

Recovery Plan

Summary Information					
School	Holy Cross, Leicester				
Academic Year	2021 - 2022	Recovery Curriculum Budget	Predicted £13,110	Randstad Eligibility	2 tutors (1 secured)
Total Number of Pupils	250	National Tutoring Programme	Predicted £10,986		
Total Number of pupils eligible for Pupil Premium	109	Total Budget	£24,096		

Tier 1 - Teaching

Objective One	Accurate Assessment				
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Impact Evidence- Ongoing
For all pupils in Yr2 & KS2 to complete NFER standardised tests in the Autumn Term.	All assessments to be completed by end of Pentecost Term.	KM	NFER papers £600	SLT to support all staff to administer assessments.	All children at risk of not making at least expected progress will have been identified.
GAPs analysis on all papers. Identify any common areas.	All data to have been collated and tracked by start of the Advent Term	Subject Leaders	Time implications.	SLT	Targeted interventions will have been established.
Continuous assessment through lessons. Use of questioning to establish if the gaps are due to extended absence or material not fully understood.	Ongoing	Class Teachers	N/A	SLT	Work will match the needs of the cohort. Lesson observations show that questioning can challenge all.

All children in KS2 to complete the STAR reading assessment.	All assessments to be completed at the beginning of the Advent Term	Class Teachers	Cost of AR Time	HG	Identify the bottom 20% and ensure there is targeted support in place.
All children in Yr1 & 2 to complete a phonics assessment.	All assessments to be completed by 04/09/20.	Class Teachers	N/A	SLT DW	Children who need targeted support identified.
Total Budgeted Cost					£600

Objective Two	<p>Reading Through accurate assessment identify those children who are at risk of not making at least expected progress Continue to prioritise early reading and a love of reading across the whole school.</p>				
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Impact Evidence- Ongoing
Accelerated reader. All children in KS2 will have a book that is matched to their ZPD. They will be supported to choose appropriate books.	Class Teachser	HG	Time	HG	All children are accessing quizzes.
All year groups to have a class read. Dedicated time in the timetable needs to be allocated. They are not time fillers. Choose from a variety of genres.	Ongoing	Class Teachers	Purchasing new books. We already have a good stock to choose from. £500	HG	Children will be able to talk about their class read.
Ensure that books in EYFS and KS1 match the child's phonics ability. Developing fluency.	Ongoing Early reading review	Class Teachers	Purchasing new books £1,000	SLT	Children will be able to read their books fluently.
Opportunities to read independently. To ensure that the library has a range of books to meet the needs of the reluctant reader	Ongoing	Class Teachers	Purchasing new books. We already have a good stock to choose from.	HG	All of the children are enjoying using the library and are able to choose a book that interests them and is at their level.
Total Budgeted Cost					£1,500

Objective Three	Writing Through accurate assessment identify those children who are at risk of not making at least expected progress				
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Impact Evidence- Ongoing
At least one extended piece of writing completed each week (any subject)	Ongoing	Class Teachers		SLT	Books will reflect opportunities for the children to write independently.
Handwriting, all classes need 3x sessions of discrete handwriting session.	Ongoing	Class Teachers		SLT	Work in all books shows a focus on handwriting.
Spelling should be taught discreetly to all pupils. Non-negotiable spelling mistakes need to be highlighted in all writing.	Ongoing	Class Teachers		SLT	Marking reflects that teachers are focused on correcting the words from the year groups spelling lists.
Total Budgeted Cost					£0

Objective Four	Phonics Through accurate assessment identify those children who are struggling with their early reading skills.				
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Impact Evidence- Ongoing
Phonics is to be taught daily in EYFS and KS1.	Ongoing	Class Teachers and support staff	Training for new members of staff: Time and money. (covered by PP)	AG SLT	Daily phonics lessons will show that the children are making good progress.
Children in year 2 who did not pass the phonics test in year 1 will need targeted support.	Ongoing	Class Teachers and support staff		SLT SENDCo Review ½ termly	Interventions will be in place for those needing targeted support.
Children in year 3 who failed the phonics test in year 2 will need extra support for these children if they still don't pass the screen.	Ongoing	Class Teachers and support staff		SLT SENDCo Review ½ termly	Interventions will be in place for those needing targeted support.
Staff to be given training and have opportunity to observe phonics being taught by other members of staff. Monitoring of phonic sessions to be conducted by AG.	Ongoing – half termly	Class Teachers and support staff	Time	AG SLT	All staff feel confident teaching phonics and monitoring is effective.
Assessments to take place half termly and groups adjusted accordingly to ensure challenge and support for all.	Ongoing – half termly	Class Teachers and support staff		DW SLT	Assessments are timely and useful. Tracking ensures children are picked up early if falling behind and interventions put in place immediately.
Purchase training package from KTC.	Advent Term		PP funded	AG SLT	High quality CPD will ensure high quality phonics provision.
Total Budgeted Cost					£0

Objective Five	<p>Maths- to extinguish the gaps between the previous year and this. Allow all children to access their current year's curriculum.</p>				
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria/KPI Impact Evidence- Ongoing
<p>Teachers to use DFE documents to identify learning from previous year that children should know. Use starters/plenaries/pre teaching for whole class to ensure that children have these concepts mastered. This will be a whole year approach due to the nature of how we teach for mastery.</p>	<p>Happens daily throughout the year.</p>	<p>Class Teacher</p>	<p>Time DFE documents on</p>	<p>Half termly</p>	<p>All children are able to access their own year group's learning.</p>
<p>Use the Maths No Problem website to identify key lessons and those that can be shortened or missed. Also use this to link to previous year's lessons to identify if it was done. If it was, a brief recap will be enough. If not, the context of that lesson could be incorporated into the new one or a more in depth pre teach may be required.</p>	<p>Ongoing during planning stage</p>	<p>Class teacher</p>	<p>Time/Planning. Maths No Problem subscription already purchased</p>	<p>Half termly</p>	<p>Gaps from previous year have been filled</p>
<p>Focus during lessons on children achieving mastery and supporting all children to do this. Interventions required if this is not the case.</p>	<p>Happens daily throughout the year.</p>	<p>Class teacher</p>	<p>Planning</p>	<p>Half termly</p>	<p>All children are appropriately challenged and given an opportunity to achieve mastery.</p>
<p>Sometimes, use TA to oversee the lesson whilst teacher supports those most in need.</p>	<p>Ongoing</p>	<p>Class teacher</p>	<p>TA/Teacher Planning</p>	<p>Half termly</p>	<p>Support staff deployed effectively to maximise impact.</p>
<p>Fluency to be a focus for homework-calculations from previous year's curriculum.</p>	<p>End of Advent term</p>	<p>Class teacher</p>	<p>Time</p>	<p>Half termly</p>	<p>All children become fluent mathematicians.</p>
<p>Assessments to be carried out at the end of each term and interventions put in place where necessary.</p>	<p>Ongoing</p>	<p>Class teacher</p>	<p>Time NER papers already purchased</p>	<p>termly</p>	<p>Assessments have been used to inform planning.</p>

Total Budgeted Cost	£0
Total	£2,100

Tier 2 – Targeted Academic Support

Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Impact Evidence- Ongoing
<p>Intervention support in year 6 for reading, writing and arithmetic (2.5 days a week).</p> <p>Reading group to get to expected 3x15 mins a week.</p> <p>1:1 reading support 3x15 mins a week.</p> <p>Reading group to get to GDS 1x40 mins a week</p> <p>1:1 writing conferences</p> <p>Arithmetic catch up 3x20 mins a week per class.</p>	All year	Kaye Wilson	£10,000 PP £11,000 NTP	SLT Half-termly review of the intervention timetable and plan	Review data at the end of each half term to ensure that the children who are receiving interventions are making accelerated progress.
<p>Intervention support in year 5 by Randstad tutor.</p> <p>Tutors to work in parallel with the class teachers.</p> <p>Working in 15 hour blocks</p> <p>80% 1:3</p> <p>10% 1:2</p> <p>10% 1:1</p>	All year	Faye Fura Helena Moses	Recovery curriculum to fund 5% of salary and on-costs £1,900	SLT Half-termly review of the intervention timetable and plan	Review data at the end of each half term to ensure that the children who are receiving interventions are making accelerated progress.
Total Budgeted Cost					£12,900
Total Tier 1 + 2					£15,000

Tier 3 – Wider Strategies £9,000 available

Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Impact Evidence- Ongoing
Phonics (EEF)					
Memorable Experiences					
Visiting authors					