



BLEAN PRIMARY SCHOOL

PUPIL PREMIUM RECOVERY FUNDING STRATEGY – AUTUMN 2021

The Government has allocated approximately £80 per pupil to support catch-up initiatives following the reopening of schools. Below provides information of where this money will be targeted and the intended impact.	
Total numbers of pupils on roll	426
Proportion of Pupil Premium from year R- 6	8%
Proportion of SEND pupils	9.5%
Allocation	£4350
Delivery	Delivery will be held in school
This document published	September 2021
Review date	December 2021
Governor monitoring responsibility	Kristen Weiss (Chair of the Learning and Development Committee)

Rationale

Our approach for catch-up uses a three-tiered approach, like our approach for the expenditure and provision for the Pupil Premium (PP), reinforced by the Education Endowment Fund (EEF). Plans are for the current Autumn term, building on the information we have gathered from the Spring and Summer terms, last academic year. There is the need for this plan to be flexible due to potential further school closures of pods/year groups or whole school. This will be detailed in the evaluation, as necessary.

strand 1 – Teaching

strand 2 – Targeted Academic

strand 3 – Wider strategies

Some strategies and approaches are not at an additional cost to the school, but we have included them as they set out what is necessary in order to support the pupils in their return to school and to help them catch up. Where appropriate we have indicated where there is a cost in time or for staff to be released, which is covered internally. This is in order to provide an overall picture of the school's priorities, which will be reviewed at the end of December.

Priorities

- The mental well-being of our pupils remains our highest priority, along with school attendance.
- To raise the attainment of all pupils, removing barriers created through school closures.
- To ensure pupils who are eligible for the Pupil Premium and those with SEND make excellent progress and are provided with an ambitious and broad curriculum.

Overview of context for Autumn – evaluation points

- Following the return of all children on March 8th, we have been able to gather all of the information we intended to as part of our philosophy in the latter part of Term 6 2021. We have a very clear idea of individual's understanding of the curriculum, including their gaps and have conducted very detailed Pupil Progress meetings.

- Data collected and submitted onto Target Tracker was determined by class teachers' professional judgements based on classwork and use of ongoing assessment. Use of this information has further supported the approaches we will use for the Catch-up Funding in the Autumn Term.

Teaching – Autumn Term 1 and 2

	Action	Why?	Delivered by / timing	Desired outcome	Cost	Evaluative notes
1.1	Same day intervention planned across all classes with a Maths focus	As gaps emerge, we want them to be addressed systematically through same day/next day intervention via the use of Learning Zone.	Delivered by Class Teacher or Teaching assistants daily. On class timetables.	Pupils catch-up and maintain supported so that they do not develop gaps in their learning.	(Timetabled)	Timetables show that Friday check ups and learning zone are planned for each week.
1.2	Diagnostic use of Friday Maths check-up, to further ascertain gaps and plan next steps	Friday check-ups enable class teachers to encourage pupils to recall key knowledge previously taught to see if they remember it. This will enable class teachers to address any misconceptions and build this into future planning	Delivered by Class Teacher, weekly. On class timetables.	Pupils are able to recall previously taught material via spaced retrieval and interleaving teaching approaches.	(Timetabled)	
1.3	Regular spelling incorporated into learning zone in KS2	Spelling has been identified as an area to develop within Spelling, Punctuation and Grammar (SPaG). Pupils need to transfer the discrete spelling strategies into their writing across the curriculum	Class teacher daily. On class timetables	Pupils are able to use taught spelling accurately in their writing and assessments improve	(Timetabled)	Class teachers shared some successful spelling strategies at Staff Learning sessions which all teachers could try with own classes. Writing lead looked more closely at spelling scores from Term 2 SPaG assessment in KS2 to ascertain the attainment of all children. Spelling scores indicate between 52% to 82% of children achieve a score of

						10/20 or more, with 23% to 58% achieving a score of 15/20 or more. Class teachers need to continue to ensure discrete spelling strategies are incorporated in lessons.
1.4	Recovery objectives mapped across every subject	<p>Clarity of objectives that have not been covered since March 2021. This is split into 5 areas:</p> <p><i>1. Objectives still not covered from previous curriculum recovery document (March 2021)</i></p> <p><i>2. Key objectives that must be covered at the beginning of the next unit. (priority)</i></p> <p><i>3. Objectives/concepts/events which can be covered through other opportunities (Guided Reading texts, Home Learning Projects, writing opportunities/ whole school projects/cross-curricular).</i></p> <p><i>4. Objectives which will be covered again at a later point</i></p> <p>-</p>	<p>Subject Leaders</p> <p>Class teachers</p> <p>Term 1</p>	<p>Gaps are filled and content has been covered.</p> <p>Objectives are revisited</p> <p>Pupils are secure with knowledge through regular spaced retrieval</p>	<p>Time allocated for Forum (middle management meetings) to review recovery document</p>	<p>A staff learning session has taken place where year group teachers have highlighted objectives that were mapped to be taught but were unable to do so. Teachers will now cover these this year and highlight in green and date when they have been covered.</p>
1.5	Develop pedagogical approach to the teaching of Reading in EYFS and KS1 to ensure books are matched to the phonic progress of pupils and develop fluency.	<p>To be in line with the new DfE reading Framework and the most up to date systematic phonic teaching</p> <p>To further provide high quality reading opportunities for pupils after lockdown</p> <p>To ensure pupils are reading for pleasure and enjoyment</p>	<p>Class teachers</p> <p>Reading leads</p>	<p>Consistency across the school.</p> <p>Pupils that regressed during lockdown have caught up with their peers.</p> <p>Pupils make good progress in phonics</p> <p>Children meet end of KS1 expectations</p>	<p>New reading books in EYFS & KS1 £15,000</p>	<p>DHT has audited reading across the school. £15000 has been spent on new reading books so the school is up to date with current DfE guidance. DHT has met with KS1 and EYFS staff to further improve reading opportunities. This includes strategies for whole class reading and reading for pleasure and ensuring books are matched to pupils' phonic ability. Big Cat</p>

	<p>Discrete skills of Vocabulary acquisition, Inference, Prediction, Expression, retrieval and Sequencing will be taught</p>				<p>Collins and Dandelion readers have been purchased and books sent home are matched to the individual child linked to their phonics assessments.</p> <p>Drop Everything and Read (DEAR) has been re-launched and promoting reading pleasure through high quality display planned.</p> <p>Links have been made with a local book reviewer who provides the school with high quality books to go in class reading libraries.</p> <p>A bid has been made to a local company to provide each class with £50 worth of books – awaiting outcome.</p> <p>Tea and Topic took place term 2 (16 parents attended) and new phonics reading guidance for parents has been created and made available on the website.</p> <p>Another Tea and Topics session is planned for Term 3.</p> <p>DHT has liaised with the Reading Lead to ensure all Classes are teaching the skills of reading. This is promoted through the school by using VIPERS approach. Vipars has been launched in all classes to ensure consistency of approach across school and Literacy Shed + resources have been purchased to support teachers with high quality lesson planning. DHT has</p>
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						sourced guided reading texts for Year 2 and has purchased further reading books linked to the banding system for year 3 & 4. Nina Birch training for EYFS, Year 1, Year 2 and HLTAs who cover phonics lessons has taken place with all groups receiving training by end of Term 2.
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Targeted academic- Autumn Term 1 & 2

	Action	Why?	Delivered by / timing	Desired outcome	Cost	Evaluative notes
2.1	To ensure language acquisition is secure with pupils in Early Years through Nuffield Early Language Intervention (NELI) improving pupils spoken language	Pupils have had limited access to Nursery provision and interaction with peers due to lockdown	Teaching Assistant trained in NELI	Pupils demonstrate a secure understanding and use of language at an age appropriate level	Funded Government initiative	TA has accessed training and is currently screening pupils this will continue into term 3.
2.2	To improve speech and language acquisition of year 1 pupils through	Lowest 20% of cohort did not achieve communication Early Learning Goal (ELG)	Teaching assistants	Pupils demonstrate a secure understanding and use of language at an age appropriate level	£584 subscription	Children have been screened for language barriers using the Infant Language Link assessment. Intervention has

	thorough screening and intervention (speech and language link)			Pupils speak with clarity		<p>been put in place as needed alongside referrals to the Speech and Language Team where appropriate. There is currently an 18-week lead time for an assessment.</p> <p>The children who did not achieve communication early Learning Goal have been placed on the school monitoring register which is overseen by the Inclusion Lead.</p> <p>Children who were identified with language difficulties in EYFS have had assessments and the recommendations are in place. The impact of this intervention will be assessed in April using the Language Link assessment.</p>
2.3	To ensure pupils identified through phonic assessment catch up to the appropriate stage/phase through reading and phonic intervention	Those pupils who did not reach Good Level of Development (GLD) in EYFS are identified to receive intervention 33% did not achieve writing ELG 27% did not achieve reading ELG	DHT 3x per week Class teachers daily	pupils make good progress in phonics and are on track to pass phonic screening pupils apply learnt skills in reading and writing	£3083.64	<p>Phonics intervention takes place 3x per week with DHT and daily with class teachers in year one.</p> <p>DHT group 7/13 pupils in the DHT group have made accelerated progress and will return to whole class sessions in term 3. DHT will take lowest</p>

						<p>20% (12 pupils) of cohort for phonics intervention from term 3.</p> <p>Year 1:</p> <p>71.7% of pupils on track or above</p> <p>Intervention group Year 1 data: 12 pupils</p> <p>11/12 91.7% made progress within phase 3</p> <p>8/12 67% pupils no longer require the intervention</p> <p>6/12 50% made accelerated progress in writing</p> <p>3/12 25% made accelerated progress in reading</p> <p>Yr 2 phonics screen 59/60 met the expected standard.</p> <p>Children who are having additional phonics provision are having assessments to</p>
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						<p>identify possible Speech and Language barriers. Intervention and referrals will be actioned as needed.</p> <p>All children who did not achieve GLD were added to the school's monitoring register which is overseen by the Inclusion Lead.</p>
2.4	To improve standards in Writing through the use of Writing conferencing in year 6	Feedback from class teachers and data demonstrates proportion of pupils (7 pupils) working at Expected in Writing needs to improve	AHT – LA writing moderator 2x per week	Through stimulating, purposeful writing experiences, children are encouraged to develop key writing skills and develop a love of writing. Chn make accelerated progress and are in line with their peers	(timetabled)	<p>Children are responding well to this through the use of time to edit and to plan, and the impact on writing progress is starting to be seen. Teacher Assessment at Term 2 shows:</p> <p>1/8 made 3 steps of progress 4/8 made 2 steps of progress 1/8 made 1 step of progress 2/8 made 0 steps of progress - both these children have SEND barriers identified.</p>
2.5	Year 4 focused RWM support through B Squared small step intervention	Feedback from class teachers and data demonstrates proportion of pupils not working at Expected in RWM need further support.	HLTA daily TA daily	Targeted pupils in Year 4 catch-up and make progress from their starting points and become more confident with their basic number knowledge	£2776.20	<p>TA x 1 day x 14 wks HLTA x 1 day x 14 weeks</p> <p>Children are making small steps of progress from their starting points. Using statements from B Squared has enabled class teacher and HLTA to target specific areas of number to enable over-</p>

						learning of basic skills and knowledge.
2.6	Year 6 focused Maths support	Feedback from class teachers and data demonstrates proportion of pupils including PP and SEND working below Expected in Maths needs to improve. (Two groups)	Inclusion manager Daily HLTA 5 x per week	All pupils make good progress from their starting point in Maths, due to targeted teaching groups.	£4353.44	Children in the group are benefitting from targeted teaching. Teacher Assessment at Term 2 shows: 2/9 made 3 steps of progress 6/9 made 2 steps of progress. 1/9 made 1 step- this was impacted by absence. 3 children are working within age expected attainment (6b) 3 children are working 1 step below age related expectations (5s+) 3 children are working approximately 2 steps below age related expectations. These children have SEND barriers identified and one has an EHCP. These children all made expected progress.
2.7	To further develop and strengthen number in EYFS and KS1 using a research led approach	To provide a strong foundation in number and to further support those pupils who have developed gaps from lockdown	Class teachers	Lead practitioners are skilled to support class teachers and children's strength in number improves	Funded Government initiative	Year R complete at end of each day Year one complete daily

2.8	<p>Year 3 Reading To use a diagnostic tool to identify next steps in skill progression for 8 pupils</p>	<p>8 pupils are currently working below Age Related Expectation (ARE). 6 of these pupils are not PP or SEND. Feedback from evidence gathering notes that pupils need to make accelerated progress and would benefit from targeted in class support and additional intervention.</p>	<p>DHT diagnostic screen HLTA 3x per week</p>	<p>Targeted Year 3 pupils enjoy reading, are fluent and make good progress. The pupils develop and progress in all the reading skills</p>	<p>£3083.64</p>	<p>DHT completed reading diagnostic on pupils and provided information to Year 3 teachers. DHT completed phonics screen on set pupils which demonstrated progress. DHT has trained TA to continue with completion of reading diagnostic. DHT purchased fully decodable 7+ texts to match to the ability of the pupils and TA uses the guidance notes in the books to support the pupils.</p> <p>HLTA led intervention 3 x per week. Teacher assessment at end of Term 2 shows: 3/8 made 3 steps of progress 3/8 made 2 steps of progress 2/8 made 1 step of progress</p>
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2.9	To improve standards in Writing through the use of small group writing support in year 4	Feedback from class teachers and data demonstrates proportion of pupils (9 pupils) working at Expected in Writing needs to improve.	HLTA 4a week	Through stimulating, purposeful writing experiences, children are encouraged to develop key writing skills and develop a love of writing. Children make accelerated progress and are in line with their peers	(timetabled)	Through small group support, these children made the following progress: 2/9 made 4 steps of progress 3/9 made 3 steps of progress 4/9 made 2 steps of progress 3 of these pupils are now working at the expected standard with the remaining children now working just below ARE.
2.10	To improve standards in Writing through the use of Writing conferencing in year 5	Feedback from class teachers and data demonstrates proportion of pupils (3 pupils) working at Expected in Writing needs to improve.	HLTA Daily in learning zone	Through stimulating, purposeful writing experiences, children are encouraged to develop key writing skills and develop a love of writing. Children make accelerated progress and are in line with their peers	(timetabled)	Through 1:1 support during Learning Zone, these 3 pupils have made more than expected progress: 2/3 made 4 steps of progress 1/3 made 5 steps of progress 2 of these pupils are now working at expected standard.
2.11	Year 5 focused Maths support	Feedback from class teachers and data demonstrates proportion of pupils working below Expected in Maths needs to improve.	TA support within class sessions	All pupils make good progress from their starting point in Maths, due to targeted teaching groups. HLTA x 5 hrs pw	£1132.04	Small group of children benefited from TA support within class to make the following progress: 1/3 made 3 steps of progress 1/3 made 2 steps of progress 1/3 made 0 steps of progress – this child is on SEN register with a specific barrier to Maths learning identified.

2.12	To improve standards in Writing through the use of Writing conferencing in year 2	Feedback from class teachers and data demonstrates proportion of pupils in Knight Class have regressed with their Writing and therefore needs to improve	Additional Teacher two mornings a week for 10 weeks	Through stimulating, purposeful writing experiences, children are encouraged to develop key writing skills and develop a love of writing. Children make accelerated progress and are in line with their peers	£1905	9 children have worked alongside class teacher to support writing. Teacher assessment at end of Term 2 shows: 6/9 made 2 steps of progress 3/9 made 1 step of progress. This writing support will continue moving forward into Term 3.
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Wider strategies – Autumn terms 1 and 2

	Action	Why?	Delivered by / timing	Desired outcome	Cost	Evaluative notes
3.1	Proportion of ELSA (Emotional Literacy Support) time supports pupils mental wellbeing who have found the return to school a challenge. <i>Resource pack created for all Class Teachers to support alongside this strand.</i>	Individual pupils, whose needs cannot be met through whole class teaching, require bespoke strategies and attention to deal with reduced levels of anxiety and well-being.	ELSA trained specialist. PMs	Through support and taught strategies pupils feel equipped to deal with a wide range of emotions such as, worries, anger, upset.	ELSA time £909.60	Child 1 14/6/21 Year 6 – Pre-assessment scores (10 being high) 1) 6/10 not wanting to come into school 2) 3/10 recognise and control emotions 3) 8/10 negative self-thoughts 24/11/21- Post assessment scores 1) 0/10-not wanting to come into school 2) 0/10-recognising and controlling emotions

						<p>3) 0/10-negative self thoughts</p> <p>Child 2 9/6/21 Year 4-Pre-assessment scores 1) 5/10 worrying about lots of things 2) 7/10 not feeling confident</p> <p>24/11/21-Post assessment scores 1) 1/10 Worrying 2) 2/10 confidence</p> <p>Child 3 27/9/21 Year 5-Pre-assessment scores 1) 9/10 feeling sad in the mornings/separation 2) 7/10 Lunchtime – dinner hall</p> <p>(still ongoing)</p> <p>Child 4 27/9/21 Year 4-Pre-assessment scores 1) 8/10 Lots of negative thinking 2) 7/10 Worries around school</p> <p>(still ongoing)</p>
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3.2	<p>Access to CHATTS (Children and Adult Talking Therapy Service) To support key pupils' mental health and well-being</p>	<p>Pupils needing the support of a trained counsellor will be provided with bespoke support through CHATTS, as a registered NHS provider for children.</p>	<p>CHATTS – outsourced. Weekly sessions.</p>	<p>Through targeted support, pupils feel equipped to deal with a wide range of emotions such as, worries, anger, upset.</p>	<p>£720.00</p>	<p>2 children who were having support through CHATTS have completed their sessions in Autumn 1. Feedback from counsellors has been positive. During Terms 1 and 2, there have been 4 referrals to CHATTS. The service now has a 12 weeks wait time due to demand. Sessions should start in Term 3. These children are being supported through a more bespoke Zones of Regulation curriculum and check in's with a key adult.</p>
3.3	<p>Proportion of Draw and Talk time supports pupils mental wellbeing who have found the return to school a challenge.</p>	<p>Identified pupils, whose needs cannot be met through whole class teaching, require bespoke strategies and attention to deal with reduced levels of anxiety and well-being.</p>	<p>Draw and Talk trained specialist 1x per week for 12 weeks</p>	<p>Through support and taught strategies pupils feel equipped to deal with a wide range of emotions such as, worries, anger, upset.</p>	<p>£226.41</p>	<p>Two students have begun the Drawing and Talking programme since September, 2021. These students are over half way through their 12 sessions, and will finish in January 2022. Both have engaged well, attending their sessions after school. One student in particular has opened up and discussed feelings both within sessions and out. Parental feedback has been positive.</p>
3.4	<p>Attendance support for pupils, including lateness (Parent Pupil Mentor) and</p>	<p>Pupils' attendance at school needs to be reviewed in terms of monitoring systems to ensure accurate data is collected e.g.</p>	<p>Parent Pupil Mentor</p>	<p>Attendance remains high and as a result pupils do not develop gaps in their learning.</p>	<p>Parent Pupil Mentor – planned time</p>	<p>Overall attendance for the school is 96% Pupil Premium attendance is 93%. COVID has had an impact</p>

	setting of home-learning during periods of self-isolation.	lateness with staggered starts to maintain high standards of punctuality. Good attendance and punctuality link directly to achievement.		High standards of punctuality are maintained, despite COVID situation and this results in pupils not missing pastoral / learning time.	each morning.	on PP pupils especially in Year 4 and 6. Covid has greatly impacted our attendance. 12 members of Staff have had the virus since September. 67 pupils have had the virus since September.
3.5	Access to online Reading Scheme along with reading books to enhance EYFS and KS1 access to books at home	Due to reading book rotation, an online reading book provision has been purchased to maintain reading at home.	Reading Leads Class Teachers	No pupil is disadvantaged through limited access to physical books or online system and as a result make good progress in Reading.	£439	Collins e book library purchased and all children in EYFS & KS1 Have access to extra e-books from home.
3.6	Access to high quality reading books in EYFS and KS1	Breadth of readers in Year 2 requires additional books to meet their needs. Quality of reading material in EYFS and KS1 needs to be updated to ensure pupils are encouraged to read for pleasure and to meet their phonic stage/phase	Reading Leads Class Teachers	No pupil is disadvantaged through limited access to physical books and as a result make good progress in Reading and pupil voice demonstrates a enjoyment of reading.	£10,000 (school budget)	Reading books purchased and linked to banding system. New bands of white+ lime + and copper have been purchased and added to year 2. Year 2 guided reading books for all bands have been purchased. All books in EYFS and KS1 are fully decodable and matched to pupil's phonic ability. Guided reading texts used are matched to phonic ability. Sharing books are sent home weekly to promote reading for

						pleasure as well as reading in school.
3.7	To further develop self-regulation and metacognition	Inclusion manager to embed the use of Zones of Regulation with all staff.	Inclusion Lead	Consistent use of the zones supports the children in self-regulating and an improvement is observed in levels of independence.	Timetabled	<p>Work has begun on a school Social and Emotional Learning rubric. This will allow us to work towards a consistent use of language and expected skills for each year group. The Inclusion Lead gathered input from Class Teachers with regards to expected skills and vocabulary. This will be combined with the Zones of Regulation curriculum. Next steps involve creating a Social and Emotional Toolbox which can be used to support children with coregulation. Classes continue to use the Zone of Regulation Curriculum as a universal offer for children, this is then targeted and used as an intervention for children of have emotional regulation barriers. Children who have experienced dysregulation have been observed to respond to the language of Zones of Regulation, this has been positive in giving children a means of both verbal and non-verbal communication.</p>

