



Recovery Premium Spend Overview 2022-2023

This document sets out the school's intended use of additional funding from the Recovery Premium.

Allocated Recovery Premium:
£11,455

Chosen strategy/action/approach	What is the rationale for this choice? <i>(link to EEF Toolkit and school's SDP)</i>	How? <i>Which groups of pupils and why?</i>	Cost (£)
<p>To develop children's oral comprehension and understanding of concepts of print through an investment into 'big books'. These resources will be used to facilitate whole class reading lessons with a focus on teaching concepts of print and developing comprehension through oral responses.</p>	<p>Oracy and early reading is a school-wide focus, but particularly in EYFS where 70%+ of pupils have been identified as starting Nursery with a mild or significant speech and language delay. Additionally, many pupils within EYFS are not exposed to high quality texts and story time at home, a result of a lack of resources in reading materials in homes or EAL being a barrier for 65%+ of our pupils parents & carers.</p> <p>EEF Early Years Toolkit:</p> <ul style="list-style-type: none"> • Early Literacy Approaches +4 months https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches • Communication & Language +6 months https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches 	<p>Early Years pupils – Nursery & Reception; cohort of 100 pupils</p>	<p>£2000</p>
<p>To ensure that pupils in Key Stage 2 who are not secure in Phase 5 phonics rapidly catch up enabling them to develop fluency in reading at pace. This will be achieved through an investment into <i>Little Wandle Revised Letters & Sounds</i> 'Rapid Catch Up', providing continuity between resources used in EYFS and KS1 and providing fidelity to the school's chosen Systematic Synthetic Phonics Programme (SSPP).</p>	<p>There is a group of pupils in Year 3-6 who are not secure in phonics. As a result, these pupils are not able to currently access age-related texts and require phonics intervention. By using <i>Little Wandle's</i> 'Rapid Catch Up' resources, it is intended that these KS2 pupils will make progress at increased pace.</p> <p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • Phonics +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics • Reading comprehension strategies +6 months https://educationendowmentfoundation.org.uk/education- 	<p>Pupils within KS2 who have been identified for either:</p> <ul style="list-style-type: none"> - Not meeting the PSC threshold by the end of KS1 and being secure in Ph5 phonics; - Pupils who are new to the country (dependent on language acquisition stage); - Needing further phonics support & intervention in order to access age-appropriate texts. 	<p>£1500</p>

	evidence/teaching-learning-toolkit/reading-comprehension-strategies		
To support identified children with their social and emotional development through an investment into creating a safe space ('The Nest') within the school environment enabling Learning Mentors to facilitate ELSA and SEMH interventions.	<p>An increasing number of children across the school are being identified as requiring additional support for their social, emotional and/or behaviour needs. It is intended that 'The Nest' will provide a nurturing and purposeful environment to facilitate intervention and support.</p> <p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • Social & Emotional learning +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning • Behaviour interventions +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions 	Pupils who have been identified as being in need of additional support and have been referred to the Learning Mentor team.	£1000
To develop the subject knowledge and curriculum expertise of teaching and support staff through investing in the National College as a CPD resource.	<p>Professional development interventions were found to have a "positive effect on student learning" - Education Policy Institute. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p> <p>It is intended that this resource will support the facilitation of CPD and the development of teaching and support staff across the school as some CPD will be facilitated 'whole school' whilst staff will also have access to engage with CPD pertinent to their needs.</p>	It is intended that the improved subject knowledge and curriculum expertise of all staff will result in improved teaching & learning and therefore impact positively on all pupils and outcomes.	£1500 (2 year access)
To improve the offer available to pupils where EAL presents as a significant barrier to learning (largely a result of being new to country) through an investment into teaching resources and CPD available to the school's EAL support HLTA.	To support children for whom EAL presents as a significant barrier to learning. These pupils are overwhelmingly new arrivals to the UK and often join mid-year due to the transience within the school population.	Pupils identified as being in need of tailored support/resources through EAL assessments.	£200 (EAL Hub) + £300 (CPD)
To provide focused intervention to targeted pupils through investing in additional hours that are available to support staff, enabling interventions to be facilitated.	Targeted pupils at risk of not meeting ARE will receive additional Reading and Mathematics interventions to support them to close gaps.	Pupils identified through in-school assessments and Pupil Progress Meetings – focus on interventions in R W M.	£4000
Total Spend to Date			£10,500