

Northwood Broom Academy Recovery Premium

Recovery premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	194 (At October 23 Census)	Amount of catch-up premium received per pupil:	£145 per FSM/LAC/PLAC pupils
Total catch-up premium budget:	£9,280		

STRATEGY STATEMENT
<p>The recovery premium grant is part of the government’s package of funding to support pupils whose education has been impacted by coronavirus (COVID-19). It is focused on pupil premium eligible pupils. However, schools can use it to deliver evidence-based approaches for supporting any pupil based on an assessment of individual need.</p> <p>We aim to ensure no child is disadvantaged, particularly in their language development, phonics knowledge and writing. In doing so we aim to:</p> <ul style="list-style-type: none"> • Raise the attainment of disadvantaged/lower attaining pupils in phonics and writing • Reduce the attainment gap between disadvantaged/lower attaining pupils and their peers

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Assessment shows that communication and language skills on entry to school are often lower for disadvantaged pupils. Vocabulary knowledge often has gaps or is limited. For our pupils this often leads to frustrations and presents through behaviour as communication. Limited vocabulary also impacts on their fluency when reading and ability to decode when reading. For our disadvantaged pupils, the lack of exposure to high quality texts impacts on the quality of writing too.
B	Assessments, observations, and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

ADDITIONAL BARRIERS

External barriers:

C	Pupil's attendance and punctuality (particularly PP/EAL) data over time indicates that attendance and punctuality among disadvantaged pupils has been lower than non-disadvantaged pupils. Additionally, a disproportionate number of disadvantaged pupils are classed as persistent absences and therefore do not fully engage with school life. There is a range of factors that cause lower attendance. This has a negative impact on their social and emotional development as well as academic progress.
D	Ongoing discussions with pupils and their families show that a significant number of families require additional pastoral intervention, including social, emotional and mental health support. Children impacted by this often do not arrive at school emotionally or physically ready to engage in learning. Families often need additional support with engagement in school life. Economic disadvantage means that families often have a lack of access to educational resources.
E	Assessment show that on entry to school, key skills are often lower for disadvantaged pupils. Children must therefore make accelerated progress in order to attain in line with their peers. Assessment over time shows that attainment is below that of non-advantaged pupils. This is also true of achieving of greater depth.

Planned expenditure for current academic year

Quality of teaching for all

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
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<p>Ensure there is a consistent approach to the delivery of writing across the whole school focusing on handwriting, spelling and appropriate language choices. Ensuring children are challenged to achieve GDS.</p>	<p>School writing data will raise to be in line with National (on trackness will increase at every assessment)</p>	<p>EEF research, 'Improving Literacy in Key Stage 1', highlights through recommendation 6 that staff should 'promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling.' In addition, EEF research finds that the attainment gap between disadvantaged primary school pupils and their class mates has grown by about a month of the course of the pandemic.</p>	<p>Implement a staff coaching cycle of support for all teachers</p> <p>Staff CPD to be delivered both internally and through external advisors</p> <p>CPD to address focus areas of spelling and appropriate language choices</p> <p>Formal handwriting sessions to be time tabled.</p> <p>Formal spelling sessions to be time tabled.</p>	<p>Mrs L Brandrick</p> <p>Mrs L Brandrick</p> <p>Mrs L Brandrick</p> <p>Mrs L Brandrick</p>	<p>Termly data assessment and pupil progress meetings</p>
<p>Ensure there is a consistent approach to the assessment of spelling across the whole school</p>	<p>Teachers are knowledgeable and skilled at teaching spellings, raising writing attainment data</p>		<p>RWI spelling scheme is used consistently</p> <p>Staff CPD to be delivered both internally and through external advisors</p> <p>RWI development days with the RWI development officer.</p>	<p>Miss S Stubbs</p> <p>Miss S Stubbs</p> <p>Mr L Brandrick / Miss S Stubbs</p>	<p>Ongoing</p> <p>Ongoing</p> <p>1 day per term</p>
Total budgeted cost:					£ £3.000
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>High quality interventions take place in all year groups to ensure children's gaps in learning close</p>	<p>Rapid progress is made so children catch up with their peers/national standards</p>	<p>EEF impact of school closures on the attainment gap (June 2020) identified that school closures are likely to reverse the progress made to narrow the gap in the last decade and that supporting effective remote learning will mitigate the extent to which the gap widens. It also identified that, 'catch up support, including assessment of lost learning and targeted support, will be essential' and 'alongside targeted interventions, improving the quality of teaching is the strongest lever schools have to improve pupil outcomes, particularly for disadvantaged students'</p>	<p>Early identification of SEND needs in Early Years and for those children new to school.</p> <p>EYFS lead to identify children who require S&L intervention</p> <p>RWI lead to identify the lowest performing pupils in all year groups, following each assessment point, and ensure they receive a minimum of 3 times weekly 1:1 interventions</p> <p>PP lead to identify KS1 PP children to attend weekly lunchtime and after school reading booster sessions</p> <p>SENCO to liaise with speech and language to ensure children receive intervention specific to their needs</p> <p>SENCO to ensure provision maps reflect all gaps in learning and target children.</p>	<p>Mrs D Wiltshaw</p> <p>Miss Slinn</p> <p>Mrs L Brandrick Miss H Slinn / Miss S Stubbs</p> <p>Mrs D Wiltshaw</p> <p>Mrs D Wiltshaw</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Every 6-8 weeks following RWI assessments / Twice a year for S&L</p> <p>Termly data assessment and pupil progress meetings</p> <p>Ongoing</p> <p>Termly data assessment and pupil progress meetings</p>
<p>Total budgeted cost: £5,780</p>					
<p>Other approaches</p>					
<p>Action</p>	<p>Intended outcome and success criteria</p>	<p>What's the evidence and rationale for this choice?</p>	<p>How will you make sure it's implemented well?</p>	<p>Staff lead</p>	<p>When will you review this?</p>

Parents are actively involved in improving children's reading and writing skills	Parents will be supportive of RWI and spellings, they will support their child at home effectively	EEF research on parental engagement highlights that 'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.' It also identifies that schools should 'ensure home learning is of high quality' and 'tailor school communications to encourage positive dialogue about learning'.	Staff to deliver parent evening meetings twice a year and ongoing watch me learn sessions and information meetings Teachers to use pre-recorded phonics lessons to support homework 1:1 intervention to take place for the lowest 20% of pupils in school Class dojo to be used to communicate with all parents effectively, regardless of EAL barriers.	Mrs L Brandrick	Ongoing
Total budgeted cost:					£500

ADDITIONAL INFORMATION

Documentation used to support the development of this plan includes:

- <https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding#using-recovery-premium-funding>
- [EEF \(2020\) - Impact of School Closures on the Attainment Gap.pdf \(ioe.ac.uk\)](https://www.ioe.ac.uk/wp-content/uploads/2020/07/EEF-2020-Impact-of-School-Closures-on-the-Attainment-Gap.pdf)
- <https://educationendowmentfoundation.org.uk/news/new-research-on-the-impact-of-covid-19-on-the-disadvantage-gap-in-primary-schools>
- <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1>
- <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>