



BLEAN PRIMARY SCHOOL

PUPIL PREMIUM RECOVERY FUNDING STRATEGY – SPRING 2022

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| 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 | 428 |
| Proportion of Pupil Premium from year R- 6 | 9.3% |
| Proportion of SEND pupils | 9.6% |
| Allocation | £4350 |
| Delivery | Delivery will be held in school |
| This document published | January 2022 |
| Review date | March 2022 |
| 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).

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 March.

We have a very clear idea of pupils understanding of the curriculum, including their gaps. This has been achieved by detailed Pupil Progress meetings and through mapping objectives lost within the curriculum as a result of school closures. We are continuing to review and adapt our recovery planning and provision to support the needs of the children.

Plans are for the current Spring term, building on the information we have gathered from the Autumn term. 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.

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 Spring – evaluation points

- 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 Spring Term. Following this data collection, we have identified Writing as an additional thread.

Teaching – Spring Term 3 and 4

| | Action | Why? | Delivered by / timing | Desired outcome | Cost | Evaluative notes |
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| 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) | Age Related Expectations: Y1 77% PP 100% Y2 75% PP 50% Y3 79% PP 33% Y4 72% PP 43% Y5 89% PP 50% Y6 77% PP 38% |
| 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) | (PP= pupil premium) Progress (expected = 4.0) Y1 3.9 PP 4.0 (2 pupils) Y2 3.9 PP 5.3 (4 pupils) Y3 3.7 PP 3.3 (6 pupils) Y4 3.8 PP 4.2 (7 pupils) Y5 4.0 PP 3.0 (2 pupils) Y6 3.9 PP 4.0 (16 pupils) |
| 1.3 | Continuation of recovery objectives mapped across every subject | Clarity of objectives that have not been covered since March 2021. This is split into 5 areas: <i>1. Objectives still not covered from previous curriculum recovery document (March 2021)</i> <i>2. Key objectives that must be covered at the beginning of the next unit. (priority)</i> <i>3. Objectives/concepts/events which can be covered through other opportunities</i> | Subject Leaders Class teachers Term 3 and 4 | Gaps are filled and content has been covered. Objectives are revisited Pupils are secure with knowledge through regular spaced retrieval | Time allocated for Forum (middle management meetings) to review recovery document | Term 3 staff reviews the lost objectives documents and colour coded those that had been completed and those yet to be taught Staff learning session will be devoted to reviewing lost objectives in term 6. |

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| | | <i>(Guided Reading texts, Home Learning Projects, writing opportunities/ whole school projects/cross-curricular).</i> 4. Objectives which will be covered again at a later point | | | | We have used reading as an area to bridge subjects and close gaps. |
| 1.4 | Develop discrete skills of Vocabulary acquisition, Inference, Prediction, Expression, retrieval and Sequencing (VIPERS) will be taught. | Children are able to use and apply the VIPERS skills when reading in a range of contexts. To be in line with the new DfE reading Framework. To further provide high quality reading opportunities for pupils after lockdown. | Class teachers Reading leads | Consistency across the school. Pupils that regressed during lockdown have caught up with their peers. Children meet end of KS1 expectations | New reading books in EYFS & KS1 £15,000 | Recent Ofsted inspection clearly stated that: 'Reading is a clear priority in the school for enjoyment and as a means for learning in all subjects.' All classrooms have a VIPERS display VIPERS is referred to across the whole curriculum in subjects Ofsted quote: 'The reading curriculum has a very positive influence on the excellent quality of pupils' writing.' DATA: ARE: Y1 72% PP 100% Y2 80% PP 25% Y3 83% PP 33% Y4 72% PP 43% Y5 89% PP 50% Y6 84% PP 63% |

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| | | | | | | Progress (expected 4.0) Y1 3.9 PP 4.0 Y2 4.0 PP 5.2 Y3 4.0 PP 4.0 Y4 4.1 PP 3.7 Y5 4.1 PP 4.0 Y6 3.8 PP 3.6 |
| 1.5 | Embed Drop Everything and Read (DEAR) in all year groups. | To ensure pupils are reading for pleasure and enjoyment. | Class Teachers | Pupils are reading or listening to a wide range of genres. Profile of Reading is raised across the school. | | Recent Ofsted inspection quote: ‘Pupils develop a love of reading right from the start. Teachers’ passion for reading has a very positive influence on the pupils who ‘catch’ their enthusiasm. Pupils develop as confident fluent readers of fiction, non fiction and poetry.’ |
| 1.6 | To develop use of high quality tiered vocabulary. | To improve children’s language acquisition and have ensure learning environments are language rich. To develop staff understanding of the acquisition of vocabulary. | Class Teachers TA SLT | Sequences of Learning and learning environments promote language rich opportunities for children to develop vocabulary and apply it to their writing. | | Vocabulary progression documents for every subject on SOL. Raised the profile of vocabulary and this is displayed in all classrooms Staff learning session on Isabel Beck language acquisition through tiers. |

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| | | | | | | Staff learning session led by Kent University on language acquisition and conversation. |
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Targeted academic- Spring Term 3 and 4

| | Action | Why? | Delivered by / timing | Desired outcome | Cost | Evaluative notes |
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| 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 | In Term 1 the EYFS TA undertook a comprehensive sequence of training from Nuffield. They then assessed all 60 Year R pupils on a language screener and identified 7 pupils to commence the programme. The programme has been running successfully for two terms and has had a positive impact on all the pupils who have attended in regards to; their attention and focus and confidence to talk in a familiar group. 5 pupils have made expected progress in the 'listening and attention' ELG and 3 in the 'speaking' ELG. 2 have made better than expected progress in the 'speaking' ELG, since commencing the programme. |

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| 2.2 | To improve speech and language acquisition of year 1 pupils through thorough screening and intervention (speech and language link) | 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 Pupils speak with clarity | | All of the children who have been assessed for Infant Language Link in Year 1 now have a standardised score of at least 100. 10/13 children have received targeted phonics support with the Deputy Head Teacher. |
| 2.3 | To ensure pupils identified through phonic assessment catch up to the appropriate stage/phase through reading and phonic intervention | 8 pupils from Autumn Term data capture have been highlighted to require Phase 3 phonic intervention. Lowest 20% of cohort are receiving either Precision Teaching and or daily flash cards. | DHT 3x per week TA daily | Lowest 20% of pupils make good progress in phonics and are on track to pass phonic screening pupils apply learnt skills in reading and writing. | £3083.64 | 16 pupils (26%) on the cusp of expected, predicted to meet the exp standard by June 55/60 on track with 39/60 already there. 5 pupils working below expected 8% 13 pupils to be targeted by DHT in term 5 Reading data T4: ARE: Y1 72% PP 100% Progress: Y1 3.9 PP 4.0 |
| 2.4 | To consolidate Greater Depth reading skills to | A group of 6 focus children are working at ARE but have not make expected progress in | AHT 2x weekly | Children can use and apply the reading VIPERS to a range of high | | Progress 3.3 for the 6 chn |

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| | accelerate progress and attainment. | terms 1 and 2. These children were working at Greater Depth at the end of Year 5. | | quality texts. Children accelerate progress as a result. | | 2 pupils achieving GDS 4 pupils working at EXS |
| 2.5 | 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 | Knight Class Term 4 data: ARE 70% EXS 17% GDS Progress 3.8 Due to a staffing restructure this intervention ceased from the beg of term 4, this is due to a pupils with EAL requiring urgent intervention. |
| 2.6 | To improve standards in Writing through the use of Writing conferencing in year 3 | 8 pupils are currently working close to Age Related Expectation (ARE). 3 of these pupils are 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. | HLTA 3x per 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 | | Progress 4.1 ARE: 71% PP pupils – 4.2 progress |
| 2.7 | To improve standards in Writing through the use of Writing conferencing in year 4 | 7 pupils are currently working close to Age Related Expectation (ARE). 2 of these pupils are 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. | HLTA 3x per 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 | | 7 pupils data term 4: Progress: 4.6 1 pupil now working at ARE. |

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| 2.8 | To improve standards in Writing through the use of Writing conferencing in year 6 | 7 pupils are not on track to achieve expected standards in writing at the end of KS2. 6 of these pupils are 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. | HLTA – Timetabled in Year 6. | 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 | | Due to staff restructure this intervention took place as Quality First Teaching |
| 2.9 | 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 | EYFS T4 Number data 78% working at age related Progress 3.2 (expected 3.0) ARE: Y1 77% PP 100% Y2 75% PP 50% Progress: Y1 3.9 PP 4.0 (2 pupils) Y2 3.9 PP 5.3 (4 pupils) |
| 2.10 | Year 4 focused Maths support through B Squared small step intervention | Children within this group have been identified with complex SEND barriers. 2/5 have an EHCP 3/5 are having applications for Statutory Assessment written within this academic year. 4/5 have High Needs Funding. 2/5 are children receive PP. | HLTA daily TA daily | Targeted pupils in Year 4 respond to a bespoke maths curriculum which enables them to make accelerated progress when compared with previous rates of progress. Children develop functional basic maths skills. | £2776.20 | Data for 5 pupils: Progress: 2.6 Pupils are working through B squared using over learning techniques. |

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| 2.11 | Year 6 focused Maths support | <p>Feedback from class teachers and data demonstrates proportion of pupils including PP and SEND working below Expected in Maths needs to improve.</p> <p>Group 1- HLTA 3/4 pupils are SEND or PP 1/4 pupils have an EHCP</p> <p>Group 2 Inclusion Lead 6/9 are SEND or PP 1/9 have an EHCP and High Needs Funding</p> | <p>Inclusion Lead Daily</p> <p>HLTA 5 x per week</p> | All pupils make good progress from their starting point in Maths, due to targeted teaching groups. | £4353.44 | <p>Group 2: 4 steps progress</p> <p>3/9 have made accelerated progress</p> <p>2/9 working at ARE</p> <p>Group 1: 4.5 steps progress 3/4 making accelerated progress</p> |
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Wider strategies – Spring Terms 3 and 4

| | Action | Why? | Delivered by / timing | Desired outcome | Cost | Evaluative notes |
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| 3.1 | <p>Proportion of ELSA (Emotional Literacy Support) time supports pupils mental wellbeing who have found the return to school a challenge.</p> <p><i>Resource pack created for all Class Teachers to support alongside this strand.</i></p> | 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. | <p>ELSA trained specialist.</p> <p>PMs</p> | 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 | <p>Assessment scores (10 being high)</p> <p><i>Child 1- Year 6</i></p> <p>Pre-assessment</p> <ol style="list-style-type: none"> 1) Not wanting to come into school 6/10 2) Recognising and dealing with emotions 5/10 3) Being positive 8/10 <p>Post -assessment</p> <ol style="list-style-type: none"> 1) 0/10 2) 0/10 3) 0/10 |

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| | | | | | | <p>Child 2-Year 4</p> <p>Pre-assessment</p> <ol style="list-style-type: none"> 1) Worrying about everything 5/10 2) Building confidence 7/10 <p>Post assessment</p> <ol style="list-style-type: none"> 1) 1/10 2) 2/10 <p>Child 3- Year 5</p> <p>Pre-assessment</p> <ol style="list-style-type: none"> 1) Being more organised 8/10 2) Self esteem 7/10 <p>Post assessment</p> <ol style="list-style-type: none"> 1) 1/10 2) 0/10 <p>Child 4- Year 3</p> <p>Pre-assessment</p> <ol style="list-style-type: none"> 1) Not being heard 8/10 2) Getting angry at home 9/10 3) Lack of confidence 6/10 <p>Post assessment</p> <ol style="list-style-type: none"> 1) 2/10 2) 1/10 3) 0/10 |
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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>4 children have referrals outstanding with CHATTS and support is due to start in Term 3.</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>CHATTS has been closed by the NHS, however we continue to use draw and talk therapy.</p> |
| 3.3 | <p>Proportion of Draw and Talk time supports pupils mental wellbeing.</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>5 pupils have accessed this support. The school has received positive feedback from parents.</p> |
| 3.4 | <p>Attendance support for pupils, including lateness (Parent Pupil Mentor) and setting of home-learning during periods of self-isolation.</p> | <p>Pupils' attendance at school needs to be reviewed in terms of monitoring systems to ensure accurate data is collected e.g. lateness to maintain high standards of punctuality. Good attendance and punctuality link directly to achievement.</p> | <p>Parent Pupil Mentor</p> | <p>Attendance remains high and as a result pupils do not develop gaps in their learning.</p> <p>High standards of punctuality are maintained, despite COVID situation and this results in pupils not missing pastoral / learning time.</p> | <p>Parent Pupil Mentor – planned time each morning.</p> | <p>Attendance 93.7% Pupil Premium 91% 238 cases of COVID reported in the Spring Terms hugely impacted school attendance</p> |
| 3.5 | <p>Access to online Reading Scheme along with reading books to enhance EYFS and KS1 access to books at home</p> | <p>Due to reading book rotation, an online reading book provision has been purchased to maintain reading at home.</p> | <p>Reading Leads Class Teachers</p> | <p>No pupil is disadvantaged through limited access to physical books or online system and as a result make good progress in Reading.</p> | <p>£439</p> | <p>This continues to be used by parents and teachers monitor the books being read on line at home</p> |
| 3.7 | <p>To further develop self-regulation and metacognition.</p> | <p>Inclusion manager to embed the use of Zones of Regulation with all staff. Staff</p> | <p>Inclusion Lead</p> | <p>Consistent use of the zones supports the children in self-regulating and an improvement</p> | <p>Timetabled</p> | <p>Work has been completed on the rubric and toolbox.</p> |

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| | | work to create a SEL rubric and support toolbox. | | is observed in levels of independence. Children embed strategies to use to support self or co regulation. | | This now needs to be collated into a working document |
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