



Recovery Premium

2020-2021

Amount of Pupil Premium Received

Total Funding Amount	£29080
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Current Attainment

Identified Barriers to Learning

- Assessment Data shows COVID 19 lockdown measure have led to approximately 1 term's lost learning for all children
- A high number of disadvantaged children did not access any learning during this period due to lack of support/equipment at home. As a result baseline data shows that 4% ARE Reading, 0% ARE Writing, 4%ARE Math's. The gap between pupil premium children and non- pupil premium children has widened.
- Home learning is limited due to current provision and needs developing further
- Access to equipment is limited for some families
- Children have had limited physical exercise at home
- Children have had limited socialization during lockdown
- Children have become less independent

Planned Expenditure

Quality Teaching For All

Desired Outcome	Evidence and Rationale	Action	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?	Cost	Impact
Accelerated Progress in reading, writing and math's	<p>Assessments show children are working at least a year behind</p> <p>EEF September 2018 - On average, reading comprehension approaches deliver an additional six months' progress</p>	<p>Reading</p> <ul style="list-style-type: none"> • Ensure acquisition of phonics skills particularly for KS2 children to enable them to become fluent readers • Focus on teaching techniques to understand text • Children have a reading book matched to their ability • Children read to an adult throughout the school week. • Teachers planning is linked to age related expectations and shows progression • Assessment informs planning 	<p>Monitoring summative data termly</p> <p>Monitoring teaching of reading through drop in's (trail a PP child through a lesson) and work scrutiny (Sample PP child from each class)</p>	Reading Lead	Termly	£2500	<p>Autumn Term: Children have made significant gains</p> <p>Summer Term Lost learning again due to Spring lock down</p> <p>See data analysis</p>

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	<p>EEF- Metacognition Summary of Recommendations Modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop pupils' metacognitive skills. Teachers should verbalise their metacognitive thinking as they approach and work through a task</p>	<p>Writing</p> <ul style="list-style-type: none"> • Handwriting taught daily • Improve teacher subject knowledge around all genres • Staff to use modeling as a strategy for teaching writing • Progression in SPAG used to support planning • Ensure age related objectives are taught across all aspects of writing • Assessments inform teaching • Vocabulary is taught and has a high priority in the environment • STAR approach used to teach vocabulary • KS2 access bedrock <p>Math's</p>	<p>High Quality CPD for Teachers from teaching and learning Consultant - ROSIS</p> <p>Monitoring teaching of writing through drop in's (trail a PP child through a lesson) and work scrutiny (Sample PP child from each class)</p> <p>CPD For teachers</p>	<p>Writing Lead</p>	<p>Termly</p>	<p>£2000</p> <p>£6000</p>	<p>Books show handwriting is improving.</p> <p>Revamped writing policy</p> <p>Teachers planning improved now incorporates all features of genres</p> <p>Vocabulary taught as a separate lesson.</p> <p>Improvements shown in written work</p>

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<p>All teachers delivering high quality learning that engages and motivates all learners,</p>	<p>EEF- 2015 Mastery approaches to teaching math's - on average, pupils in classes where the approach was used made one additional month's progress compared to similar classes that did not.</p>	<ul style="list-style-type: none"> • Power Math's (Mastery approach) implemented across the whole school 	<p>Monitoring teaching of math's through drop in's</p>	<p>Math's Lead</p>	<p>Review Summer 2021</p>	<p>£2500</p>	<p>Not as much progress as would of liked. Continue.</p>
	<p>Google Platform used to provide remote learning</p>	<ul style="list-style-type: none"> • Set up platform • CPD for staff • Code of conduct for remote learning 	<p>Parental feedback</p>	<p>SLT</p>	<p>Review Summer 2021</p>	<p>DFE Grant</p>	
		<ul style="list-style-type: none"> • PE taught when in school • Team games to promote working together • Social time during lunchtime 	<p>Pupil Voice</p>	<p>SLT</p>	<p>Review Summer 2021</p>	<p>Review Summer 2021</p>	

Targeted Support

Desired Outcome	Evidence and Rationale	Action	How will you ensure it is implemented well?	Staff Lead	When will you review implementation	Cost	Impact
Children make 8 scaled points progress each term	<p>EEF- recent evaluations of one to one tuition interventions found average impacts of between three and six months' additional progress</p> <p>EEF smaller classes are associated with slightly higher attainment</p>	<ul style="list-style-type: none"> • Termly/Daily Assessments feeding planning to plug the gaps • Targeted Intervention through RAP where children are falling behind • Small single age classes enable intervention to be teacher led • NTP for those identified as falling behind 	Termly Data Analysis	HT	Review Summer 2021	£10000	Still some ground to make up - see data analysis
Children with Barriers to learning are supported	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions</p> <p>outcomes resulting in +3 months progress</p>	<ul style="list-style-type: none"> • Inclusion team set up in school supporting SEAL • Discussions with parents where children are struggling emotionally- targeted support from MIND and AD 	Provision map in place and reviewed termly	AHT	Review Summer 2021	£2000	Children supported with Wellbeing concerns. Settled better to learning Sept 2021



Other Support

Desired Outcome	Evidence and Rationale	Action	How will you ensure it is implemented well?	Staff Lead	When will you review implementation	Cost	Impact
Children are fully engaged in learning	Where children engage in learning they achieve better	<ul style="list-style-type: none">• Staff and pupil well being survey• Zones of regulation in place in classrooms• Discussions about COVID 19 in class - PSHE• Further work in class where needed	Outcomes of survey	HT	Summer 2021	£2000	