



All Saints CE Primary School

Recovery (Catch-up) Premium Report

SUMMARY INFORMATION

Total number of pupils:	200	Amount of recovery premium received per pupil:	£80
Total recovery premium budget:	£16,000		

STRATEGY STATEMENT

“Nurturing, Resilience, and Achievement for all”

Love ♦ Kindness ♦ Resilience ♦ Understanding

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.”
(Covid-19 Support Guide for Schools – June 2020)

Every pupil will have been affected differently by COVID-19 and school closures. **Our approach works alongside our Pupil Premium Strategy. We aim to reduce the attainment gap between disadvantaged pupils and their peers and raise the attainment of all pupils to close the gap created by the COVID-19 partial school closures.**

We aim to provide a blend of targeted academic support based on baseline and teacher assessments, alongside emotional and wellbeing support to enable pupils to be in a mentally healthy position to engage positively with learning and community in school.

Academic Support: There is extensive evidence to support the impact of high-quality tuition support, delivered by qualified teachers and targeted towards pupils who need it most. We will enhance our use of DAFITAL – Data and Feedback Informed Teaching and Learning, so that teachers can determine how to support their pupils most effectively. We have followed the EEF Tiered model and considered strategies and approaches for our curriculum, rightly focusing on English and Maths, alongside all other curriculum subjects.

Wellbeing Support: There is extensive evidence to support the view that children’s emotional and mental health needs are vital to being ready to engage with learning and develop skills. After a year where so much of their life has been negatively impacted by social restrictions, many of our children have returned to school displaying increased levels of anxiety, disengagement from learning, and struggling to relate positively to friends. We have carefully put in place a programme of wellbeing support for all pupils, alongside targeted support to help specific pupils across the school. This is alongside increased training opportunities for staff to develop their skills and understanding of how best to support pupils with low self-esteem and high anxiety.

English Curriculum	① Teaching	<ul style="list-style-type: none"> ➤ Diagnostic testing of gaps for phonics, spelling and SPaG. Baseline for writing based on TAFs ➤ Baseline for reading based on one-to-one reading ➤ Quality first teaching using a cycle of plan, do, review. ➤ Using 'Talk for Writing' process as a vehicle for improving spoken and then written language. Display toolkit and ideas, using reading to collect models for writing. ➤ use of support staff within the class. ➤ Phonics lessons: all children present for input to ensure awareness of focus sound/grapheme being taught. ➤ Verbal feedback to children and short focused written feedback/editing as necessary. ➤ Daily vocabulary practice – word of the day. ➤ Increased profile of reading at home – Bug Club (until Dec20), library books, weekly routines for changing etc. ➤ Targets and spelling lists for all children (Individual lists when appropriate). ➤ Whole class reading lessons using focused learning objectives and skills made explicit to pupils with focused group time as necessary. ➤ Sentence progression toolkit-making explicit to pupils. ➤ Frequent low stakes testing/ revisiting using Vocab Ninja resources. ➤ DAFITAL and ASAT to track progress against ARE for Writing – barriers and next steps (targets) 	<p>Within current budget – staff cost and time</p> <p>Bug Club – £1262</p> <p>TA Meeting Time - £1500</p>
	② Targeted Support	<ul style="list-style-type: none"> ➤ Interventions for Reading comprehension ➤ Phonics Booster: Reception, Y1 and Y2: flashcards, small group work following class session, 1:1 sessions ➤ Year 5 and 6 Reading Comprehension tutoring ➤ Phonics parental support videos e.g. sound buttons, blending ➤ Targeting individual readers. More able readers read one to one less often. Less able read more frequently. ➤ Use of PM benchmark reading assessment (EYFS, KS1 & SEND as appropriate) for particular children to identify which aspect of reading they are struggling with. ➤ Spelling – Magic Spells groups/1:1 sessions ➤ EYFS targeted groups or targeted teaching 	Tutoring - £6060
	③ Wider Strategies	<ul style="list-style-type: none"> ➤ Planning enrichment, hooks for reading and writing through experiences in class, use of music, film etc. ➤ CPD for support staff – T4W & Phonics (Internal), Magic Spells (DSPL3 Funded) ➤ SPAG subscription ➤ Bug Club Subscription ➤ Spelling Frame Subscription ➤ Writing Development project – Write Stuff (English Lead) 	Subscriptions - £510
			Total budgeted cost:

Maths Curriculum	① Teaching	<ul style="list-style-type: none"> ➤ Quality first teaching using a cycle of plan, do, review. ➤ Use White Rose maths scheme to support revision of previous year group objectives ➤ Use of 'Ready to Progress' materials to support planning and coverage ➤ Increased focus on fluency skills by using 'Fluent in Five' resources by Third Space Learning ➤ Increased focus on fluency skills by using Herts for Learning fluency slides ➤ Subscribe to Mathletics for the whole school and target learning by using results. ➤ Use end of unit assessments by White Rose to inform teaching cycle ➤ DAFITAL and ASAT grids to track progress against ARE 	TA Meeting Time - £1500 Subscriptions - £190
	② Targeted Support	<ul style="list-style-type: none"> ➤ Use Mathletics to meet individual needs in the classroom and home learning ➤ 1:1 tutoring for 6 pupils with Third Space Learning ➤ Small group work, 1:1 sessions and targeted interventions based on ongoing assessment (flexible depending on need) 	Mathletics - £1145 Third Space Learning NTP – £1144
	③ Wider Strategies	<ul style="list-style-type: none"> ➤ 2 staff to take part in Mastery training with Maths Hub – share with rest of staff as appropriate ➤ Celebrate success on Mathletics by distributing certificates (weekly as appropriate) ➤ TTRS subscription – KS2 	Subscription - £168
			Total budgeted cost:

General Curriculum	① Teaching	<ul style="list-style-type: none"> ➤ General <ul style="list-style-type: none"> ○ Identify those with biggest gaps – use assessment grids/MTP formats to support ○ Use low stakes assessments (Kahoot) ○ Ensure children are emotionally settled ○ Focus on key knowledge and concepts (identified on MTP grids) ➤ Science <ul style="list-style-type: none"> ○ Identify curriculum areas taught during lockdown ○ New class teacher to identify key Science objectives missed and plan focussed lessons on topics. ○ Practical Science lesson focus – group, individual, demonstration ➤ RE <ul style="list-style-type: none"> ○ World Religions Day (Summer Term) ➤ History/Geography <ul style="list-style-type: none"> ○ Link topics to English texts – field work and online resources (virtual tours/visits when possible) ➤ Computing <ul style="list-style-type: none"> ○ Revised scheme to ensure all objectives covered by end of both Key Stages ➤ PSHE <ul style="list-style-type: none"> ○ Introduce and plan for new RSE curriculum, inc. Parent Consultation and CPD for staff (in place by Summer Term 2021) ○ Continued use of SCARF units and resources ○ PSHE Association WellBeing materials ➤ Music <ul style="list-style-type: none"> ○ Charanga – COVID modified plans ➤ PE <ul style="list-style-type: none"> ○ Complete PE – COVID modified plans ○ Sports Coach lessons (Y1 – Y6, weekly) ➤ French <ul style="list-style-type: none"> ○ Focus on core units from SALUT! (KS2) 	<p>Within current budget – staff cost and time</p>
	② Targeted Support	<ul style="list-style-type: none"> ➤ Home Learning information for all parents – Tiered offer (Tier 1: Individuals, Tier 2: Bubbles) ➤ Home Learning linked to curriculum themes – research, projects, responding ➤ Small group work, adult supported (particularly in Science) ➤ Structured scaffolding to support individual learners 	<p>Within current budget – staff cost and time</p>
	③ Wider Strategies	<ul style="list-style-type: none"> ➤ Ensure the most is made of cross curricular links – topic projects through English etc. ➤ Re-establish routines and expectations – assemblies, videos, PSHE, feedback, circle time ➤ Increase resilience through short sessions – Colour Monster, Zones of Regulation, Metacognition (Building Learning Power) ➤ Use tasks that have high motivation for pupils to help engagement with learning – adapt to individuals and class interest whenever possible ➤ Provision of technology for PPG children & other disadvantaged 	<p>Funded through DfE Technology Schemes</p> <p>Within current budget – staff cost and time</p>
			Total budgeted cost:

Wellbeing Support	<p>①</p> <p>In Class</p>	<ul style="list-style-type: none"> ➤ Use of Zones of Regulation – class sessions ➤ Mindfulness and calm moments – after lunch or through the day ➤ Craft/creative rewards as motivators – additional support staff time to enable provision of activities as rewards for pupils working hard! ➤ Circle/Carpet time sessions (at least weekly) ➤ Team building games in 2nd PE lesson ➤ PSHE taught weekly – focus on wellbeing and self-care ➤ Regular discussion at weekly teacher’s meetings to consider pupils – focus at SLT Mtgs (weekly) for behaviour/wellbeing support for pupils & staff ➤ Yoga sessions (all classes, weekly) ➤ Forest School – weekly. 	<p>Within existing budget – staff costs & time</p> <p>Yoga - £2100</p>
	<p>②</p> <p>Targeted Support</p>	<ul style="list-style-type: none"> ➤ Green Room (Wellbeing room) for individuals as needed – timetable or flexi-use ➤ Brain breaks – craft, creative, physical or other activities to support focus/concentration for individuals ➤ Counselling / Play Therapy sessions (1:1) – SafeSpace ➤ Nurture Sessions – small group / 1:1 as needed ➤ Lego Therapy – to support communication and social skills ➤ Social Skills Interventions ➤ 20/20/20 Lunch time provision ➤ Yoga Therapy – targeted pupils in KS2 ➤ Supervision sessions for key members of staff working with vulnerable families 	<p>Use of PPG and within existing budget – staff costs & time</p>
	<p>③</p> <p>Wider Strategies</p>	<ul style="list-style-type: none"> ➤ Collective Worship – Hope, Community, Diversity themes across the year <ul style="list-style-type: none"> ○ Weekly video from headteacher ○ Weekly planning for daily Collective Worship ○ Friday Celebration Assembly Online (weekly): <ul style="list-style-type: none"> ▪ 2x weekly shout outs per class ▪ Merits ▪ Personal achievements ▪ Athletics Awards ▪ Class share – work from the week ➤ Weekly Newsletter – celebrate, share, and remind! ➤ Dress-up days and Theme days, including fundraising, competitions, interest and awareness days ➤ HipHop Dancing Workshops (UKS2) ➤ Art Workshops (all classes – colour and wellbeing) ➤ Music Lessons to resume (inc. those funded for PPG and Disadvantaged pupils) ➤ CPD – Emotional Regulation (DSPL3 Funded, SENCO: 12 hrs course + HT: 6 hour course) ➤ CPD – support staff, Mental Health Champion courses (offered to all) ➤ CPD – Mental Health First Aid course (SENCO) 	
			Total budgeted cost:

TOTAL BUDGET SUMMARY

Total recovery premium budget:	£16,000	
Total planned spend:	£15,579	<i>C/F amount into 2021/22 = £421</i>
Review cycle:	TERMLY	<i>Adjust spending and allocate funds to meet changing needs as identified</i>

ADDITIONAL INFORMATION

The school will continue to:

- › Use All Saints Assessment Tracker (ASAT) and DAFITAL Meetings to track and monitor pupil's progress
- › Report at least termly to Governors on progress against aims of Recovery Plans
- › Termly Parent consultations to report outcomes and discuss pupils individually
- › Attendance monitored and support offered (95% or above as expected)
- › Offer signposting support for families in need
- › Encourage external agency engagement in person whenever possible