Teacher ▪ 1 afternoon per week ▪ 1 ½ terms: Spring 2 and Summer ▪ Target: 6 pupils 	<ul style="list-style-type: none"> ▪ It is forecasted that the vast majority of pupils will meet/exceed national achievement benchmarks at the end of the academic year/end of Key Stage Two.
<p>9.9.2020</p>	<p>6. Year 2 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 Y1 curriculum in writing and time to consolidate. ▪ At the end of July 2020, 72% of pupils were working at EXP+, 30%: EXS+ and 3% GDS at the end of Year 1 in writing. 	<p>Year 2 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 	<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>Government CV19 grant: Learning Mentor</p>	<ul style="list-style-type: none"> ▪ It is forecasted that 69% of pupils will meet/exceed national achievement benchmarks in writing at the end of Key Stage One (Year Two).

	<ul style="list-style-type: none"> ▪ Boys and EAL pupils are focus groups. ▪ Priority A and B pupils identified on the WHA Learning Priority Assessment). 	<p>within cohorts. Use of proformas and pupil progress meetings.</p> <ul style="list-style-type: none"> ▪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. ▪Learning Mentor to provide 1:1 catch up for priority A and B pupils (identified on WHA Learning Priority Assessment). ▪Monitoring from SLT and English Lead. ▪Spring 1: Writing forms a priority of remote (blended) learning. ▪Use of quality assured 'Talk for Writing' resources as a stimulus for writing (see weekly review for more detail). ▪High quality feedback to support and develop pupils' writing. ▪Interventions supported/led by support staff (in school and via Teams). ▪Weekly drop in/support provided by learning tutor supporting/targeting priority pupils in school/remotely. ▪Use of On Track RS Writing Intervention programme. ▪Focus on spelling as a barrier to progress with some pupils. 		
<p>9.9.2020</p>	<p>7. Year 3 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>	<p>Year 3 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). 	<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"> ▪It is forecasted that 73% of pupils will meet/exceed national achievement benchmarks in writing at the end of Year Three.

	<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. ▪ At the end of July 2020, 59% of pupils were working at EXP+, 31%: EXS+ and 0% GDS at the end of Year 2 in writing. ▪ 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"> ▪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). ▪Monitoring from SLT and English Lead. ▪Spring 1: Writing forms a priority of remote (blended) learning. ▪Use of quality assured 'Talk for Writing' resources as a stimulus for writing (see weekly review for more detail). ▪High quality feedback to support and develop pupils' writing. ▪Interventions supported/led by support staff (in school and via Teams). ▪Weekly drop in/support provided by learning tutor supporting/targeting priority pupils in school/remotely. ▪Use of On Track RS Writing Intervention programme. ▪Focus on spelling as a barrier to progress with some pupils. ▪Support from NO (KS2 Lead and NQT mentor). 	<p>Government CV19 grant: Learning Mentor</p>	
1.3.2021	8. Year 5 Writing	Year 5 pupils	<ul style="list-style-type: none"> ▪Highly experienced Year 5 Higher Level Teaching Assistant/Learning Mentor. 	<ul style="list-style-type: none"> ▪It is forecasted that the vast majority of

	<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 Y4 curriculum in writing and time to consolidate and Y5 has been interrupted by additional school closures in Spring 1 and part of Spring 2. At the end of December 2020, data demonstrated that 60% of pupils were working at the emerging level or higher (which is the expectation at this point in the year). Data upon return in March: <ul style="list-style-type: none"> As of Spring 2, 62% of pupils are on track to achieve expected or higher in writing with 92% making expected or better progress. Boys and EAL pupils are focus groups. Priority A and B pupils identified on the WHA Learning Priority Assessment). 	<ul style="list-style-type: none"> March - 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. Continued support from English Lead. Experienced Higher Level Teaching Assistant/Learning Mentor 1:1 catch up for priority A and B pupils (identified on WHA Learning Priority Assessment). Monitoring from SLT and English Lead. Use of On Track RS Writing Intervention programme. 	<ul style="list-style-type: none"> 2 afternoons per week 1 ½ terms: Spring 2 and Summer Target: 6 pupils <p>Trust Recovery Funding</p> <p>Use Government CV19 grant/additional CV19 grant Summer</p>	<p>pupils will meet/exceed national achievement benchmarks at the end of the academic year/end of Key Stage Two.</p>
<p>9.9.2020</p>	<p>9. 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. 	<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. 	<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. 3 terms (Autumn, Spring and Summer) Target 8 pupils. Purchase of writing interventions materials (Rising Stars On Track English: Writing and Grammar) 	<ul style="list-style-type: none"> It is forecasted that 67% of pupils will meet/exceed national achievement benchmarks in writing at the end of Key Stage Two (Year Six).

	<ul style="list-style-type: none"> ▪ At the end of July 2020, 43% of pupils were working at EXP+, 11%: EXS+ and 0% GDS at the end of Year 5 in writing. ▪ Boys and PPG pupils are focus groups. ▪ Priority A and B pupils identified on the WHA Learning Priority Assessment. 	<ul style="list-style-type: none"> ▪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. ▪Learning Tutor to provide 1:1 catch up for priority A and B pupils (identified on WHA Learning Priority Assessment). ▪Monitoring from SLT and English Lead. ▪Spring 1: Writing forms a priority of remote (blended) learning. Use of quality assured 'Talk for Writing' resources as a stimulus for writing (see weekly review for more detail). ▪High quality feedback to support and develop pupils' writing. ▪Interventions supported/led by support staff (in school and via Teams). ▪Weekly drop in/support provided by learning tutor supporting/targeting priority pupils in school/remotely. ▪Purchase of writing interventions materials to make accelerated progress (Rising Stars On Track English: Writing and Grammar) 	<p>Trust Recovery Funding</p> <p>Government CV19 grant</p> <p>Use Government CV19 grant/additional Government CV19 grant Summer</p>	
<p>9.9.2020</p>	<p>10. Year 6 Maths</p> <p>Deliver effective learning strategies and skills, taught systematically to ensure the vast majority of pupils meet/exceed national achievement benchmarks in maths.</p>	<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. 	<ul style="list-style-type: none"> ▪Teacher/Learning Mentor to provide 1:1 pre-teaching for priority A and B pupils (identified on WHA Learning Priority Assessment). ▪2 afternoons per week. ▪3 terms: Autumn, Spring and Summer. 	<ul style="list-style-type: none"> ▪It is forecasted that 74% of pupils will 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. ▪ At the end of July 2020, 60% of pupils were working at EXP+, 21%: EXS+ and 0% GDS at the end of Year 5 in maths. ▪ As of Autumn 2, 78% of pupils were working at emerging (which is the expectation for this point in the year) or higher in Maths with 88% making expected or better progress. ▪ Year 6 completed SATs papers in December and 37% achieved the expected standard with 0% GDS in Maths. It is expected at Maths will be lower at this point in the year due to curriculum coverage. ▪ Data upon return in March: <ul style="list-style-type: none"> - 37% have achieved the EXS standard in a Maths SATs paper. - 64% of pupils are on track to achieve the EXS standard (target 74%). ▪ Girls and PPG pupils are focus groups. ▪ Priority A and B pupils identified on the WHA Learning Priority Assessment). 	<ul style="list-style-type: none"> ▪ 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. ▪ Monitoring from SLT and Maths Lead. ▪ Spring 1: Maths forms a priority of remote (blended) learning, including daily live lessons. ▪ Use of quality assured 'White Rose' resources for remote (blending) maths learning. ▪ High quality feedback to support and develop pupils' maths. ▪ Interventions supported/led by support staff (in school and via Teams). ▪ Weekly drop in/support provided by learning tutor supporting/targeting priority pupils in school/remotely. ▪ Promotion and free access to Times Tables Rock Stars. 	<ul style="list-style-type: none"> ▪ Target 6 pupils. <div style="background-color: #c6e0b4; padding: 5px; text-align: center;">Trust Recovery Funding</div>	<p>at the end of Key Stage Two (Year Six).</p>
<p>9.9.2020</p>	<p>11. Year 5 Maths</p> <p>Deliver effective learning strategies and skills, taught systematically to ensure the vast majority of pupils meet/exceed national achievement benchmarks in maths.</p>	<p>Year 5 pupils</p> <ul style="list-style-type: none"> ▪ March - 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"> ▪ Teacher (HoS to cover Year 5 to provide release time) to provide 1:1 pre-teaching for priority A and B pupils (identified on WHA Learning Priority Assessment). ▪ 2 afternoons per week. ▪ 1 term: Summer. 	<ul style="list-style-type: none"> ▪ It is forecasted that the vast majority of pupils will meet/exceed national achievement benchmarks in maths

	<ul style="list-style-type: none"> Due to Covid-19, pupils were not taught the full Y4 curriculum in maths and time to consolidate learning. As of Spring 2, 63% of pupils are working at expected progressing (which is the expectation for this point in the year) or higher in Maths with 84% making expected or better progress. Boys and EAL pupils are focus groups. Priority A and B pupils identified on the WHA Learning Priority Assessment). 	<ul style="list-style-type: none"> 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> Monitoring from SLT and Maths Lead. 	<ul style="list-style-type: none"> Target 6 pupils. 	at the end of Key Stage Two (Year Six).
9.9.2020	<p>12. Year 4 Multiplication Check</p> <p>Deliver effective learning strategies and skills, taught systematically to ensure the vast majority of pupils meet national achievement benchmarks in the Y4 Multiplication Check.</p> <ul style="list-style-type: none"> Due to Covid-19, pupils were not taught the full Y3 curriculum in maths and time to consolidate learning. At the end of July 2020, 60% of pupils were working at EXP+, 21%: EXS+ and 0% GDS at the end of Year 3 in maths. Girls and PPG pupils are focus groups. Priority A and B pupils identified on the WHA Learning Priority Assessment). 	<p>Year 4 pupils</p> <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> 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). Monitoring from SLT and Maths Lead. Spring 1: Maths forms a priority of remote (blended) learning, including daily live lessons. 	<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. Purchased 3 additional iPads to support daily multiplication practice. <p>Government CV19 grant: Learning Mentor</p> <p>Use Government CV19 grant</p>	<ul style="list-style-type: none"> It is forecasted that 86% of pupils will meet national achievement benchmarks in the Multiplication check at the end of Y4.

		<ul style="list-style-type: none"> ▪ Use of quality assured 'White Rose' resources for remote (blending) maths learning. ▪ High quality feedback to support and develop pupils' maths. ▪ Interventions supported/led by support staff (in school and via Teams). ▪ Weekly drop in/support provided by learning tutor supporting/targeting priority pupils in school/remotely. ▪ Promotion and free access to Times Tables Rock Stars. ▪ Purchased 3 additional iPads to support daily multiplication practice. 		
9.9.2020	<p>13. 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. ▪ At the end of July 2020, 78% of pupils were working at 40-60 secure+, 46%: Expected emerg/dev: 54% and 0% Expected secure+ for a good level of development. ▪ 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 to support transition in Year 1. ▪ 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. ▪ Monitoring from SLT, EYFS Lead and AIO. ▪ Spring 1: Phonics/reading forms a priority of remote (blended) learning. Focus for 'live' lessons and is supported with daily reading opportunities, pre-recorded videos and interventions (see weekly review for more detail). ▪ Interventions led by support staff (in school and via Teams). 	<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). ▪ 2/3 terms: Autumn, Spring and Summer ▪ 3/4 afternoons per week ▪ Resources to be purchased to maximise learning opportunities in the outdoor area. <p>Trust Recovery Funding</p>	<ul style="list-style-type: none"> ▪ 100% progress targeted for Year 1 pupils in phonics/reading, writing and maths.

		<ul style="list-style-type: none"> ▪Weekly grid and assignments set on weekly grid provides opportunities for a wide range of curriculum areas (with an EYFS/Year 1 approach). ▪Development of planning formats to support transition from YF to Y1: weekly overview and objective level planning. 		
17.11.20	<p>14. Visible Learning (Metacognition)</p> <p>Fully implement Visible Learning strategies effectively with a focus on metacognition to support positive gains in learning outcomes.</p>	<p>All pupils</p> <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. ▪Spring 1: Promotion of the visible learning sails through daily learning. ▪High quality feedback via Teams both in verbal and written form. ▪Daily 'live' lessons include time for reflecting on learning, next steps and feedback. ▪Weekly reflection time on visible learning sails. ▪Promotion of visible learning sails included in weekly themed assemblies. ▪Weekly celebration assembly where pupils are rewarded with virtual certificates for displaying the learning sails. ▪Involvement within the world wide conference. 	<ul style="list-style-type: none"> ▪Visible Learning Coaches to devise action plan with a focus on metacognition. ▪Regular CPD delivered by AIO, HoS and VL Coaches. ▪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. ▪VL Coaches to monitor the use of feedback with remote learning. ▪Use of pupil voice (including video recordings). ▪Forms basis of HoS's NPQH Project One (with a focus on writing). ▪Cover for VL CPD and release time. 	<ul style="list-style-type: none"> ▪100% of pupils making progress in reading, writing and maths.

		<ul style="list-style-type: none"> ▪Use of pupil voice (including video recordings). ▪VL Scoping review completed by AIO. ▪Development of whole school VL and metacognition strategies progression map. ▪Stakeholder surveys. 		
School requested:				
Government CV19 Grant Total: £16,240				
Forecasted additional Government CV19 Grant Total: £6,000				
Trust Recovery funding granted: £7,144				
<u>Trust Recovery Funding - Provisionally Agreed – 15th Sept 2020</u>				
<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 £7144 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.

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

Approved