



Uffculme Academy Trust Recovery Strategy

We are all aware of the impact that the pandemic has had on the educational opportunities for children and young people in our schools.

The Priority therefore has to be to immediately arrest any further negative consequences, identify and implement remediations and build resilience and confidence in our people and systems to further weather any future disruption.

Our vision for catch up is summarised through three main themes:

- A. **Recovery**- reviewing the curriculum; identifying and addressing gaps, intervention and catch up as required
- B. **Resilience**- investing in our digital platforms, remote learning etc, building skills and knowledge, supporting poorer families and ensuring disadvantaged students are fully able to participate
- C. **Renewal**- building the culture and communities in our schools and developing plans to ensure that this is also a spring board for future improvement and not a deficit model



Trust Recovery Strategy

	Priority	Action/s	Funding stream	Who	Monitoring
Recovery	Ensure curriculum remains broad, balanced, ambitious and relevant Gaps in coverage caused by the pandemic are addressed in a planned and timely way	Use diagnostic assessment and evidence from teachers to review curriculum coverage; identify gaps in learning; secure essential and critical learning ahead of introducing new learning; develop strategy for building on existing knowledge and introducing new content; adapt and change as necessary Review reading strategies; adopt while class reading across all schools	Core funding	HTs, DHTs with curriculum responsibility RH – EYFS/primary advisor	Learning walks SIP monitoring In school curriculum reviews QE committee
	Support examination classes to achieve highly in 2022 exam series	Use early assessment opportunities to accurately assess what pupils know and can do	Pupil premium Recovery premium	HTs DHTs Curriculum leaders	Assessment windows Mock exams/PPEs Data drops Gap analysis

		<p>Be alert to adaptations to specs from exam boards; Review schemes of learning in light of proposed approaches to examinations Ensure ongoing assessment accurately identifies what students know and can do and build opportunities for regular reinforcement of prior learning alongside new.</p>	<p>Catch up funding</p>		<p>QE committee</p>
<p>Target intervention strategies and tutoring at pupils who need additional input and support</p>	<p>Identify groups of pupils for additional support to include tutoring Ensure that the evidence for selection of pupils for tutoring is coherent and rational Secure additional support through NTP or school led offer</p>	<p>Pupil Premium Recovery Premium Catch Up funding School led Tuition funding SEND funding</p>	<p>HTs SLT lead on PP SENDCos BW – UAT Director of SEND</p>	<p>PP plan scrutiny PP reviews Data drops Pupil progress meetings QE committee</p>	

		<p>Agree content and structure of tutoring, delivery model and how it will be assessed</p> <p>Review performance of target students and ensure impact of work of external providers is quality assured</p> <p>Ensure TAs are effectively deployed</p> <p>Purchase online resources eg Sparx, Lexia</p>			
Renewal	Rebuild and reinforce key social and learning behaviours to establish strong school communities	<p>Revisit core values</p> <p>Communicate clear expectations</p> <p>Consistent reinforcement of positive behaviours</p> <p>Review plans for pupils struggling to re-engage</p>	Core funding	HTs DHTs with pastoral responsibility SENDCos	Behaviour data inc FTEs, Student voice Parent voice
	Rebuild creative, cultural and sporting opportunities	Identify opportunities for music, drama, performances, sporting competitions clubs etc	Core funding Pupil Premium Catch up funding	HTs EVCs Curriculum leads Pastoral leads	Participation audit Pupil voice Parent voice



		<p>Reintroduce curricular and extra-curricular trips and visits when it is safe to do so</p> <p>Support disadvantaged students to take part</p> <p>Reinstate assemblies and celebration events when it is safe to do so.</p>			
	Secure increasingly effective remote learning provision	<p>Review and develop the online offer;</p> <p>Continue to develop teacher skill in delivering online learning;</p> <p>Ensure every child has access to digital technology;</p>	Core funding; Pupil/recovery premium	HTs Network manager Curriculum leads	Scrutiny of online offer Pupil voice Parent voice
Resilience	Provide the necessary social/economic support for families who have fallen into poverty	<p>Provide uniform, meals, equipment for families who are struggling;</p> <p>Signpost additional support via FIS, PFSA or other agencies</p>	Pupil Premium	SBMs Pupil welfare leads	DFR Resources committee



Support the mental health and wellbeing of children and young people	Make effective use of early help Consider expanding the welfare teams in school Review the PSHRE/PD curriculum to ensure that children know how to keep themselves safe and where to access support if needed	Core funding Catch up funding Pupil premium	HTs DSLs DHT with pastoral responsibility PSHRE lead	Safeguarding logs Bullying logs Learning walks Pupil voice Parent voice
Support the mental health and wellbeing of staff	Relaunch the wellbeing offer Ensure staff now how and who to report concerns to Support staff with effective CPD and coaching	Core funding	AWO – Director of wellbeing HR teams HTs Teaching and learning leads	Staff voice Wellbeing reports Staff attendance records CPD records