



# **Recovery Plan 2021/22**

**(Post Pandemic School Improvement Plan)**

### Priority 1: Literacy and Numeracy

**Success criteria:**

- |     |  |
|-----|--|
| 1.1 | The gaps in the identified Key Stage 3 cohorts have been eliminated                  |
| 1.2 | There is clear impact of the school's work on oracy and formal talk.                 |
| 1.3 | Identified SEND & PP cohort progress is in line or better than 2019 national figures |

### Priority 2: Curriculum Knowledge

**Success criteria:**

- |     |   |
|-----|---|
| 2.1 | All identified gaps in pupil knowledge have been eliminated   |
| 2.2 | There is a rigorous faculty and school assessment schedule that build on foundations of knowledge and recall  |
| 2.3 | Curriculum investment has enabled students to have access to a wide range of curriculum resources to foster independence and confidence in learning |

### Priority 3: Personal Development and Well-Being

**Success criteria:**

- |     |   |
|-----|---|
| 3.1 | Reward and pupil voice system has demonstrable impact on attitudes to learning        |
| 3.2 | All identified students make rapid and age appropriate progress                       |
| 3.3 | PDWB curriculum to includes a greater focus on wellbeing, inclusion and participation |

### Priority 4: Curriculum Coverage

**Success criteria:**

- |     |  |
|-----|--|
| 4.1 | Modifications in English and Maths Key Stage 3 curriculum has eliminated gaps in learning due to the Covid-19 pandemic |
| 4.2 | Redesigned curriculum enables pupils to recover lost learning and access the best opportunities at the next key stage  |

### Priority 5: Leadership and Management

**Success criteria:**

- |     |  |
|-----|--|
| 5.1 | Recommendations from the Wellbeing project are fully implemented |
| 5.2 | The Early Careers Framework is implemented and evaluated         |

### Priority 1: Literacy and Numeracy

Success criteria:		Costings
<b>1.1</b>	The gaps in the identified Key Stage 3 cohorts have been eliminated	£5000 (Year 7 Catch-up surplus)
<b>1.2</b>	Identified SEND & PP cohort progress is in line or better than national figures	£9,3000 (CU: KS3 Lit & Num Lead TA)
<b>1.3</b>	There is clear impact of the school's work oracy on formal talk.	

Milestones							
Summer Term 2021			Autumn Term 2021		Spring Term 2022		Summer Term 2022
<b>1.1</b> <b>JMO</b>	KS3 cohorts identified through STAR reading tests		Interventions for identified pupils begin		Clear evidence of progress being made through data entry and STAR reading data		Gaps have been eliminated
<b>1.2</b> <b>JMO</b> <b>JMI</b>	Gaps in SEND and PP cohort identified through STAR reading tests and SENDCO		Interventions for identified pupils begin		Clear evidence of progress being made through data entry and STAR reading data		Gaps in identified cohort have been eliminated and pupils meet age appropriate expectations
<b>1.3</b> <b>JMO</b>	Literacy QA process completed and findings shared with FLs to plan for next year		Cross-faculty representation at literacy development team and clear objectives identified for formal talk, both within FIPs and the literacy improvement plan		Implementation of faculty and whole-school objectives		Clear impact of the school's work on formal talk. As evidenced by QA processes.

## Priority 2: Curriculum Knowledge

Success criteria:		Costings
<b>2.1</b>	All identified gaps in pupil knowledge have been identified and eliminated	£33, 741 (DfE Summer School)
<b>2.2</b>	There is a rigorous faculty and school assessment schedule that builds on foundations of knowledge and recall	
<b>2.3</b>	Curriculum investment has enabled students to have access to a wide range of curriculum resources to foster independence, confidence in learning and ensure gaps in knowledge are addressed	£20,000 (Curriculum fund)

### Milestones

Summer Term 2021		Autumn Term 2021		Spring Term 2022		Summer Term 2022	
<b>2.1</b> <b>LRO (FL)</b>	Gaps in student knowledge are identified through end of year assessments. Faculty & whole school plans are created to eliminate gaps		Faculty and whole school plans are being implemented, including summer school, curriculum reviews, interventions and assessment regimes		Data drops show that faculty and whole school plans are eliminating gaps in pupil knowledge		Gaps in pupil knowledge have been eliminated as evidenced in end of year assessments
<b>2.2</b> <b>JBA</b>	Whole school assessment schedule is created		Curriculum documents and QA show clear assessment points based on knowledge and recall		Teachers, parents and students know students' strengths and areas for development		There is a rigorous faculty and school assessment schedule that build on foundations of knowledge and recall
<b>2.3</b> <b>LRO (SLT)</b>	Faculty bids and curriculum development has been undertaken in order to address gaps in knowledge		QA shows that investment is being embedded in the curriculum and is addressing independence, confidence and gaps in knowledge		Data drops and student voice show that investment is having an impact on student independence, confidence and gaps in knowledge		End of year assessments show that students can learn confidently, independently and have addressed gaps in knowledge

### Priority 3: Personal Development & Well-Being

Success criteria:		Costings
<b>3.1</b>	Reward and pupil voice system has demonstrable impact on attitudes to learning	
<b>3.2</b>	All vulnerable students are identified and are making rapid progress. Attendance, PA & exclusion figures are better than national averages for all student groups	£15,839 (CU: additional TA) £20,861 (CU: NTP & bids)
<b>3.3</b>	PDWB curriculum to includes a greater focus on health and wellbeing	£3000 (extra curricular)

Milestones							
Summer Term 2021		Autumn Term 2021		Spring Term 2022		Summer Term 2022	
<b>3.1</b> <b>UIS</b> <b>JBA</b>	School Council rebranded and relaunched Pupil voice gathered on rewards systems		New reward system in place School council meetings calendared School Council focus project for the year identified	30% decrease in detentions 35% decrease in on-calls  Pupils voice gathered on new building programme.		50% decline in behaviour detentions 40% decline in on-calls School council to report on focus project to governors	
<b>3.2</b> <b>UIS</b>	School data used to identify recovery cohort. Individual needs-based support plans devised and in place		2 full time TA appointed to support the recovery cohort Half termly meetings with pupils and parents to review progress towards support plans NTP in place for all identified pupils	All pupils identified for the NTP to have completed the course and there is clear evidence of progress		Gaps in learning reduced and evidenced across a range of metrics Pupils are meet age appropriate expectations	
<b>3.3a</b> <b>UIS</b>	PDWB policy and curriculum statements published on website Curriculum mapped and in place		Timetable of drop-down days calendared RSE curriculum is fully delivered for all year groups.	PASS survey shows improvement in pupil sense of self and school		Personal Development programme is fully embedded into the school's curriculum	
<b>3.3b</b> <b>UIS</b> <b>JBA</b> <b>LSH</b>	Co-Curricular offer in place and timetabled		All pupils taking part in extra-curricular activity programme Co-Curricular effort and engagement identified in termly reports	A Record of enrichment and participation launched with Key Stage 3		Celebration of participation event for all year groups Key Stage 3 and Key Stage record of enrichment presented.	

### Priority 4: Curriculum Coverage

#### Success criteria:

#### Costings:

<b>4.1</b>	Modifications in English and Maths Key Stage 3 curriculum has eliminated gaps in learning due to the Covid-19 pandemic
<b>4.2</b>	Redesigned curriculum enables pupils to recover lost learning and access the best opportunities at the next key stage

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#### Milestones

Summer Term 2021		Autumn Term 2021		Spring Term 2022		Summer Term 2022	
<b>4.1</b> <b>LRO</b> <b>JCU</b> <b>NAS</b>	Core catch up plan created along with identified cohort		Core catch up plan implemented		Data drops show that gaps with the identified cohort are closing		End of year data shows that gaps with the identified cohort have been eliminated
<b>4.2</b> <b>LRO</b> <b>(FL)</b>	Curriculum review undertaken by each faculty to address lost learning		Internal and external QA shows an effective curriculum has been implemented		Data drops shows students are recovering lost learning		Students recover lost learning and can fully access the next key stage

### Priority 5: Leadership and Management

Success criteria:		Costings:
<b>5.1</b>	The school fully implements the recommendations made in The Wellbeing Project	£4882
<b>5.2</b>	The Early Careers Framework is fully embedded into the school's practice.	

Milestones							
Summer Term 2021			Autumn Term 2021		Spring Term 2022		Summer Term 2022
<b>4.1</b> <b>BCO/</b> <b>MJO</b>	The Wellbeing Project is planned and presented to stakeholders		The Wellbeing Project is implemented throughout the school. All staff take part.		The school produces a plan to implement the recommendations made by the Wellbeing Project		The recommendations made by The Wellbeing Project are fully implemented
<b>4.2</b> <b>LSH</b>	The school chooses its ECF provider and is fully prepared to deliver the programme		The ECF programme is launched successfully. Governors receive training on the programme		Initial impact report on the ECF programme is produced for Governors		A full review of the first year of the ECF is produced and recommendations made

## Position Statements

	<b>Summer 21</b>	<b>Autumn 21</b>	<b>Spring 22</b>	<b>Summer 22</b>
<b>Literacy &amp; Numeracy:</b>	Key cohorts of students who have regressed in literacy and numeracy development during the two periods of lockdown have been identified and are already receiving interventions. This includes key groups of PP and SEND students. The literacy focus has changed and is now part of the faculty handbooks to reflect the individual demands of each faculty area.			
<b>Curriculum Knowledge:</b>	Faculty leaders have identified gaps in knowledge using various data, including end of year examinations. A new formative assessment and reporting schedule is in place and has been trialled with year 7 students. Curriculum bids have been processed and have been linked to schemes of work.			
<b>Personal Development &amp; Well-being:</b>	Student leadership team has been established and initial student voice has been collected. Students who require specialist mental health provision and support have been identified and counselling and psychotherapy sessions are already in place. Each student has a 12 week plan in place. The Personal Development Programme is in place and includes bespoke assessment and curriculum			



	resources. The school's co-curricular offer is completed and will be launched in September.			
<b>Curriculum Coverage:</b>	A core catch up plan is in place with extra groups set up in key stage 3 in both English and Maths. Heads of Faculty have conducted a curriculum review.			
<b>Leadership &amp; Management:</b>	The school's Wellbeing Project is planned and is ready to launch in September. The school has established its training partner and has a year of prior experience in the Early Careers Framework.			