



Exceptional teaching that allows everyone to make excellent progress

- Departmental recovery curriculum plans are in place and are focused on achieving the intended outcomes of the LHS curriculum in the reduced time available
- Assessment is used effectively to identify learning gaps and teaching is responsive to the emerging needs of students
- Students make good progress in reading so that almost all can access the curriculum at an age appropriate level
- The needs of disadvantaged students are identified and an action plan is in place to support the recovery of SEMH and academic progress for these students.
- Intervention is targeted to support students who need additional 'catch-up' beyond the lesson that leads to an impact on their attainment
- Teachers implement retrieval practice at regular intervals to identify learning gaps and/or misconceptions, and develop learning opportunities as appropriate.

Instill a lifelong love of learning and a sense of awe and wonder

- A high degree of normality is prioritised that enables students to recover from the losses of routine, structure, friendship, opportunity, and freedom as a result of the Covid19 lockdown
- Attendance is good and all students are re-engaged in compulsory full time education
- Students at key transition points are supported with advice and guidance that enables them to positively take their next steps with confidence
- Students are happy to be in school and are able to seek the support they need through a highly effective support system for SEMH needs to support behaviour, attitudes and wellbeing.

Nurture talents and interests through an exceptional range of extra-curricular opportunities and visits

- Opportunities for students to take part in co-curricular activities are prioritised in accordance with current guidance.
- Students have an active lifestyle and keep physically and mentally well.
- Opportunities to engage with 'The Emerald Way' through charity, creativity, competition and cultural experiences are made available in accordance with current guidance

Students leave school as fully rounded individuals ready to embrace life in 21st century

- Safeguarding is effective for all students and their wellbeing is prioritised
- Students' academic outcomes enable them to successfully access the next steps of their academic journey
- Students receive the full PSHE curriculum and are able to learn about topics that are relevant in the community
- The Emerald Way ensures students broader achievements are recognised, developed and celebrated

The Recovery Plan has looked at the key areas of impact from the lockdown on student learning and well-being and seeks to address the learning losses and support students' SEMH. £65,000 has been allocated to Lutterworth High School to support the recovery. The impact of the lockdown has been cross-referenced with our vision and values.

### Vision Statement: Exceptional teaching that allows everyone to make excellent progress

Objective	Actions	Date	Resources	Success Criteria	Responsible for:	Monitored by:	Evaluated by:
<b>Departmental recovery curriculum plans are in place and are focused on achieving the intended outcomes of the LHS curriculum in the reduced time available</b>	Departments implement clear plans for recovering lost learning (KS4)	May 21	Staff PM Staff CPD	Clear recovery plans are in place in all departments  Staff progress files identify learning gaps and plans for recovery  Departmental recovery curricula accurately identify specific content and it is re-taught and assessed appropriately  All staff successfully meet the relevant PM target	CLs/KCo	JKi	A&A committee
<b>Assessment is used effectively to identify learning gaps and teaching is responsive to the emerging needs of students</b>	Engagement data during and after lockdown is collected and used to identify those students whose learning losses might have been greatest	Sept 2020	Settling in reporting	Progress leaders/ Curriculum leaders and teachers can identify students in each year group that have been most affected by lockdown.	NTE/ PLs	JKi	A&A committee



# Where Learning Comes First

Objective	Actions	Date	Resources	Success Criteria	Responsible for:	Monitored by:	Evaluated by:
	<p>GL assessments are used to check progress in core subjects at KS3.</p> <p>Year 7 complete CAT4 assessments</p> <p>Year 7 are assessed as part of the 'no more marking' writing ages assessment.</p>	Nov 2020	<p>GL KS3 Assessment suite £8500</p> <p>£250 and literacy co-ordinator TLR</p>	<p>Learning gaps are identified and learning losses are evaluated against the national picture</p> <p>A useable benchmark of cognitive ability is established that is used to set targets that enable appropriate support or challenge in the classroom for the Y7 cohort.</p> <p>A detailed understanding of the needs of the Y7 cohort allows teachers to target effective classroom interventions</p>	<p>CLs/NTe</p> <p>NTe</p> <p>Literacy Co-ordinator/ NTe</p>	<p>JKi</p> <p>JKi</p> <p>JKi</p>	<p>A&amp;A Committee</p> <p>A&amp;A Committee</p> <p>A&amp;A Committee</p>
<b>Staff use retrieval practice to evaluate student progress and gaps in learning</b>	Retrieval practice is a performance management objective	June 2021	CPD after school sessions	<p>All staff successfully complete their performance management, evidencing the use of retrieval practice</p> <p>Staff attend CPD sessions to develop knowledge, understanding, and opportunities to collaborate across departments</p> <p>QA activities evidence successful implementation of retrieval practice within the classroom</p>	<p>KCo</p> <p>KCo</p>	<p>JKi</p> <p>JKi</p>	<p>A&amp;A Committee</p> <p>A&amp;A Committee</p>

Objective	Actions	Date	Resources	Success Criteria	Responsible for:	Monitored by:	Evaluated by:
<b>Students make good progress in reading so that almost all can access the curriculum at an age appropriate level</b>	Identify students using GL reading assessments across the school, including those who have not made expected progress	Oct 2020	HLTA – 9 lessons per week	Students in all year groups make good progress with reading and the number working below their chronological age is reduced.	NTE/ Literacy co-ordinator	NTE	A&A Committee
	Implement a programme of reading interventions that enable students in all year groups to fill learning gaps and make good progress	Dec 2020		Accelerated reader is reviewed and used primarily as an intervention to support targeted students	HLTA/ Librarian	NTE	A&A Committee
<b>The needs of disadvantaged students are identified and an action plan is in place to support the recovery of SEMH and</b>	Disadvantaged students are prioritised for catch up interventions	Jan 2021	£12,000 Brilliant Club	All disadvantaged students are offered catch up intervention through the NTP and attend.	PP Co-ordinator	NTe/JKi	A&A Committee
	Ensure access to digital platforms and devices and additional support with			The school fulfils its responsibilities by supporting FSM students isolating with food parcels, digital devices and appropriate work.	PP Co-ordinator/ Finance/	NTe	A&A Committee



# Where Learning Comes First

Objective	Actions	Date	Resources	Success Criteria	Responsible for:	Monitored by:	Evaluated by:
<b>academic progress for these students.</b>	resources as outlined in government guidance.			All disadvantaged students have the resources to work from home in line with their peers.	Eservices manager	JKi	A&A Committee
	Ensure disadvantaged students are supported to access co-curricular provision			Disadvantaged students access co-curricular activities in line with the frequency of 2019 - 2020	PP Co-ordinator/NTe		
	Ensure all disadvantaged students at transition points (Y9 and Y11) are supported to make informed decisions about their next steps.			Year 11 disadvantaged students are enabled to take positive next steps to post 16 education, training or employment.	Y11PL/ NTe		
				Year 9 disadvantaged students are supported with appropriate GCSE option choices	Y9PL/ RSa		
<b>Intervention is targeted to support students who need</b>	Use National Tutoring Programme for targeted tutoring	Jan 2021	£12,090 – Brilliant club  TLR 3 £2500 for co-	186 placements are commissioned for students across all year groups in Maths, English and at KS4, Biology, Chemistry and Physics.	Tutoring co-ordinator	NTe/JKi	A&A Committee



# Where Learning Comes First

Objective	Actions	Date	Resources	Success Criteria	Responsible for:	Monitored by:	Evaluated by:
<b>additional 'catch-up' beyond the lesson</b>	Ensure revision classes for year 11 run for students in school and those at home isolating	Nov 2020 Jan 2021 Mar 2021	ordinators role  Costs of supervising tutoring groups in school for 1 hour per day  Google education suite	Students offered tutoring receive 15 hours in groups of 3 during terms 3 and 4.  A revision timetable runs for year 11 at key points that is available to students at home or at school.	NTe	JKi	A&A Committee



# Where Learning Comes First

**Vision Statement: Instil a lifelong love of learning and a sense of awe and wonder**

Objective	Actions	Date	Resources	Success Criteria	Responsible for:	Monitored by:	Evaluated by:
<b>A high degree of normality is prioritised, that enables students to recover from the losses of routine, structure, friendship, opportunity and freedom as a result of the Covid19 lockdown (Carpenter 2020)</b>	Structure and routine is prioritised by all staff. Staff reinforce expectations regarding learning, homework and uniform.	On-going	PPE, enhanced hygiene measures, technician time.	The structure and routine of the school day is kept as 'normal' as possible in accordance with the current guidelines and adapted as necessary to meet Covid guidance e.g. on-line assemblies	AHu	JKi	A&A Committee
	The curriculum and learning experience is regularly reviewed in the light of updated government guidance.	On-going		The curriculum remains broad and is not narrowed. 'Normal lessons' are prioritised and practical activities (e.g. cooking, PE, DT) continue where the guidance allows.	RSa	JKi	
	Where possible, school events (e.g. parents and awards evenings) continue through online provision.	On-going		Students access support to adjust back to the expectations and routines through the existing tutor/ pastoral system.	AHu	JKi	
	Co-curriculum continues with adaptations for the pandemic.	On-going		Families are supported to ensure students meet the expectations for attendance and behaviour	AHu	JKi	
				The weekly newsletter is used to inform and share achievements.			
			Co-curricular activities will continue where the guidance allows.	AHu	JKi		

Objective	Actions	Date	Resources	Success Criteria	Responsible for:	Monitored by:	Evaluated by:
<b>Attendance is good and all students are re-engaged in compulsory full time education</b>	Communicate expectations regarding full time education for all students from 1st September 2020.  Promote protective measures in place and benefits of education for learning and wellbeing at every opportunity.	Sept 2020		Anxiety related to school attendance post Covid is well managed and systems for keeping safe are open and transparent.  Students and parents understand the link between attendance and attainment and wellbeing.  Lutterworth High School whole school attendance is 96% and in the top percentile of schools nationally for attendance and PA.	MBu/ AHu	JKi	A&A Committee
	Ensure that remote learning is robust and accessible for any student unable to attend (e.g. based on medical evidence or self isolation, local lockdown).  Use attendance data to quickly identify attendance trends and concerns	Sept 2020 onwards		Remote learning is in place for exceptional circumstances or in the event of further lockdown, local or otherwise.	KCo	JKi	



# Where Learning Comes First

Objective	Actions	Date	Resources	Success Criteria	Responsible for:	Monitored by:	Evaluated by:
<p><b>Students at key transition points are supported with advice and guidance that enables them to positively take their next steps with confidence</b></p>	<p>Purchase the PS16 package to enable Y11 students to search and apply for post 16 placements at school and at home</p> <p>Replace the Post-16 information event with online support for Y11 students</p> <p>Arrange careers advice for at risk students</p>	<p>Oct 2020</p>	<p>PS16 Leicestershire post 16 service</p> <p>£1747.50</p>	<p>All Y11 student have a plan (A &amp; B) for post 16 education, training or employment.</p> <p>No NEET.</p> <p>The careers service is effective in supporting at risk students.</p>	<p>Y11PL/ NTe</p> <p>Y11PL/ RSa</p>	<p>JKi</p> <p>JKi</p>	<p>A&amp;A Committee</p>
<p><b>Students are happy to be in school and are able to seek the support they need through a highly effective support system for SEMH needs to support behaviour, attitudes and wellbeing.</b></p>	<p>Positive Psychology Programme is devised and delivered to students during PSHE</p> <p>Teachers receive training on how to provide advice and guidance that can be embedded into daily life of school e.g. form time, Personal Development.</p>			<p>Vulnerable students are well supported in school and show positive attitudes and commitment to education.</p> <p>Attendance and punctuality of vulnerable students' is in line with school target.</p> <p>Behaviour and self-esteem of vulnerable students improves. Students demonstrate resilience to setbacks.</p> <p>Early intervention reduces more serious behaviour e.g. FTE and SLIP referrals.</p> <p>FTE and Level 5s are appropriate. Return to school and the classroom is managed effectively.</p>	<p>MBu/ GLe/ AHu</p>	<p>JKi</p>	<p>A&amp;A Committee</p>



# Where Learning Comes First

Objective	Actions	Date	Resources	Success Criteria	Responsible for:	Monitored by:	Evaluated by:
	GL 'PASS' assessments are completed for all KS3 students during this Computing lessons.			Targeted students' emotional needs are identified, addressed, and supported.			



# Where Learning Comes First

**Vision Statement: Nurture talents and interests through an exceptional range of extra-curricular opportunities and visits**

Objective	Actions	Date	Resources	Success Criteria	Responsible for:	Monitored by:	Evaluated by:
<b>Opportunities for students to take part in co-curricular activities are prioritised in accordance with current guidance.</b>	Co-curricular opportunities are made available to students where friendships can be built and skills developed.			A good range of co-curricular clubs run that engage a large variety of students both during the school day and after school (in accordance with current guidance).	SLT/CLs	JKI	A&A Committee
<b>Students have an active lifestyle and keep physically and mentally well.</b>	Student Wellbeing champions will be trained and deployed in school			Students will lead on the wellbeing of others and create a mentor system. Students will be able to articulate the importance of maintaining an active lifestyle.	AHU	JKi	A&A Committee
<b>Opportunities to contribute to society through charity, creativity, competition and cultural experiences are made available in accordance with current guidance</b>	Tutors continue to monitor and encourage students to engage students to participate in co-curricular activities using 'The Emerald Way'			The school supports local and national charities with events to raise awareness of issues important to the community  The school celebrates creative, cultural, charitable and competition successes for all groups of students	Mho/AHu	JKi	A&A Committee

**Vision Statement: Students leave school as fully rounded individuals ready to embrace life in 21st century**

Objective	Actions	Date	Resources	Success Criteria	Responsible for:	Monitored by:	Evaluated by:
<b>Safeguarding is effective for all students and the wellbeing of students is prioritised</b>	Additional member of staff seconded in student support until July 2021	Jan 2021		Additional member of staff adds capacity to the student support team and safeguarding concerns are effectively addressed and administered.	AHu	JKi	A&A Committee
<b>Students' academic outcomes enable them to successfully access the next steps of their academic journey</b>	Two sets of mock examinations are planned for year 11  Year 10 have one set of mock exams  QLA to be used to diagnose learning gaps	Jan 2021 and Mar 2021	QLA Admin support	The outcomes of mock examinations provide robust evidence of the performance level of all year 11 students that will support generating CAG's if required.  Mock examination outcomes are used to identify bespoke intervention schedules for year 11 students  Teachers use QLA and respond to gaps in knowledge and understanding which leads to students being well prepared for their final examinations.  GCSE and CAMB-NAT's are assessed in accordance with Exam Board and Ofqual guidance	CL's/ NTE  CL's/ NTE  CL's/ SLTNTe  CL's/ Exam officer/NTE	JKi  JKi  JKi  JKi	A&A Committee



# Where Learning Comes First

Objective	Actions	Date	Resources	Success Criteria	Responsible for:	Monitored by:	Evaluated by:
<p><b>Students receive the full PSHE scheme of work and are able to learn about topics that are relevant in the community (knife crime/ county lines) with support and intervention with the outside agencies.</b></p>	<p>Identify topics that were not taught during lockdown and ensure topics that potentially missed during sub sequential lockdowns are rescheduled to ensure all content is delivered.</p> <p>Identify current affairs (knife crime; county lines) and cover in registration, PSHE and curriculum areas if required. LHS utilise support from external agencies when this is offered.</p>			<p>Students receive the full PSHE scheme of work and are able to learn about topics that are relevant in the community (knife crime/ county line) with support and intervention from outside agencies.</p>	<p>TMa/ AHu</p>	<p>JKi</p>	<p>A&amp;A Committee</p>



# Where Learning Comes First

## Catch up funding allocations – 2020/2021

In total, £65,000 additional funding has been allocated to Lutterworth High School in 2020/2021 to support students to ‘catch up’ with losses incurred through the 2020 Covid 19 lockdown. This table outlines how the funding will be spent.

Item	Cost	Impact
GL Assessments	£8500	Accurate assessments to inform interventions Reading, Spelling, Y7 CAT4, KS3 PASS, KS3 Maths, English and Science progress tests
Walk-thrus Subscription	£600	CPD Focus on retrieval practice to support catch up
Additional member of pastoral team (student support) for two terms to July 2021	£12,768	Additional capacity as a first point of contact for students to cope with the increase in students accessing additional support and to support the management of behaviour.
Reading intervention – HLTA led reading intervention in small groups	6 lessons per week (To be determined)	To support closing the gap which has been exacerbated by lockdown.
Additional cover supervisor employed Nov 2020 fixed term to July 2021 (Supervision of tutoring after school)	£12,902	To support keeping the school fully open while staff are isolating. Any spare capacity to be used to support English and reading intervention January onwards.
NTP – Brilliant club tutoring	£12,090	Part of the National Tutoring Programme promoted by gov.uk. The Brilliant Club use university under-graduates and graduates to provide tailored programmes of on-line lessons with impact measured as part of the programme.
TLR3b – Recovery Plan Coordinator	£2500	To provide capacity to run the tutoring programme and evaluate the impact of covid related interventions.
Books to support catch up reading intervention	£90	
4 year service contract for the Leicestershire post 16 application process	£1,747.50	Post 16 application service moved on-line and enables students to access remotely.
Administration support for question level analysis of mock examinations	(To be determined)	
External verification of efficacy of safeguarding during lockdown	£600	Single Central Record and safeguarding procedures quality assured by Sally Smith. Procedures found to be robust and compliant.
Year 7 Summer School	TBC	
	<b>£39,707.50</b>	



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