



BLEAN PRIMARY SCHOOL

PUPIL PREMIUM RECOVERY FUNDING STRATEGY – AUTUMN 2022

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	7.3%
Proportion of SEND pupils	9.9%
Allocation	£5220
Delivery	Delivery will be held in school
This document published	September 2022
Review date	Dec 2022
Governor monitoring responsibility	TBC

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

Teaching – Autumn Term 1 & 2

	Action	Why?	Delivered by / timing	Desired outcome	Cost	Evaluative notes
1.1	Same day intervention planned across all classes with SPAG and Maths as a 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	Implement the new DPIL (Dramatic Progress in Literacy) Spelling programme from Year 2-6	Consistency in approach across the school Slight drop in KS2 SPAG outcomes	Delivered by class teachers at least 3 times per week	Greater accuracy in spelling Transferable to writing	?	

1.4	<p>Develop discrete skills of Vocabulary acquisition, Inference, Prediction, Expression, retrieval and Sequencing (VIPERS) will be taught across the curriculum.</p>	<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>	<p>Class teachers Reading leads</p>	<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>		
1.5	<p>Continue Drop Everything and Read (DEAR) in all year groups.</p>	<p>To ensure pupils are reading for pleasure and enjoyment.</p>	<p>Class Teachers</p>	<p>Pupils are reading or listening to a wide range of genres.</p> <p>Profile of Reading is raised across the school.</p>		

1.6	<p>To continue to develop use of high quality tiered vocabulary.</p>	<p>To improve children's language acquisition and have ensure learning environments are language rich.</p> <p>To develop staff understanding of the acquisition of vocabulary.</p> <p>To display vocabulary in the environment</p>	<p>Class Teachers TA SLT</p>	<p>Sequences of Learning and learning environments promote language rich opportunities for children to develop vocabulary and apply it to their writing.</p>		
1.7	<p>To develop opportunities for pupils to write at length across the curriculum</p>	<p>Writing across the school is the lowest % of ARE out of the core subjects.</p> <p>To build writing stamina to practise the skills of writing</p> <p>To moderate writing across the school</p> <p>To unpick why writing results are lower and focus on the findings</p>	<p>Class Teachers TA SLT</p>	<p>Writing tasks to be set for home learning</p> <p>Build writing stamina to practise the skills of writing</p> <p>Writing competition encourages writing for a purpose</p> <p>Process of writing to be displayed around school</p>		

		Local Authority to work with teachers to support moderation of writing				
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 by Government	
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 assistant Year 1 mornings / Teachers	Pupils demonstrate a secure understanding and use of language at an age appropriate level Pupils speak with clarity	£3461	
2.3	To improve language acquisition for Key Stage 2 pupils.	Pupils identified through screening using Junior Language Link as not having age appropriate language skills.	Teaching Assistants.	Pupils have age appropriate language skills and referrals are made to		

				NHS services where required.		
2.4	To further develop life skills and real life experiences linked to school values to support relationships and understanding of the world focus areas	Identified as an area to focus on as below other areas from foundation stage curriculum	Teachers	Pupils demonstrate a secure understanding of relationships and understanding of the world.		
2.5	To ensure pupils identified through phonic assessment catch up to the appropriate stage/phase through reading and phonic intervention	Lowest 20% of cohort are receiving either Precision Teaching and or daily flash cards.	TA daily DHT 3x per week for year 1 lowest 20%	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.	£1678	
2.6	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	Class teachers to lead sessions	Through stimulating, purposeful writing	£5149	

		year 2 to access writing intervention		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 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	
2.8	Year 5 focused Maths support through B Squared small step intervention	Children within this group have been identified with complex SEND barriers. 2/3 have an EHCP 1/3 are having applications for Statutory Assessment written within this academic year.	TA daily	Targeted pupils in Year 5 respond to a bespoke maths curriculum which enables them to make accelerated progress when	£875	

		<p>3/3 have High Needs Funding. 2/3 are children receive PP.</p>		<p>compared with previous rates of progress. Children develop functional basic maths skills.</p>		
2.9	<p>Year 6 focused Maths support</p>	<p>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</p> <p>3/4 pupils are SEND or PP 1/4 pupils have an EHCP 2/4 have HNF</p> <p>Group 2 Inclusion Lead 4/9 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>	<p>All pupils make good progress from their starting point in Maths, due to targeted teaching groups.</p>	<p>£5008</p>	

2.10	To accelerate the progress of focus children through targeted intervention in years 3-5: BRP (Boosting reading potential) Pre teach – maths Writing conferencing	Focus children identified from pupil progress meetings as not making expected progress or needing to accelerate to catch up to previous end of key stage attainment .	Intervention TA 3 days a week	Focus children accelerate progress from starting points.	£3307	
2.11	Pupil premium pupils identified for tutoring to accelerate progress of pupils	12 Focus children identified from Summer 2022 data on the cusp of expected	Teacher led - 7 teachers tutoring	Focus children accelerate progress from starting points.	£25 per session - 20 sessions throughout the year (£2500 – from tutoring led funding)	

Wider strategies – Autumn Term 1-2

	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	

3.2	Proportion of Draw and Talk time supports pupils mental wellbeing.	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.	Draw and Talk trained specialist 1x per week for 12 weeks	Through support and taught strategies pupils feel equipped to deal with a wide range of emotions such as, worries, anger, upset.	£226.41	
3.3	Attendance support for pupils, including lateness (Parent Pupil Mentor)	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.	Parent Pupil Mentor	Attendance remains high and as a result pupils do not develop gaps in their learning. High standards of punctuality are maintained.	Parent Pupil Mentor – planned time each morning.	
3.4	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	£439	

				progress in Reading.		
3.5	To further develop self-regulation and metacognition.	Inclusion manager to embed the use of Zones of Regulation with all staff. Staff work to create a SEL rubric and support toolbox. KS1 lead to work on metacognition strategies with ECTs and Trainee teachers	Inclusion Lead	Consistent use of the zones supports the children in self-regulating and an improvement is observed in levels of independence. Children embed strategies to use to support self or co regulation.	Timetabled	
3.6	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		
3.7	To further develop our curriculum offer	Use of Debra Kidd strategies to engage	Class teachers	Pupil engagement levels are high		

	through immersive experiences	pupils in a creative and purposeful way.		Children are immersed with learning Development of staff knowledge and use of questioning skills Curriculum develops using values to support skills.		
3.8	Coaching of pupils to support wellbeing	Identified pupils, whose needs cannot be met through whole class teaching, require bespoke strategies and attention to deal with pupils feelings	1 session weekly for 6 weeks per pupils identified led by DHT initially (trained coach)	Through support and taught strategies pupils feel equipped to deal with thoughts and feelings.	£480	