



# **Recovery Plan 2021/22**

**(Post Pandemic School Improvement Plan)**

### Priority 1: Literacy and Numeracy

#### Success criteria:

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| 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:

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| 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:

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| 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:

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| 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:

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| 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	£9,300 (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 meeting 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	TBC

#### 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>5.1</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>5.2</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

	Summer 21	Autumn 21	Spring 22	Summer 22
<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.	<p>1.1 Intervention groups have now been tiered into targeted phonics, comprehension and automaticity support, with Lexonik Leap resourced for phonics intervention. Year 7 cohort re-tested by PDE and groups altered accordingly, to ensure intervention is targeted appropriately. Y8 pupils 'on watch' receiving intervention from NAS/JMO and Y9 'on watch' forwarded for NTP via LRO .</p> <p>1.2 SEN cohort in Keats classes receiving 'phonics drills' at the beginning of every lesson and SEN interventions regrouped based on newest data. LSA support and EAL support ongoing into Spring term.</p> <p>1.3 Cross faculty oracy development team have trialled key approaches from Voice 21 and shared with faculties – feedback to be received at the next development team meeting. Oracy implementation plan completed with Voice 21 and to be shared with SLT Jan 22.</p>	<p>1.1 STAR data Y7&amp;Y8 pupils involved in Lexonik Leap intervention have made +1 year progress from September-April; those involved in LSA interventions have made +11 months progress. Groups have been altered accordingly. Staff voice is generally positive from LSAs regarding phonics intervention, with staff reporting that they can see improvements in the pupils they have been working with. 8 Angelou groups ongoing with NAS/JMO; updated reading ages have been shared with class teachers and pastoral leaders to support behaviour/intervention.</p> <p>1.2 Y7 SEND pupils have made +9 months progress, and Y8 have made +11 months. Y7 PP have made + 1 year and 1 month and Y8 PP have made +1-year progress.</p> <p>1.3 Voice 21 strategies are now being implemented by development team but with varying levels of success. Oracy implementation plan shared with SLT; oracy bulletin created and shared by PMY. Focus is now narrowed for 2022/23.</p>	<p>1.1 April STAR reports demonstrate that for the first time since using AR, all identified groups have made positive progress. Cohorts for next academic year have been identified and KS2 data has been used for early intervention of new year 7 pupils.</p> <p>1.2 SEND pupils have an average reading age of 09.08, compared with a Y7&amp;Y8 average of 10.03. Phonics intervention with EMC have continued this term, although the additional sessions with LSAs have not been as consistent due to exams. Y8 Keats class have made the same or better progress than 4 out of 5 other classes in this year group. Tiered SEN support has proven incredibly successful overall.</p> <p>1.3 Faculties have created faculty-wide sentence stems to support discussion within lesson. Voice 21 strategies have been built into the Y7 plan for next year and beyond, with a focus on teaching of vocabulary, insisting on full sentences, formal discussion and the pride and gratitude focus.</p>
<b>Curriculum Knowledge:</b>	Faculty leaders have identified gaps in knowledge using various data, including end of year	2.1 The full range of curriculum interventions have been implemented. Curriculum plans	2.1 STAR data Y7&Y8 pupils involved in Lexonik Leap intervention have made +1 year	2.1 GCSE results show an overall positive progress 8 figure; 60.7% of students achieved an overall



	<p>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.</p>	<p>have been reviewed and implemented and interventions, including summer school have supported students' reintroduction to the whole school curriculum. New assessment regime is in place which supports the curriculum intention of the school.</p> <p>2.2 Assessment points are fully embedded into the curriculum plan and include low stakes testing and opportunities for knowledge recall.</p> <p>2.3 Curriculum investment has been amended in light of a full review of the school's ICT provision. Investment has instead supported the replenishment of resources such as text books, that support the delivery of the curriculum.</p>	<p>progress from September-April Those involved in LSA interventions have made +11 months progress.</p> <p>2.2 The new school reporting system has been implemented. Parents receive RAG reports based on the subject content their child has studied that term. Reports have been used to inform student tutor conversations and by faculties to examine the success of their curriculum.</p> <p>2.3 Student voice in KS3 &amp; KS4 shows that PLCs are linked to student curriculum resources in most subjects. Students know how to identify gaps in learning and how to address them at home. 'Therapies' have been created for the school website so students and parents know how to fill in 'Red' areas identified on pupil reports this academic year; this will enable students to work independently and fill gaps un knowledge. School QA procedures show that curriculum investment is used well in LTP plans and drop ins show investment supports students in working independently.</p>	<p>Progress 8 score compared to 46.1% in 2019 (pre-pandemic). The percentage of students achieving basics has also increased; Basic 9-7 + 9%, Basics 9-5 + 5.5% (compared to 2019).</p> <p>Progress 8 gaps do exist amongst some students, particularly White British students and SEND K students.</p> <p>End of year 7-10 exam data shows the vast majority of students are prepared for the next stage of their learning including those moving to KS4; the has been +3% rise in ebacc figure entrants compared to 2022 although the figure is still below pre-pandemic figures. Staff have analysed data to find out who has gaps in the curriculum and are creating plans to fill these. No comparisons to previous years is available.</p> <p>For the first time since using AR, all identified groups have made positive progress.</p> <p>2.2 End of year exams (Y7-10) were quality assured to ensure rigour, challenge and a focus on knowledge recall; average % for subjects evidence this rigour. Exams took place in the school hall for all year groups and staff moderated answers and data input to ensure assessments were marked to the same standard.</p>
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				<p>The school calendar '22-'23 shows a rigorous assessment schedule is in place.</p> <p>2.3 'Revision therapy' was designed for all subjects and uploaded on to the school website for students and parents. This provided clear revision resources for all subjects and the units of work studied during the academic year. All students received lessons on how to use PLCs &amp; academic reports to support revision. Lessons on revision techniques also given.</p> <p>Training videos on revision and addressing gaps in knowledge also filmed and sent to all parents. All students received personalised conversations during progress week to support revision and confidence. Meetings with targeted individual parents also took place.</p> <p>Student voice highlights that students are able to identify what they need to revise and how to revise. Students felt they had the right tools to revise and could explain how to use the school website to support their revision. ALL students in Y7-Y10 we able to complete their end of year examinations.</p> <p>End of year examination results show that the vast majority of</p>
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				students were able to learn confidently and independently.
<b>Personal Development &amp; Well-being:</b>	<p>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.</p>	<p>3.1 School council have been reformed and launched. They are working with Preston Food Bank in this academic year. The new rewards system is not yet in place but will form the focus of next term's work.</p> <p>3.2 This target has not been met. UIS is due to conduct a restructure of roles to support students so the two TA posts have not been advertised. The National Tutoring Programme will begin next term and instead of using external providers the school will use existing staff to support the needs of its students.</p> <p>3.3 (a + b) The Personal Development Programme is fully embedded, including RSE. The Co-curricular activity programme has been launched and has been made available to all students.</p>	<p>3.1 School council consulted on uniform review, building programme and catering provisions. Subsequent follow-up meetings have been had with LCC catering services and the school uniform providers. Rewards policy is the focus of the School Council this term. The percentage of on-call and detentions has not decreased in comparison to 19/20 data (last comparable). A review of the pastoral structure and systems is underway – with identified additional staffing to support KS3.</p> <p>3.2 NTP programme has commenced and pupils are allocated tuition in identified subjects. Approx. 100 pupils identified by departments ad targeted for support. Parental involvement has been throughout. Baselines have been completed and the programme is being delivered currently. Second half of spring term the focus was KS4 and Summer term 1 will begin with KS4. Subjects delivering are English (7&amp;11), Science (8,9,10), Computing (11), Spanish (11), History (11). Engineering for Des Tec in Ks4 began but was stopped</p>	<p>3.1 School council completed the project on developing a rewards policy linked to five-year badge scheme to inculcate pride and gratitude in school and self. This will be linked to a merit and demerits. Information shared with pupils and staff via meetings and planners</p> <p>On-call data shows a steep increase in use of on-call for disruptive behaviour. Comparing overall 18/19 data with 21/22 on-calls have doubled with an increase in all year groups and ethnicities, particularly Key Stage 3 pupils, white British pupils and those with additional needs. Termly increases are as follows:  Autumn 18/19 – 128  Autumn 21/22 – 182 (up 42%)  Spring 18/19 – 127  Spring 21/22 – 230 (up 81%)  Summer 18/19 – 90  Summer 21/22 – 301 (up 234%)</p> <p>Behaviour detention have stayed the same with a nominal 0.4% decrease in 21/22 compared to 18/19</p> <p>This indicates pupils with high need or those that have been impacted by the loss of learning and routines</p>

			<p>after 3 sessions due to pupil non-attendance to sessions.</p> <p>3.3a Year 7 and 8 were completed and due a follow-up after RSE delivery May \half term. This is to allow CL and JP work to be completed and impact evaluated. Years 9 &amp; 10 not completed.</p> <p>3.3b school council to agree record of achievement with rewards policy – pending analysis of VFM and impact of the co-curricular offer in May.</p>	<p>have struggled to access the curriculum in lessons. The On-call figures were dominated by teachers in the early part of their careers, suggesting a skills gap which we will address.</p> <p>The new pastoral structure is in place and new systems to support pupils from September to ensure pupils remain in learning and classrooms.</p> <p>3.2 Across year 8-11, there were overall 24 subject groups, a total of 174 pupils received their tutoring, KS3 is still on-going. There has been a positive impact on the Year 11 pupils who completed the full tuition programme. Comparing to the 50% FFT target, the percentage of pupils on or above this for tuition subjects is as follows:</p> <ul style="list-style-type: none"> <li>• R.E – 79% (23/29 pupils)</li> <li>• Spanish – 86% (18/21 pupils)</li> <li>• Computing – 80% (8/10 pupils)</li> <li>• English - 78% (29/37 pupils)</li> <li>• History – 50% (3/6)</li> </ul> <p>3.3a Personal development programme fully delivered to all pupils. Gained time and tutor meetings used for tutors to add resources and share good practice. Resources shared with all tutors.</p>
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				<p>3.3b Enrichment programme fully rolled out across the year. Although participation varied, data is incomplete due to staff failure to complete registers. Full awards not given; however, Year 7 are to receive participation certificates and merits to contribute to the badge system in September. Attendance to enrichment now is included in the rewards policy.</p>
<p><b>Curriculum Coverage:</b></p>	<p>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.</p>	<p>4.1 Extra groups in English and Maths in years 7,8 and 9 are in place. 4.2 The school's curriculum plans have been internally audited and were externally audited during September's successful Ofsted inspection. Work is still required to improve the curriculum in Mathematics, but this is underway.</p>	<p>4.1 The extra set in maths has now been rolled out to y7 following its success. In English 8 Angelou groups have received intervention with NAS/JMO after falling behind and increased gaps. They have made 8.8months months progress in line with the rest of the year group showing the gap has stopped widening. 4.2 Year 9 options show that students are prepared for KS4 and the options process is still appropriate for students. 25% will be studying EBACC.</p>	<p>4.1 The extra class in maths has now been rolled out into '22-'23 for Y7-Y9. In English 8 Angelou intervention continued with 11 of the original 30 students making better than expected progress. Gaps have been eliminated for these students and they were taken off intervention. The majority of the remaining students have made progress in line with their peers  4.2 GCSE results show an overall positive progress 8 figure; 60.7% of students achieved an overall Progress 8 score compared to 46.1% in 2019 (pre-pandemic). For the first time since using AR, all identified groups have made positive progress. End of year 7-10 exam data shows the vast majority of students are prepared for the next stage of their</p>

				learning including those moving to KS4; the has been +3% rise in ebacc figure entrants compared to 2022 although the figure is still below pre-pandemic figures.
<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.	5.1 The Wellbeing Project has been completed by staff and the findings have been presented. The School has signed up to the DfE's Wellbeing Charter. A well being plan using the recommendations from both projects will be produced in the Spring term. 5.2 ECF programme in secure and implemented, Governors have received training.	5.1 A workload charter has been created outlining the action that the school takes to promote wellbeing and reduce staff workload. 5.2 Governors have been appraised on the progress of ECTs and the programme has so embedded successfully into school life.	5.1 The Wellbeing Project's findings were too general for us to implement as an organisation.  5.2 Behaviour/pastoral support needs have been identified alongside individual development points. A programme for ECF support has been calendared and drop-in sessions identified.