



BLEAN PRIMARY SCHOOL

PUPIL PREMIUM RECOVERY FUNDING STRATEGY – SUMMER 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 | 429 |
| Proportion of Pupil Premium from year R- 6 | 10.7% |
| Proportion of SEND pupils | 11.9% |
| Allocation | £4350 |
| Delivery | Delivery will be held in school |
| This document published | April 2022 |
| Review date | July 2022 |
| Governor monitoring responsibility | Gina Donaldson (Interim 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 July.

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 Summer term, building on the information we have gathered from the Spring 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 Summer – 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 Summer Term. Following this data collection, we have identified Writing as an additional thread.

Teaching – Summer Term 5 and 6

| | 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) | |
| 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 | Review 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 (Guided Reading texts, Home Learning Projects, writing opportunities/ whole school projects/cross-curricular).</i> | Subject Leaders Class teachers Term 5 and 6 | 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 | |

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| | | 4. Objectives which will be covered again at a later point | | | | |
| 1.4 | Develop discrete skills of Vocabulary acquisition, Inference, Prediction, Expression, retrieval and Sequencing (VIPERS) will be taught across the curriculum. | <p>Children are able to use and apply the VIPERS skills when reading in a range of contexts.</p> <p>To be in line with the new DfE reading Framework.</p> <p>To further provide high quality reading opportunities for pupils after lockdown.</p> <p>Children can apply VIPERS skills in a range of subjects across the curriculum.</p> | Class teachers Reading leads | <p>Consistency across the school.</p> <p>Pupils that regressed during lockdown have caught up with their peers.</p> <p>Children meet end of KS1 expectations</p> | New reading books in EYFS & KS1 £15,000 | |
| 1.5 | Continue Drop Everything and Read (DEAR) in all year groups. | To ensure pupils are reading for pleasure and enjoyment. | Class Teachers | <p>Pupils are reading or listening to a wide range of genres.</p> <p>Profile of Reading is raised across the school.</p> | | |

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| 1.6 | To continue 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. To display vocabulary in the environment | 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. | | |
| 1.7 | To develop opportunities for pupils to write at length across the curriculum | Writing across the school is the lowest % of ARE out of the core subjects. To build writing stamina to practise the skills of writing To moderate writing across the school To unpick why writing results are lower and focus on the findings Local Authority to work with teachers to support moderation of writing | Class Teachers TA SLT | Writing tasks to be set for home learning Build writing stamina to practise the skills of writing Writing competition encourages writing for a purpose Process of writing to be displayed around school | | |

Targeted academic- Summer Term 5 and 6

| | Action | Why? | Delivered by / timing | Desired outcome | Cost | Evaluative notes |
|-----|---|--|------------------------------------|--|------------------------------|------------------|
| 2.1 | To ensure language acquisition is secure with pupils in Early | 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 | Funded Government initiative | |

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| | Years through Nuffield Early Language Intervention (NELI) improving pupils spoken language | | | language at an age appropriate level | | |
| 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 | | |
| 2.3 | To ensure pupils identified through phonic assessment catch up to the appropriate stage/phase through reading and phonic intervention | 13 pupils from Spring Term data capture have been highlighted to require 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 | |
| 2.4 | To support Year 6 Writing and Reading | Feedback from class teachers at pupil progress meetings indicated that a group of pupils need to consolidate their progress and would benefit from targeted in class support within writing, and reading. | HLTA Timetabled in Year 6 daily from Week 1 - 4 in Term 5. | All pupils continue to make good progress from their starting point in Writing due to targeted in class support. | | |
| 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 year 2 to access writing intervention. | Class teachers to lead sessions when | Through stimulating, purposeful writing experiences, children are encouraged to develop key | £1905 | |

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| | | | student teachers are | writing skills and develop a love of writing. Children make accelerated progress and are in line with their peers | | |
| 2.6 | To improve standards in Writing through the use of Writing conferencing in year 3 | 9 pupils are currently working close to Age Related Expectation (ARE). 3 of these pupils are PP and 1 pupil is PP & 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 | | |
| 2.7 | To improve standards in Writing through the use of Writing conferencing in year 4 | 10 pupils are currently working close to Age Related Expectation (ARE). 2 of these pupils are 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 From week 5 | 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 | | |
| 2.8 | To improve standards in Writing through the use of Writing conferencing in year 6 | 6 pupils are not on track to achieve expected standards in writing at the end of KS2. 2 of these pupils are PP 3 pupils have SEND. | HLTA – Timetabled in Year 6 daily from week 1 term 5. | Through stimulating, purposeful writing experiences, children are encouraged to develop key writing skills and develop a love of writing. | | |

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| | | Feedback from evidence gathering notes that pupils need to make accelerated progress and would benefit from targeted in class support and additional intervention. | AHT 2x per week | Children make accelerated progress and are in line with their peers | | |
| 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 | |
| 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 | |

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| 2.11 | 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. Group 1- HLTA 3/4 pupils are SEND or PP 1/4 pupils have an EHCP Group 2 Inclusion Lead 6/9 are SEND or PP 1/9 have an EHCP and High Needs Funding | Inclusion Lead Daily HLTA 5 x per week | All pupils make good progress from their starting point in Maths, due to targeted teaching groups. | £4353.44 | |
| 2.12 | To support language acquisition of EAL pupils | 2 mornings per week to support EAL pupils who have recently come into the country and joined the school. | 2x mornings by teacher | Pupils make good progress across the curriculum from their starting point. | | |

Wider strategies – Summer Terms 5 and 6

| | Action | Why? | Delivered by / timing | Desired outcome | Cost | Evaluative notes |
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| 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 | |

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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> | | |
| 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> | £226.41 | |
| 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> | |
| 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> | £439 | |
| 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 work to create a SEL rubric and support toolbox.</p> | <p>Inclusion Lead</p> | <p>Consistent use of the zones supports the children in self-regulating and an improvement is observed in levels of</p> | <p>Timetabled</p> | |

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| | | KS1 lead to work on metacognition strategies with ECTs and Trainee teachers | | independence. Children embed strategies to use to support self or co regulation. | | |
| 3.8 | To further develop Rosenshine/Sherrington principles of instruction | To equip staff with a variety of strategies to engage pupils and gain the most from learning | Class teachers | Pupil engagement levels are high Children are immersed with learning Development of staff knowledge and use of questioning skills | | |
| 3.9 | To further develop our curriculum offer through immersive experiences | Use of Debra Kidd strategies to engage pupils in a creative and purposeful way. | Class teachers | Pupil engagement levels are high Children are immersed with learning Development of staff knowledge and use of questioning skills Curriculum develops using values to support skills. | | |