



Baines' Endowed

Church of England Primary Academy

A member of **CIDARI**

Recovery Premium Plan 2021-2022

| Summary Information | | | | | |
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| School | Baines' Endowed Church of England Primary Academy | | | | |
| Academic Year | 2021-22 | Total Recovery Premium | £25,955 | Funding based on number of pupils: | |
| Additional Underspend/Carry Forward from Catch-Up Premium to 2021-2022 | | | | £5843 | |
| Total Recovery Premium to Spend | | | | £31,798 | |

| Use of Funds | EEF Recommendations |
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| <p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p> | <p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> Supporting great teaching Pupil assessment and feedback Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> One to one and small group tuition Intervention programmes Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> Supporting parent and carers Access to technology Summer support |

Identified impact of lockdown

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| Maths | Although the teaching of Maths was still a priority each day during Lockdown, not all children accessed all lessons, or completed all online learning tasks. This has resulted in some children falling behind their peers, whilst most children will have not made the progress they would have made had they been in school, due to less teacher - modeling of concepts and explanation of key coaching points. Recall of arithmetic facts has regressed and needs accelerated learning support, to get children back to ARE. |
| Writing | Children have lost essential practice in writing. Children who do not enjoy writing and who would not voluntarily write at home, will be further behind their counterparts that do. All children will have 'slipped' further back in their writing ability, due to participating in less writing-specific activities than they would usually take part in at school; this includes SPAG activities. |
| Reading | Children are less fluent in their reading due to some children having not read, been heard to read or be read to. The attainment gap between children that read widely and those children who don't has grown. |
| Non-core | Since whole units of work have not been taught, children have lost the opportunity to develop sticky knowledge in the Foundation Subjects. This means that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. This will be apparent for some time to come and will affect more than one year of a child's education. |
| Well-Being | Long periods of time at home, being unable to socialise with friends and family, the anxieties brought about by the virus and potential deaths within family circles may have had a negative effect on children's mental health and wellbeing. Parental anxiety and the concerns parents/carers may have about the gaps in their child's learning, along with concerns over their child mixing with others at school, whilst Covid continues, will all have contributed to individual well-being during the pandemic and may have a detrimental effect on adults and children, staff included. |

| Planned expenditure | | | |
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| i. Teaching and learning: whole-school strategies | | | |
| Intent | Implementation | Predicted Impact | Cost |
| Classroom Secrets | Baines' staff will have access to a quality resource that will provide consistency throughout school and support quality first teaching. | This resource will create consistency in the resources used to support quality first teaching throughout school. | £637 |
| Purchase CGP Study Guides | Introduction to junior pupils to improve the quality of English homework. | This strategy will create a systematic and consistent approach to English homework. It will also develop the parents/carers English knowledge when they are supporting pupils at home. | £1323 |
| | | Total Budgeted Cost | £1960 |

| Planned expenditure | | | |
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| ii. Targeted approaches: intervention and group work | | | |
| Intent | Implementation | Predicted Impact | Cost |
| School-Led tutoring | A tutor has been sourced and deployed to work with targeted pupils in groups of a maximum of three. These sessions take place during the school day in the afternoons and after school. Groups to start in November and will run until July 2022. | Targeted pupils will make accelerated pupils to catch up with their peers. | 25% contribution £3310 |

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| School-Led tutoring | Baines' Teachers are working with targeted pupils in groups of a maximum of three. These sessions take place before and after school. | Targeted pupils will make accelerated pupils to catch up with their peers. | 25% contribution £3310 |
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| | | Total Budgeted Cost | £6620 |
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Planned expenditure

iii. Wider strategies: extended school/support for parents/IT support

| Intent | Implementation | Predicted Impact | Cost |
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| DFE allocation of devices used in school to allow seamless blended offer to our pupils. | Every class in school has fifteen devices in the classroom to support the curriculum. In the event of another lockdown, these devices can be loaned out to pupils to allow access to our virtual home learning platform 'Google Classroom.' | Pupils who are I.T disadvantaged will make expected progress within their year group. | £0 |
| Purchase devices for the classroom to improve the delivery of quality first teaching. | Every class in school will have a new laptop in the classroom to deliver the curriculum. | Pupils will have access to high quality teaching and learning. As a result, more pupils will be working at age related expectation by the end of the academic year. | £11000 |
| Create a Forest School area within our school grounds. | During Forest School, pupils will have the opportunity to explore the natural environment, experience appropriate risk taking and be exposed to new challenges. | Pupils will develop and foster resilient, confident, independent and become more creative in their thinking when learning. . | £5000 |
| Purchase Playground Signs to improve the learning environment of the playground. | The informative playground signs will be used as part of the curriculum within lessons and at playtimes when pupils are learning through play. | Pupils will develop their sticky knowledge from reading the playground signs. The school playground environment will be a more informative and purposeful space. | £7218 |

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| | | Total Budgeted Cost | £23218 |
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| Total Budgeted Cost for i, ii and iii | |
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| Review of 2021-2022 Covid Catch-Up Premium | | | |
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| i. Teaching and whole-school strategies | | | |
| Intent | Implementation | Actual Impact | Actual Cost |
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| ii. Targeted approaches: intervention and group work | | | |
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| Intent | Implementation | Actual Impact | Actual Cost |
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| iii. Wider strategies: extended school/support for parents/IT support | | | |
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| Intent | Implementation | Actual Impact | Actual Cost |
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| Total Covid Catch-Up Premium Spend for 2020-2021 | |
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