



Curriculum Recovery Plan

Key Priority	To implement a curriculum recovery plan to ensure all children are at least in line with their year group expectations by the end of the year.					
Lead person accountable for the plan: Mike Dixon		Finance Plan- How much will the plan cost: £36K [for relevant external CPD]			Account Code: Professional fees	
Governor/s responsible for the plan: Ian Wilson						
Success Criteria & Milestones						
Success Criteria:		Autumn Milestone	RAG Rate	Spring Milestone	RAG Rate	Summer Milestone
End of year impact						
1	Reading – all pupils [not identified as SEND] including disadvantaged end the year in line with their colour book band expectation	60% of pupils in line with their colour book band expectation.		80% of pupils in line with their colour book band expectation.		100% of pupils in line with their colour book band expectation.
2	All SEND pupils make rapid progress in their reading and end the year in line with their school target	60% of SEND pupils on track for their end of year reading target		80% of SEND pupils on track for their end of year reading target		100% of SEND pupils on track for their end of year reading target
3	Phonics – all pupils [not identified as SEND] including disadvantaged end the year in line with the correct phase of learning	60% of pupils in line with their phonics phase		80% of pupils in line with their phonics phase		100% of pupils in line with their phonics phase
4	All SEND pupils make rapid progress in their phonics and end the year in line with their school target	60% of SEND pupils on track for their end of year phonics target		80% of SEND pupils on track for their end of year phonics target		100% of SEND pupils on track for their end of year phonics target
5	Number skills - all pupils [not identified as SEND] including disadvantaged end the year in line with year group expectations	60% of pupils in line with year group place value expectations		80% of pupils in line with year group place value expectations		100% of pupils in line with year group place value expectations
6	All SEND pupils make rapid progress with their basic number skills and end the year in line with their school target	60% of SEND pupils on track for their end of year place value target		80% of SEND pupils on track for their end of year place value target		100% of SEND pupils on track for their end of year place value target
Monitoring (explicitly against success criteria/ milestones- see annual monitoring plan for specific detail)						
Who	What	When -How regularly will you conduct monitoring activities?	Where -Where will you review/report the outcomes of the monitoring activities?	External Validation -How will you gain external validation of your work (eg School Improvement Partner, Governors etc)		
Staff member/s responsible	What monitoring activities will be taking place?					
SLT	Pupil data.	Half termly	Pupil progress meetings	Leadership Partner- termly		
Curriculum leaders	Pupil books Lesson observations	Termly	Curriculum leader reports	Leadership Partner- termly		
Quality of Education Committee	HT reports	Termly	Committee meetings Governor visit	Leadership Partner- termly		



Actions (required to achieve Success Criteria)	Lead person responsible	Timescale- start/end	Training/ CPD needs	Resources/cost/time
Reading	Class teachers	By September 18th 2020	Support from CC	Learning time
1. Pupils reading assessed.				
2. Identify children with significant gaps requiring additional intervention	Class teachers	By September 18th 2020	n/a	n/a
3. Carry out interventions and support programmes for identified children – LL, LM, SW	Kate Roberts	To begin September asap	External CPD as necessary	LL x 0.2 x 6 weeks £1K 36 weeks x 1 afternoon - £2K SW x 3 afternoons [32 weeks] - £6K
4. Complete baseline reading tracking proforma for each child	Class teachers	By September 14 th and then half termly	n/a	PPA time
5. Parents updated regarding identified gaps and next steps	Class teachers	Informal conversation Formal parents evening October 2020	n/a	Parents' evening x 2
6. Reading tracking proforma completed half termly	Class teachers	October/December/February/April/June	n/a	PPA time
7. Review of intervention progress	Kate Roberts	October/December/February/April/June	N/A	Management time
Phonics	Class teachers	By September 18th 2020	Support from CC	Learning time
1. Assessment of pupil phonic knowledge				
2. Identify children with significant gaps requiring additional intervention	Class teachers	By September 18th 2020	n/a	n/a
3. Carry out interventions and support programmes for identified children – LL, LM	Kate Roberts	To begin September asap	External CPD as necessary	LL x 0.4 x 6 weeks £2K 36 weeks x 4 afternoons - £8K SW x 2 afternoons [32 weeks]- £4K
4. Complete baseline phonics tracking proforma for each child	Class teachers	By September 21 st and then half termly	n/a	PPA time
5. Parents updated regarding identified gaps and next steps	Class teachers	Informal conversation Formal parents evening October 2020	n/a	Parents' evening x 2
6. Phonics tracking proforma completed half termly	Class teachers	October/December/February/April/June	n/a	PPA time
7. Review of intervention progress	Kate Roberts	October/December/February/April/June	N/A	Management time
Writing				
1. Writing transition units taught in September – consolidating previous year's curriculum.	Class teachers	September 2020 2 weeks	Support from CC/The Literacy Company	Learning time
2. Gaps identified and built into next step planning	Class teachers	September - ongoing	Support from CC	PPA time



3. Children identified who would benefit from additional support from 1-1 tutor	Class teachers	September	n/a	Tutor costs - #£3K
4. Parents updated regarding identified gaps and next steps	Class teachers	Informal conversation Formal parents evening October 2020	n/a	Parents' evening x 2
5. Ongoing tracking of pupil progress to feed into pupil progress meetings	Class teachers	October/December/February/April/June	Support from CC/KR	Pupil progress meetings
Place Value/Key number skills 1. Pupil place value understanding assessed - Each key number topic assessed using previous year group's curriculum	Class teachers	By September 11th 2020 and at the start of each key area of number	Support from KF	Learning time
2. Identify children with significant gaps requiring additional intervention	Class teachers	By September 14th 2020 and in line with new maths topics through the year	n/a	n/a
3. Carry out interventions and support programmes for identified children – SW	Kate Roberts	To begin September asap	External CPD as necessary	36 weeks x 5 afternoons - £10K
4. Parents updated regarding identified gaps and next steps	Class teachers	Informal conversation Formal parents evening October 2020	n/a	Parents' evening x 2
5. Review of intervention progress	Kate Roberts	October/December/February/April/June	N/A	Management time
6. Ongoing tracking of pupil progress to feed into pupil progress meetings	Class teachers	October/December/February/April/June	Support from KF/KR	Pupil progress meetings
Autumn Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only)				
Spring Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only)				
Summer Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only)				