

An Daras Trust – School Level ‘Recovery Schedule’ – Autumn/Spring / Summer 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’
- Updated and reviewed Monday 5th October 2020.
- Reviewed and updated November 2020
- Reviewed and updated January 2021 (lockdown 3)
- Reviewed and updated March 1st 2020, prior to return to school on 8th March
- Reviewed and updated 7th June 2021 for Summer term 2

School: Coads Green Primary		<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?’
Sept 20	<p>1. Phonics Deliver effective learning strategies and skills, taught systematically to ensure the vast majority of pupils meet the national expectations in phonics.</p> <p>Lever 2 Community Lever 3 Transparent Curriculum Lever 4 Metacognition</p>	<p>Early RWI assessments to ascertain gaps in knowledge – carried out across 3 classes.</p> <p>Daily phonics sessions to commence WB 14th September (streamed across the school). To include 40 pupils in 6 groups. Review planned in 4 weeks after initial delivery.</p> <p>Purchase of additional resources to aid training and delivery of whole school staff. 6</p>	<p>Carried out during normal classroom time by trained teachers/TA’s – no cost</p> <p>Additional TA hours to support extra grouped delivery: (Gov CV19 Grant) RA x 3.5 TC x 1.75 CN x 1.75</p>	<p>Leaders/teachers use assessment well to ensure they have a precise understanding of where gaps exist in pupils’ knowledge and skills in phonics.</p> <p>Phonics assessments were used as a baseline on return to school in September to enable all pupils to be streamed into appropriate RWI groups. A further assessment was carried out and groups were reviewed following progress scores. See A3 sheet 1.</p> <p>Teachers have acted swiftly to identify gaps in pupils’ phonic knowledge on their return to</p>

	<p>Due to COVID – 19, pupils were not able to receive their entitlement to the full phonics progression.</p>	<p>extra members of staff to be trained through internal training. Increased staffing to accommodate variance in pupil ability.</p> <p>Daily reading to continue as usual. Introduction of DEAR (drop every and read) time across the school.</p> <p>Additional catch -up sessions for Y2 and Y1 pupils who have been identified as not meeting the national expectations.</p> <p>Daily whole class reading to develop comprehension skills through the use of VIPERS.</p> <p>Remote learning will accommodate streamed RWI groups to promote continued learning and progress. This will be through live learning.</p> <p>Remote phonics teaching through NL3 has ensured pupil progress remains secure. Further assessment will take place on return to school during the week 8th March.</p>	<p>X 6 weeks (approximately £500 including on costs)</p> <p>Additional RWI resources required due to increase in number of streamed groups (HT) (Trust Recovery Fund) £1561.00</p> <p>Purchase order completed and signed off.</p> <p>Internal staff meeting to take place on Wednesday 9th September to train additional staff</p> <p>For Summer term 20: Additional TA hours to support the delivery of RWI – LR x 3 hours TC x 3 hours</p> <p>Revised requested TA hors for Summer term 2: LR x 3 (Monday/Friday) TC x 1.5 (Friday)</p>	<p>school. As a result, staff are clear on where gaps in pupils' understanding of letters and sounds exist. Assessment information has been used to put pupils into appropriate groups and inform additional interventions and support.</p> <p>During LD3, 5 RWI groups are operating remotely. RWI packs were collated for pupils to allow them to participate in daily sessions.</p> <p>DATA April 2021: RWI – 4 groups which has significantly reduced. EYFS (3) 1 x expected GLD 2 x to receive targeted support Y1 90% due to 1 x pupil IM (was 100%)</p> <p>Following assessment and gaps analysis completed in March 21, comprehension and spelling has been identified as weaker aspects across the school.</p> <p>Summer term 2: RWI groups x 4 following latest assessments. Of the 21 pupils who are regularly accessing RWI, 9 are KS2 pupils (2 x class 3 pupils)</p> <p>Revised curriculum delivery informs teaching and enables pupils to make up for lost learning resulting in pupils achieving well over time. RWI sessions are lasting for 1.25 hours to enable high quality sustained and focussed learning in phonics, reading and some writing. The timing of these sessions will be reviewed as progress is made.</p>
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			<p>As of 2nd assessment in Oct 2020, all pupils have caught up and are currently where they were on the scheme prior to lockdown. Significant progress in RWI by a large number of children. As of Nov 2020, only 3 KS2 pupils remain on scheme.</p> <p>100% target of year 1's to pass phonics screening</p> <p>Phone calls and emails are made to parents where engagement is sporadic – on the whole, engagement is good. When KW pupils are in school, staff ensure they participate in the live sessions.</p> <p>A sustained focus on phonics ensures that all pupils, including the lowest 20% catch up quickly and make progress in readiness for the next stage of their education.</p> <p>As of the latest assessment (at the end of week 3), all pupils had made good progress, so they were AT LEAST where they were before lockdown. Rapid progress is intended to continue.</p> <p>Staff, including TA's effectively and quickly address any conceptual or procedural weaknesses in pupil's phonic knowledge and skills that might hamper future learning.</p> <p>See sheet 2</p> <p>Priority pupils are making good progress and have at least progressed to the groups they were in before lockdown. In some cases (see priority C pupils) pupils have made even better progress.</p>
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			<p>Effective and consistent teaching across the school ensuring high quality practice is being accessed by all pupils in RWI scheme</p> <p>2 x TA's are involved in the remote delivery of RWI to pupils. This is monitored by the English KL (HT)</p> <p>Due to the nature of the streamed delivery, highly effective support will ensure pupils in significant groups, including SEND and the most disadvantaged, enables them to catch up quickly with their peers.</p> <p>See sheet 2</p> <p>Priority pupils are making good progress and have at least progressed to the groups they were in before lockdown. In some cases (see priority C pupils) pupils have made even better progress.</p> <p>All pupils with SEND are making at least good progress, having moved up at least 2 RWI groups in 6 weeks.</p> <p>Support is available for the vulnerable and SEND pupils through loan of equipment, access to on site provision and clear and effective lines of communication with staff.</p> <p>Staff training and being supported by a peer if required will ensure all staff have the relevant and necessary skills required to deliver effective provision.</p> <p>All staff are being well supported to effectively deliver high quality teaching. Model lessons have taken place and all staff are placed with a more experienced "buddy" for support.</p>
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				Lesson visits have evidenced secure and consistent teaching across all RWI groups. All staff received support through internal and external support to ensure they had the appropriate skills to deliver remotely through Teams.
Sept 20	<p>2. Reading Deliver effective learning strategies and skills, taught systematically to ensure the vast majority of pupils meet the national expectations in phonics.</p> <p>Lever 2 Community Lever 3 Transparent Curriculum Lever 4 Metacognition</p>	<p>As above with regard to RWI as this will impact on pupil's ability to access and practice daily reading opportunities. In addition: Weekly access to library sessions to be reinstated for all pupils.</p> <p>Weekly reading intervention for identified pupils in Class 2 (years 2/3 x 6 pupils) To be reviewed at half term</p> <p>Implement Accelerated Reader.</p> <p>CPD for staff taken place during lockdown 3. Pupils to access from March 8th. (Baseline assessments to be carried out on return to school from 8th March).</p>	<p>Additional TA hours: CN x 1.75 x 6 weeks (Gov CV19 Grant) £120</p> <p>Additional TA hours: TC x 1.75 x 6 weeks (Gov CV19 Grant) £120</p> <p>Quote received on 9th September 2020 (Gov CV19 Grant)</p> <p>For Summer term 1 20: Additional TA hours to support the delivery of AR – CN x 3 hours</p>	<p>Revised curriculum delivery informs teaching and enables pupils to make up for lost learning resulting in pupils achieving well over time. Weekly library sessions have been reinstated with weekly access to library sessions. Class 2 pupils are receiving weekly reading intervention to develop and support reading fluency. These pupils have been identified from the latest RWI assessment and will focus on the blue group. Weekly access to library is consistent in all classes. Pupils are accessing EFiction and Vipers on a weekly basis. Discussions remain as to how to monitor reading. "Get Epic" is being investigated as it enables pupils access to free e-books online for no cost.</p> <p>A sustained focus on reading ensures that all pupils, including the lowest 20% catch up quickly and make progress in readiness for the next stage of their education. A more sustained focus on reading fluency has this week been put in place. RWI is successfully addressing decoding. Each class will have daily reading sessions to develop and promote fluency. Class staff will hear all pupils read on a regular basis.</p>

				<p>All pupils are able to read with accuracy and fluency.</p> <p>Current data forecast</p> <p>Autumn 2020:</p> <p>EYFS 40-60+ = 100%</p> <p>Y1 100%</p> <p>Y2 73% forecast (3 x SEN – 2 x IM, 1 x SALT)</p> <p>Y3 83% forecast</p> <p>Y4 63%</p> <p>Y5 88%</p> <p>Y6 83% (33% GLD)</p> <p>Opportunities for daily reading and accurate assessment are embedded. Daily DEAR (Drop Everything and Read) time is being used across the school to ensure a high proportion of pupils in class are being heard read.</p> <p>Pupils are being well supported at home with the majority of pupils being heard read every evening. Those that have been identified as not having this support are being heard by staff.</p> <p>Parental engagement is high and the large majority of pupils are reading at home on a daily basis.</p> <p>SPRING TERM DATA:</p> <p>EYFS (3) 100%</p> <p>Y1 (9) 100% + 4 ARE+</p> <p>Y2 (11) 73% ARE</p> <p>Y6 (6) 83% ARE + 1 GLD</p> <p>Staff, including TA's effectively and quickly address any conceptual or procedural</p>
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				<p>weaknesses in pupil's reading knowledge and skills that might hamper future learning. Close monitoring of Year 2 pupils is being carried due to the Phonics screening test after half term. The current cohort is 11 – 3 pupils of which have joined us during/post lockdown and are unlikely to achieve expected standard.</p> <p>Due to the nature of daily opportunities to read, highly effective support will ensure pupils in significant groups, including SEND and the most disadvantaged, enables them to catch up quickly with their peers.</p> <p>Daily streamed RWI phonics sessions are addressing progress of pupils in significant groups. Pupils are taking home 2 phonetically decodable books every 3-5 days (as recommended by RWI)</p> <p>All pupils with SEND are making at least good progress, having moved up at least 2 RWI groups in 6 weeks.</p>
Sept 20	<p>3. Emotional Health and Wellbeing</p> <p>Due to COVID – 19, all pupils have experienced some sort of loss in relation to the following levers: Lever 1 Relationships Lever 5 Space</p>	<p>Weekly access to 1:1 support for emotional health issues identified by staff. Short term or longer term access to TIS sessions</p> <p>Access to up to date IT equipment to be able to accurately assess and record transition of EYFS into school. In addition transition of previous Reception cohort into Y1 (16 pupils)</p>	<p>TA hours: MA x 2 x 6 weeks (£150) (Gov CV19 Grant)</p> <p>2 x 128g, 7th generation iPads including hard case and screen protector (£728.90 exl VAT) (Trust Recovery Fund)</p>	<p>Pupils will be able to confidently talk about their experiences throughout the outbreak and establish positive relationships with a trusted member of staff.</p> <p>Identified vulnerable pupils are having 1:1 sessions with TA to talk through concerns or worries. Feedback form these sessions is positive and is having a positive impact on pupil well-being.</p> <p>Pupil conferencing has taken place with a focus on returning to school. All pupils stated</p>

<p>Some pupils will have experiences more severe trauma, having personal experience of loss or illness.</p> <p>Pupils have been identified on the learning priority assessment and will be reviewed on return to school on Match 8th. My concern will continue to be used in relation to trauma and safeguarding.</p>	<p>Proactive engagement with parents and carers to ensure all families are managing any well – being issues. Support from staff for those identified needing extra support.</p> <p>3 x vulnerable pupils supported within NL3 – accessed KW places within school.</p> <p>External support to be sought where appropriate.</p> <p>Regular check ins by staff with families for vulnerable pupils.</p> <p>Daily meet and greet on playground to continue (CB)</p> <p>High parental engagement to be maintained through regular contact – email, telephone – where required.</p> <p>Championing children surveys to be completed with pupils on return to school.</p>	<p>* Current iPads are 2nd generation and will not support the relevant software required. * quotes are being obtained from NSOptimum and ICT4</p> <p>For Summer term 20: Additional TA hours to support the delivery of EHWP to identified vulnerable pupils– MA x 2 hours</p>	<p>they felt safe and happy to be back at school despite the restrictions and constraints. 16 pupils are accessing KW group throughout the week and are well supported by staff. Equipment is being loaned to 1 x vulnerable pupil.</p> <p>Appropriate action by staff will ensure pupil well-being is supported and allow for successful re-integration into school taking into account relationships with peers and staff. Pupils conferencing has been carried out by CB and a summary is shown on sheet 5. Attendance is currently standing at 94% - 1 x pupil will not be in school this term at least due to leukaemia. School attendance currently standing at 96%</p> <p>Class 1, particularly Year 1 are being monitored to assess transition from EYFS (see sheet 4 for detail of priority pupils) Established programme of support for identified pupils in place and impacting positively on pupils wellbeing. Pupil conferencing is planned by the Governors working group - possibly to be carried out in Wk 4 of NL3.</p> <p>Continued focus on EHWP to support all pupils Transitioning back to school after NL3.</p> <p>Review of learning priority assessment and timetable of support for TA well- being support.</p>
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				<p>Restored mental health in pupils to ensure all pupils have regulated EHWB which results in having a positive impact on learning with majority meeting national expectations by the end of the academic year.</p> <p>Pupils displaying regulated EHWB. Additional reading material has been accessed for the school library to support with EHWB topics such as anger/bereavement.</p> <p>Pupil conferencing will be carried out by CB before the end of Summer 2.</p>
Sept 20	<p>4. Maths</p> <p>Deliver effective learning strategies and skills taught systematically to ensure the vast majority of pupils meet/exceed national achievement.</p> <p>Lever 2 Community Lever 3 Transparent Curriculum Lever 4 Metacognition</p> <p>Due to COVID – 19, all pupils did not access the full coverage of the curriculum in maths and</p>	<p>Swift assessment of pupils through the use of 'around the world' and White Rose assessment sheets.</p> <p>Development of fluency and key number facts addressing missed learning for all pupils, but those especially whose engagement during lockdown was poorer.</p> <p>The use of TT Rock Stars for pupils to develop fluency and accuracy within maths learning – across 3 classes.</p> <p>The use of White Rose recovery curriculum. Additional resources required to support delivery of number and place value (OS) to ensure access across each class.</p>	<p>6 x 2 x 128g, 7th generation iPads including hard case and screen protector (£2186.70 exl VAT) (Trust Recovery Fund)</p> <p><i>* Current iPads are 2nd generation and will not support the relevant software required.</i></p> <p><i>* quotes are being obtained from NSOptimum and ICT4</i></p> <p>Place value counters (£100) (Trust Recovery Fund)</p>	<p>Leaders/teachers use assessment well to ensure they have a precise understanding of where gaps exist in pupils' knowledge and skills in mathematics, particularly number and place value.</p> <p>White Rose, Times Tables Rock Stars and Around the World are being used to monitor progress in maths fluency and number work, including place value. A maths summary of progress is on sheet 6.</p> <p>White Rose assessments have been used to identify gaps in pupils learning. Puma testing has not been used this term as new assessments will be used in the Spring term. KS2 SATS tests have been used to assess year 6 pupils.</p> <p>Pupils have daily access to WhiteRose recovery curriculum. Live sessions are being used to support provision across the school.</p>

	<p>as a result learning will need to be consolidated.</p> <p>Further consideration will be given once the learning priority assessment has been completed</p>	<p>More regular fluency sessions will focus on quicker recall of number facts.</p> <p>Daily maths is being taught as part of the school remote learning provision using quality assured White Rose resources.</p> <p>Formative and summative assessments will be used in line with the Trust Assessment Framework - Summer 2021</p> <p>Ensure high quality feedback is being used to maximise learning and progress. (Visible Learning action plan)</p> <p>Revision of interventions to ensure pupils who need catch up and pre teaching receive it.</p>	<p>Revised curriculum delivery informs teaching and enables pupils to make up for lost learning resulting in pupils achieving well over time.</p> <p>The recovery curriculum in place is being monitored to ensure it is addressing pupil's needs. The whole school is learning about Cornwall – a project that was meant for the summer term but was felt applicable for this term and returning to school.</p> <p>A range of assessments have been completed in mathematics identifying precise gaps in pupils' knowledge and skills with a focus on place value and number. The White Rose maths recovery curriculum is in place and is being monitored to ensure that it is meeting pupils' needs.</p> <p>A sustained focus on number and place value ensures that all pupils, including the lowest 20% catch up quickly and make progress in readiness for the next steps in their learning.</p> <p>All pupils, including the lowest 20% are receiving high quality class teaching in order that progress is rapid. Lesson visits may happen after half term, this will depend on the latest Government guidelines in addition to staff opinion.</p> <p>Number and place value have been the focus during the Autumn Term to ensure pupils are equipped with the basic skills needed.</p> <p>Planning and assessments have indicated this is having a positive impact across the school.</p>
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			<p style="text-align: center; font-size: 48px; opacity: 0.3; transform: rotate(-45deg);">Approved</p>	<p>MATHS FORECAST DATA SPRING 2021: Following gap analysis of end of unit White Rose materials/SATS/NCT EYFS (3) 100% Y1 (9) 100% ARE +4 GLD Y2 (11) 73% ARE Y6 (6) 83% ARE</p> <p>Latest EEF recommendations have been circulated and displayed on the staffroom noticeboard.</p> <p>Staff, including TA's effectively and quickly address any conceptual or procedural weaknesses in pupil's knowledge and skills that might hamper future learning.</p> <p>School assessment information for times tables recall shows that nearly all pupils are able to recall key facts with increasing speed and accuracy, making strong progress from their baseline assessments at the start of this term. The school is using 'Times tables Rock Stars' (an online platform) to support this work. The school is planning for the potential of further school closures and a move to remote learning. Pupils and staff are currently being trained up in the use of a new online learning platform (Just2Easy) to ensure that effective home learning can be delivered.</p> <p>Highly effective support within each class and through high quality provision will ensure</p>
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				<p>pupils in significant groups, including SEND and the most disadvantaged, enables them to catch up quickly with their peers.</p> <p>Pre/post teaching strategies are being used to support pupils who start to fall behind the pace of learning.</p>
March 21	<p>5. Writing</p> <p>Lever 2 Community Lever 3 Transparent Curriculum Lever 4 Metacognition</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>Due to Covid-19, pupils were not taught the full writing curriculum and time to consolidate learning.</p> <p>A larger focus was placed on phonics (the nuts and bolts as a priority earlier in the year)</p>	<p>Focus on key areas that are an identified challenge to children to embed learning.</p> <p>Timetabled Talk for Writing (began at the beginning for Spring term 21, but interrupted by NL3)</p> <p>Focus on grammar, spelling and punctuation.</p> <p>Formative and summative assessments will be used in line with the Trust Assessment Framework - Summer 2021</p> <p>Re- introduce Whole School Write to promote stamina for writing.</p>	<p>Additional staffing to be timetabled as per pre lockdown. To be continued until Easter in the first instance.</p> <p>(Funded by the Government COVID-19 catch up grant)</p>	<p>Leaders/teachers use assessment well to ensure they have a precise understanding of where gaps exist in pupils' knowledge and skills in writing.</p> <p>A sustained focus on Talk for Writing will ensure pupils make maximum progress with the majority achieving at least ARE.</p> <p>Forecast data for the end of the Spring term: EYFS (3) 100% Y1 (9) 100% + 4 ARE+ Y2 (11) 73% ARE Spelling has been identified as a weaker area within this cohort. Y6 (6) 33% ARE Writing is a weaker area within this year group as 50% of pupils have dyslexic tendencies.</p> <p>A whole school write will take place in the second week back to baseline assess. Staff meeting moderation of writing took place and showed an overall positive picture (see monitoring sheet 22nd March) Trust writing moderation to take place in Summer 2. Following initial visit in Summer 1,</p>

				<p>overall judgements were accurate, however additional evidence was to be secured for Year 2 and Year 3.</p> <p>Read Write Inc assessments to be completed on return to school by the end of the first week, groups will be reassigned and timetabled.</p> <p>Internal and external moderation will indicate that judgements are secure.</p>
March 21	<p>6. Outdoor Learning</p> <p>Due to COVID – 19, all pupils have experienced some sort of loss in relation to the following levers: Lever 1 Relationships Lever 5 Space</p> <p>It is increasingly recognised that creative and challenging outdoor learning activities develop personal, social and thinking skills, communication, problem solving and teamwork, breadth of understanding and an introduction to the essential knowledge that</p>	<p>This work will support the Emotional Health and Wellbeing focus in 3.</p> <p>Forest School will continue for KW pupils x 2 weeks and then as part of the curriculum on a Friday afternoon.</p> <p>Gardening opportunities.</p> <p>After school club</p>	<p>The National Curriculum Outdoors A complete SOW (Lambert, Roberts and Waite) has already been purchased.</p> <p>No additional costs identified. To be reviewed as necessary.</p>	<p>Evidence base – to include pupil conferencing which will demonstrate pupils feel safe and secure in school.</p> <p>Pupils demonstrating skills such as confidence and resilience.</p> <p>Use of ARENA – Wild Tribe for Class 2 and Class 3 in the Summer term to further develop skills.</p> <p>Restored mental health in pupils will impact on well-being and as a result the majority of pupils will meet ARE across the school by the end of the academic year.</p> <p>Forecast data showing the large majority of pupils are happy to have returned to school and feels safe. (VL pupil questionnaires) Class 1 completed planting in the playground as part of their outdoor curriculum.</p>

	<p>children need to develop into confident and responsible citizens who value and appreciate the natural environment around them.</p>			<p>Class 2 curriculum focus will be planting and growing – this will include home learning.</p>
<p>March 21</p>	<p>7. EYFS/Y1 Continuous provision.</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> <p>Due to Covid-19, pupils were not able to be provided with a range of opportunities to achieve a Good Level of Development.</p> <p>Pupils identified on the Learning Priority Assessment – reviewed March 1st 21.</p>	<p>Promote well-organised learning environment to enable continuous provision.</p> <p>Further develop the outdoor area to promote continuous provision in the outdoors. All pupils able to access free flow.</p> <p>Purchase of resources to support this approach where appropriate.</p> <p>Effective use of assessment to provide and support attainment and progress data. Continued support from Trust/HT</p>	<p>Additional staffing to be timetabled as per pre lockdown. To be continued until Easter in the first instance. (Funded by the Government COVID-19 catch up grant)</p> <p>Staff to support the continuous provision by modelling and role play.</p>	<p>EYFS (3) 100% * 2 pupils to receive targeted support to ensure projected target is reached.</p> <p>Continuous provision established in class 1. Due to the change in class structure for September 21, all pupils will be remaining in their current classes. This will benefit all pupils as there will not be a need for transition days.</p>

<p>March 21</p>	<p>8. Visible Learning</p> <p>Fully implement Visible Learning strategies effectively with a focus on feedback to support progress and attainment in pupil's learning.</p>	<p>Complete scoping against VL areas to identify current strengths and weaknesses (+ DS) Teachers and VL coach to continue attending VL CPD - either remotely or going forward face to face. Action plan to be reviewed and updated to ensure feedback focus is revisited with pupils and staff.</p> <p>Levels of feedback and strategies to be modelled to the pupils and embedded within provision in order for pupils to begin using them independently.</p> <p>Learning environments to support Visible Learning and for pupils to become independent learners.</p> <p>High quality feedback via Teams/J2E both in verbal and written form.</p> <p>Daily 'live' lessons include time for reflecting on learning, next steps and feedback.</p> <p>Weekly time allocated for response to marking and feedback.</p> <p>Use of pupil voice to inform judgements (pupil conferencing with COG Feb 21)</p>	<p>No additional cost identified.</p> <p>Staff CPD will continue as per Trust timetable.</p> <p>Action plan to be reviewed as part of the staff meeting timetable.</p>	<p>Pupil conferencing to take place in the first week of return. SD as VL coach to collate results to ascertain accurate picture of pupil's views and provide baseline data with regard to learning. Data has been generated and collated (22nd March 2021) There will be a whole school culture and ethos of feedback which will inform pupil progress and attainment.</p> <p>Pupil conferencing will be revisited half way through the Summer term. Pupil conferencing planned for Summer 2 (CB) – although principally this will focus on EHWB, it will also involve aspects of learning/feedback.</p>
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Trust Recovery Funding Provisionally Agreed – 15th Sept 2020

- Following review of the draft CG 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 **£4500** to CG 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 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.