


Recovery Premium Plan : Mellor St Mary CE Primary School

Summary information					
	School	Mellor St Mary CE Primary School			
	Academic Year	2020-21	Total Recovery Premium	£4,700	Number of pupils 145

Guidance

Children and young people across the country have experienced unprecedented disruption to their education over the last 12-18 months, as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Use of Funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

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Maths	<p>Some specific content has been missed, leading to gaps in learning and an inability to apply problem solving and reasoning skills in an age appropriate manner.</p> <p>Recall of basic skills needs to be quicker – children are not able to recall addition facts, times tables with fluency and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
Writing	<p>Grammar, sentence structure and punctuation specific knowledge is not as proficient as it should be therefore leading to lack of fluency in writing. Those who have maintained writing throughout Covid absences /lockdown are less affected, however those who evidently did not write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
Reading	<p>Most children accessed reading during Covid absences / lockdown more than any other subject – real books and electronic ones through online reading area EPIC. However, some children in key stage 2 are less fluent in their reading and the gap between those children that read widely and those children who do not is now increasingly wide.</p>
Early Reading/ Phonics	<p>KS1 and lower KS2 children access phonic teaching through online and face to face sessions during Covid absences and lockdowns. However, some Y1 and Y2 have missed core elements from phase 3- 5 which need constant repetition and overlearning.</p> <p>New to school EYFS children have some communication and language gaps due to missed sessions in pre school and nurseries.</p>
Non-core	<p>There are now still some gaps in knowledge – whole units of work are being added to the current curriculum cycle to ensure children have access pre-requisite knowledge when learning something new. Due to these gaps some children are less likely to make connections between concepts and themes throughout the curriculum.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact <i>(once reviewed)</i>	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p><i>Investment in quality planning materials and progressive schemes which allow staff to deliver age appropriate knowledge and skills across the curriculum.</i></p> <p><i>(£750 for KAPOW licenses) (Literacy Tree licence £1500)</i></p>	<p>The whole school curriculum for academic year 2021-22 amended. Learning sequences are progressive and sequential</p> <p><i>Children are on track to achieve ARE across the subjects</i></p>	<p>JEP</p>	<p>Termly</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Initial baseline assessments completed (Sept 21) including EYFS Baseline and NELI language screening (Oct 21).</i></p> <p><i>Question level analysis for core (Maths and English Reading comprehension) to establish focused areas for each term and intervention support using TAs.</i></p> <p><i>Additional release time for half termly pupil progress meetings with HT/SEND0 and faculty leads</i></p> <p><i>Termly assessments / data analysis to inform next School Led Tutoring intervention support.</i></p> <p><i>(£0)</i></p>	<p><i>Individual learning programmes and targets in place for 1:1 and small group teaching are impacting on pupil progress.</i></p> <p><i>Gaps are narrowed as parents and pupils work on individual and specific catch up targets through homework.</i></p> <p><i>Children receiving targeted catch-up support have narrowed the gap between themselves and their peers.</i></p>	<p>JEP / CB</p>	<p>Termly</p>
Total budgeted cost			£2250	

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Phonics and Early Reading</u> All KS1 children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p>Employment of a full time teacher to ensure single year group teaching for English in EYFS, Y1 and Y2 in order to focus on core phonics skills and knowledge (£8485 difference in PT to FT salary)</p>	<p><i>Standards in Reading, Phonics and Writing have improved and the majority of children are on back on track to achieve ARE in KS1.</i></p>	AB	Termly
<p><u>Maths Mastery</u> All children in KS1 will have significantly increased basic arithmetic and reasonings skills.</p> <p>All children in KS2 will have significantly increased place value, problem solving and reasoning skills through the use of maths mastery teaching and learning techniques.</p>	<p>Employment of a full time teacher to ensure single year group teaching for maths in EYFS, Y1 and Y2 in order to focus on core basic number, place value, calculation and reasoning skills (£0 costed from amount above)</p> <p>CPD for Maths leads working with the North North West Maths Hub to embed mastery teaching and learning skills across school. (£900 for CPD)</p>	<p><i>Standards in Maths have improved and the majority of children are on back on track to achieve ARE in KS1.</i></p> <p><i>Standards in Maths have improved and the majority of children are on back on track to achieve ARE in KS1.</i></p>	AB CB	Termly
<p><u>School Led Tutor 1-to-1 and small group tuition</u> Appropriate SLT support identified children in reinforcing their understanding of: RWM</p> <ul style="list-style-type: none"> • Fast Track Phonics (KS1) • Bounce Back Phonics (KS2) • Basic maths skills and application of number. (KS1 and KS2) • Handwriting (KS1 and KS2) • SPAG SATs Companion (KS2) • ELSA - emotional literacy support (KS2) • Reading comprehension (KS2) • Precision teaching vocabulary and spelling (KS2) 	<p>School Led Tutor employed 6 hours a week to deliver 1:1 and small group targeted catch up support for 5 hours per term per child. 75% of SLT funding from the DFE school contributes 25% (£1,575 25% contribution)</p>	<p><i>Individual learning programmes and targets in place for 1:1 and small group teaching are impacting on pupil progress.</i></p> <p><i>Children receiving targeted catch-up support have narrowed the gap between themselves and their peers.</i></p>	SLT	Every 6 – 8 weeks
Total budgeted cost				£2475

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home through Google Classroom. Weekly Home-learning task will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	<i>Additional online learning resources will be purchased, such as Readwriter, TTRS Numbots, Letterjoin, to support children reading spelling, handwriting and maths at home.</i> <i>(£1000 in combined licenses for online learning programs)</i>	School has a blended approach to home learning including online and paper based weekly homework tasks which children complete independently. All children are able to access home learning tasks and catch up time provided in school for those who cannot complete at tasks at home.	JEP CB	Termly
			Total budgeted cost	£1000
			Cost paid through Recovery Grant	£4700
			Cost paid through DFE Grant	£4725 SLT
			Cost paid through school budget	£1025
			Total budgeted cost	£10,450