



Baines' Endowed

Church of England Primary Academy
A member of **CIDARI**

Recovery Premium Plan 2022-2023

Summary Information					
School	Baines' Endowed Church of England Primary Academy				
Academic Year	2022-2023	Total Recovery Premium	£26,680	Funding based on number of pupils:	184
Additional Underspend/Carry Forward from Catch-Up Premium to 2021-2022				£18,149	
Total Recovery Premium to Spend				£44,829	

Use of Funds	EEF Recommendations
<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"><input type="checkbox"/> Supporting great teaching<input type="checkbox"/> Pupil assessment and feedback<input type="checkbox"/> Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"><input type="checkbox"/> One to one and small group tuition<input type="checkbox"/> Intervention programmes<input type="checkbox"/> Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"><input type="checkbox"/> Supporting parent and carers<input type="checkbox"/> Access to technology<input type="checkbox"/> Summer support

Identified impact of lockdown

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 teaching - 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			
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.	£796
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.	£1435
Metacognitive Training for all staff	Introduce the principles of Metacognition into the teaching and learning practices at Baines' in all subjects.	Research shows metacognition (sometimes referred to as self-regulation) increases student motivation because students feel more in control of their own learning. Students who learn metacognitive strategies are more aware of their own thinking and more likely to be active learners who learn more deeply	£500
		Total Budgeted Cost	£2661

Planned expenditure			
ii. Targeted approaches: intervention and group work			

Intent	Implementation	Predicted Impact	Cost
Additional Teaching for pupils who need accelerated learning: Early Reading Project	A teacher has been sourced and deployed to work with targeted pupils in groups. These sessions take place during the school day. Groups to start in September.	Targeted pupils will make accelerated pupils to catch up with their peers.	£22,453

		Total Budgeted Cost	£22453
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Planned expenditure

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

Intent	Implementation	Predicted Impact	Cost
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. .	£7000
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.	£2500
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 are now developing and fostering resilient, confident, independent and becoming more creative in their thinking when learning.	£7000

		Total Budgeted Cost	£16500
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Total Budgeted Cost for i, ii and iii	
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Total Covid Catch-Up Premium Spend for 2022-2023	
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