



# **Dartmoor Multi Academy Trust – ‘Recovery Schedule’ – Autumn/Spring Term 2020/21**

Catch-up Premium £10,480



School: Chagford CE 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 catch up 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?’
July 2020	1. Phonics scheme not completed last year by Reception or Y1	<p>Introduction of Read, Write, Ink phonics programme</p> <p>All current Y1 and Y2 children to be assessed and grouped accordingly</p> <p>Year 3 and 4 teachers to flag children for assessment where need is identified</p> <p>Rec, Year 1&amp; 2 and identified KS2 children to have daily phonics lessons in ability need groups</p> <p>The lowest 20% are identified and can access specialised teaching and 1:1 coaching.</p> <p>Key stage 2 children who have not yet passed the phonics screen are accessing phonics with KS1 (socially distanced) and daily 1:1 coaching.</p>	<p>Additional staffing needed to allow for streamed groups</p> <p>Reading Lead training</p> <p>staff training for all staff</p> <p>KS2 children to leave programme when they pass the phonics screen if appropriate.</p> <p>All KS1 staff to be trained and run separate groups.</p> <p>Cost of initial resource and training covered by successful bid</p>	All children to be fluent readers to enable access to wider curriculum throughout school.
July 2020	2. Pupil well-being	<p>Autumn term focus upon positive mental health using PSHE Association curriculum.</p> <p>Additional PSHE lessons. Class bubbles mean that teachers are supporting their classes through lunch time; this has led to improved teacher/pupil relationships and time to talk.</p> <p>Pastoral support on a one to one basis will be put in place for children with social/emotional difficulties. This will include THRIVE-like principles and practice and will be carried out by a trained practitioner.</p> <p>Boxall profile training planned for all staff.</p>	<p>PSHE lessons and pastoral support will run throughout the academic year.</p> <p>More TA hours may be needed if need for support increases.</p> <p>More MTAs needed to staff all class bubbles.</p>	Children to settle quickly back into school and to be ‘ready to learn.’ Mental health problems to be quickly identified and addressed with further referral to

		Sports session with Saints coach as well as class teacher weekly	Would like to purchase SCARF £345	additional services if necessary.
21.09.20	3. Early reading	<p>RWI training was delayed due to problems with finance. Staff have been using RWI video demos with classes, Lessons to start once staff have completed training and assessments have been made.</p> <p>All pupils will be assessed again before half term and groups are expected to change regularly as children re-learn the process and sounds and make accelerated progress.</p> <p>Key stage 2 children who completed phonics before the R,W,I scheme started and are not yet free readers have been benchmarked and provided with reading books at the appropriate level.</p> <p>Guided reading lessons take place daily.</p> <p>IDL and Nessy programmes to be introduced in supported environments as extra intervention.</p> <p>Additional one to one reading support daily/weekly as required.</p>	<p>Additional targeted support for at least duration of Autumn term, but may be necessary for full year.</p> <p>Old book banded books still suitable for KS2 children who haven't accessed the R,W,I programme.</p> <p>IDL and Nessy programmes to be purchased and introduced</p> <p>Cost</p>	All children to be efficient readers to enable access to wider curriculum throughout school.
21.09.20	4. Reading fluency	<p>QLA of PIRA tests is being carried out to identify class and group gaps. Extra teaching of these is made a focus for morning work.</p> <p>Children to use AR quizzes to assess comprehension skills</p> <p>Topic and age related interest books to be available to children in class as well as in the library</p>	<p>Babcock library loan book boxes to be reinstated</p> <p>Cost covered by PTFA</p> <p>Accelerated reading programme to be introduced new KS2 and all Y2 children</p>	Free readers maintain interest in reading and develop higher level comprehension skills
21.09.20	5. Spelling, Grammar and punctuation	English lessons include a grammar and/or spelling focus giving children the chance to access content, revisit or consolidate learning. SEMD children have additional support from TAs to rehearse skills.	<p>Catching up and filling gaps from last year will continue throughout year and be revised alongside current year group objectives.</p> <p>Cost of experienced teacher two days a week</p>	A good command of grammar and punctuation will enable improved writing across all curriculum areas.

21.09.20	6. Maths knowledge	<p>QLA of PUMA tests is being carried out to identify class and group gaps. Extra teaching of these is made a focus for morning work. Children use the IDL programme to address individual gaps and receive support and intervention from class teachers and TAs where able</p>	<p>It is expected that revision of mathematical concepts and knowledge will continue throughout the year to address any misconceptions or missed work during closure. Focused intervention and IDL will continue throughout the year, but individuals accessing this may change as mathematical topics change. Cost of experienced teacher two days a week</p>	<p>Mathematical foundations need to be in place in order to be used as building blocks for future learning.</p>
21.09.20	7. Maths problem solving and reasoning	<p>Use of the White Rose scheme allows for increased opportunities for problem solving and reasoning. Discussion and explanations are a focus throughout the lessons and good modelling of these is demonstrated by staff at all times and encouraged in children. A move away from calculations and into problem solving and 'dive deeper' tasks is adopted in all classes. Children at risk of not meeting ARE or making less than expected progress use IDL, access pre and post teaching and are supported by staff throughout the week.</p>	<p>To be incorporated in quality first teaching throughout the school, throughout the year.</p>	<p>Resilience in problem solving needs to be developed and practised for far reaching effects across the curriculum.</p>
21.09.20	8. English writing	<p>Regular assessment for learning enables gaps in children's writing to be identified and addressed through quality first teaching. Teacher's read to pupils daily to increase exposure to vocabulary and good text structures which can be used in their own writing. Literacy sequences are text based to extend children's awareness of quality texts and provide models for their own writing. There is increased use of cross curricular literacy lessons to give writing meaning and interest for learner groups. Early writing is grounded within phonics.</p>	<p>To be incorporated in quality first teaching throughout the school, throughout the year.</p>	<p>Skills mastered in writing will improve work across the curriculum.</p>

		Pupils identified as needing extra input are supported during planning and writing phases with scaffolds and word banks		
21.09.20	9. Transition back to full school day	<p>All parents encouraged to bring children in fulltime. Part-time school considered if there is a SEND need.</p> <p>KS1 lessons are kept short and interspersed with regular breaks and exercise.</p> <p>KS2 pupils' daily dash is scheduled to give pupils an outside break and exercise during the school day.</p> <p>Year 3 tasks are more carefully broken down into smaller chunks compared to previous years in order to allow children to experience success.</p>	Providing there are no further closures, it is expected that all children should be fully integrated back to school by the end of the Autumn term.	<p>Improved resilience as learners</p> <p>Increased pupil well-being</p> <p>Further curriculum access.</p>
21.09.20	10. Children with SEND	<p>Teachers are completing the graduated response tool for SEND pupils to identify needs and next steps.</p> <p>Provision maps will be drawn up by teachers detailing support and targets. These will be reviewed and updated half termly.</p> <p>Children who have gaps in phonics/maths/writing will be supported as per the detail above.</p> <p>Pastoral support on a one to one basis will be put in place for children with social/emotional difficulties. This will include THRIVE-like principles and practice and will be carried out by a trained practitioner.</p>	<p>Time for teachers to complete graduated response tool.</p> <p>Teacher and teaching assistants to timetable and carry out interventions.</p>	SEND children make similar or improved progress as their peers.
21.09.20	11. Disadvantaged children	<p>Have laptops ready to go home with disadvantaged pupils in case of year group or class isolation.</p> <p>Clear explanations, scaffolding and feedback targeted towards disadvantaged pupils.</p> <p>Any support in class to include explicit instruction on working independently.</p> <p>Sustained and targeted interventions aimed at accelerating progress and addressing gaps for disadvantaged pupils carried out for groups in class.</p>	<p>Laptops need to be set up and ready to use for home learning.</p> <p>All staff to ensure that disadvantaged pupils are considered in all planning and teaching.</p>	Any increased gaps in learning experienced by disadvantaged pupils through closures to be addressed and closed.

21.09.20	12. Remote Learning	<p>Learning platform to be up and running for use.</p> <p>All teachers to be knowledgeable and trained to use Google Classroom in order to be able to deliver home-learning should a bubble have to self-isolate or lockdown be reinstated.</p> <p>Face-to face lessons possible for children to have access to direct teaching and learning activities.</p> <p>In the meantime, work to be provided on paper for any children isolating.</p>	<p>Learning Platform to be available for use and all pupils to have email address/login and trained to use it effectively.</p> <p>Chromebooks available for loaning to pupils without devices at home.</p>	<p>Learning will be continuous, blended between home and school.</p>
28.9.20	13. Year 1 – not ready for formal learning	<p>EC, SH, TP and EU met to identify children in Year 1 who are not coping with the formality of the Y1 / Y2 formal structure.</p> <p>EC and SH to set up Yew class as a space for continuous provision including number work, matching games and fine motor skills activities. Activities to be set up by EC with support of SH and then overseen by EG and PD. EC to set up a carousel so that all children receive daily instruction and support from her.</p>	<p>Supply cost for EC to set up physical space and resources (Tuesday 29.9.20)</p> <p>Review at half term</p>	<p>Year 1 children are able to access formal class lessons and integrate with Year 2</p>