

# Recovery Premium Plan

## Silver Springs Primary Academy

Summary information					
Academic Year	2021-22	Total Recovery Premium School-led Tutoring	£27,623 £21,262.50	Number of pupils	400
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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>		

Teaching and whole-school strategies				
Identified aspect for improvement	Chosen approach and anticipated cost	Outcomes / Evaluation	Lead	Review date
<p><b>Supporting great teaching:</b> Teachers will plan giving consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Assessment of prior knowledge will take place before embarking on new content.</p> <p>Subject leads will be supported by the Principal and Director of Education and the central team to evaluate the impact of new curriculum plans, detailed sequences will ensure that all pre-requisite information is revisited in fallow years to avoid learning loss.</p> <p>Teachers were half way through the Transforming Teaching programme at the start of Lockdown and have since revisited these materials and principles and will be supported by BASIC coaching to ensure that strategies are consistently embedded.</p> <p>Children make the best progress when their teachers are highly skilled and have excellent subject knowledge and when there is continuity and consistency between the curriculum in each key stage and teachers are clear about expected end points, a three-year CPD plan will seek to rapidly address gaps in teacher subject knowledge.</p> <p>Despite the limitations in terms of use of physical resources and the sharing of them, access to manipulatives are required daily in Maths to support children's understanding of new concepts.</p> <p>Children need to expand their vocabulary but it is unlikely that they will encounter sufficiently high levels of vocabulary unless it is deliberately and progressively planned and unless we ensure that they have access to high quality literature across the wider curriculum as detailed in the SSPA Reading Spine.</p> <p>Time in lessons must be maximised so that all children regardless of vulnerability are able to access the broadest curriculum and get the maximum benefits from high quality teaching and learning.</p>	<p>Provide time for Subject Leaders to develop pre and post assessments for unit plans to support teacher assessment and planning</p>	<p>By Easter Pre and Post assessments in at least three subjects are embedded</p>	DM	Easter 2022 July 2022
	<p>Provide time each term for subject leaders to review the children's learning in each subject area and inform improvement planning -</p>	<p>Subject leaders are able to talk with increasing confidence about how they know that the intended curriculum is being learned</p>	DM	Dec 2021 April 2022 July 2022
	<p>Facilitation of fortnightly classroom visits by Teaching and Learning Lead – for High leverage teacher group</p>	<p>Teaching strategies embedded in teachers' practice – positive feedback from teachers on the impact of the coaching</p>	MH	Easter 2022 Summer 2022
	<p>Comprehensive training programme directly aligned with Academy priorities is facilitated by high quality cover supervision for teachers – Year One of 3-year CPD Plan. £1000</p>	<p>Positive feedback from teachers about the quality of CPD and impact on teaching and learning</p>	DM / MH	Summer 22
	<p>Purchase additional manipulatives for maths to ensure that all children have access to these resources £1000</p>	<p>Improvements term on term in outcomes in PUMA testing for years 3 to 5 and in SATs outcomes for Y2 &amp; Y6</p>	EB / KK	Dec 2021 April 2022 July 2022
	<p>Purchase of additional books related unit plans for classroom collections and whole class guided reading books £3000</p>	<p>Children can talk confidently about their reading across the curriculum</p>	KCB / WT	Termly subject reviews
	<p>Identify and codify our most effective teaching and learning strategies, including learning behaviours and ensure that they are adopted consistently across the school</p>		DM / MH	April 2022

Targeted approaches				
Identified aspect for improvement	Chosen approach and anticipated cost	Impact	Lead	Review
<p><b>1-to-1 and small group Responsive Reading Intervention and Tutoring</b></p> <p>Children identified from PiRA testing, benchmarking and teacher assessments will have significantly increased rates of reading fluency and accuracy. 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 addressed.</p>	<p>Question level analysis and other diagnostic testing inc. benchmarking will identify children with gaps in learning in reading</p> <p>1 x Specialist Teacher Guided Reading groups x 10 weeks x 6 children Plus an additional 3 children complete the Reading Recovery programme</p> <p>1 x Specialist Reading Teaching Assistant to deliver additional Guided Reading groups 15 hours per week £5,600</p> <p>Responsive tutoring for Phonics delivered by TA X 3 per day x 5 days per week x 10 £ 1500</p> <p>1x TA to deliver FFT Lightning Squad tutoring up to 12 children in Year Four x 2.5 hours per week out of school hours x 10 £375</p>	<p>Overall gap between average scaled score in test and age related expected scaled score diminishes over time for individuals / groups</p> <p>Children taking part in 1 to 1 intervention make better than expected progress on the course compared to the National outcomes for the course</p> <p>Year Two Targets for reading and phonics are met and children make accelerated progress towards those targets from Summer outcomes</p> <p>Question level analysis demonstrates improvement in gap analysis as a result of responsive tutoring</p>	<p>KCB / MH</p> <p>KCB / LP</p> <p>KCB / LW</p> <p>OH</p>	<p>Dec 21 April 22 July 22</p> <p>Dec 21 April 22</p> <p>April 22 May 22 July 22</p> <p>April 22 May 22 July 22</p>
<p><b>Maths Intervention programmes</b></p> <p>An appropriate numeracy intervention supports those identified children from testing by reinforcing their understanding of basic maths skills and application of number.</p>	<p>Success@ Arithmetic 1 x additional TA within upper years phase is trained and they are able to deliver the intervention to small groups confidently (inclusive of entry and exit data). £ 1,440</p> <p>Responsive Tutoring – delivered by TAs in Upper Years either 1 to 1 or up to 6 children £ 1,440</p>	<p>Children in the groups improve arithmetic scores by 10 marks</p> <p>Children in the groups improve arithmetic scores by 10 marks</p>	<p>EB</p> <p>HP</p>	<p>Dec 2021 April 22</p> <p>April 22 July 22</p>

<p><b>School-Led Writing Tutoring</b> Significant numbers of children in Year Two require additional support for writing including letter formation and sentence construction</p>	<p>11 hours per week for 15 weeks per group Writing tutoring to groups of no more than 3 children per group in Year Two and Year One £7,800 Easter Holiday teacher supervision for planned writing activities – to “keep it going” to avoid holiday dip Purchase of stimulus for writing projects in Year One and Year Two x 8 teacher days (extra hours) £400 + £200 resources Purchase of software to support the new Handwriting scheme £ 150 Y2 Handwriting home learning books to enable parents to practice at home with their children £60</p>	<p>At least 50% of year Two children achieve the expected standard by the end of KS1 At least 70% of children engage with holiday learning activities during the Easter break  Evidence from children’s books demonstrates improved handwriting and letter formation</p>	<p>SO / AB  AB / KK  GW / AB  AB / KK</p>	<p>April 22 July 22  May 22 July 22</p>
<p><b>Speech and Language Intervention</b> Need to improve EYFS children’s oral language acquisition and early literacy skills in preparation for KS1 curriculum</p>	<p>Purchase Wellcomm licence to be delivered by TAs during school hours to small groups identified from speech and language screening £87 for software licence</p>	<p>70% of children achieve the ELG for Speaking</p>	<p>LP / PG</p>	<p>Summer 2022</p>
<p><b>Quality Phonics Teaching</b> Implementation of systematic synthetic phonics programme supported by decodable texts including high quality systematic training for teachers and all support staff involved in the delivery of the programme</p>	<p>Purchase of a second set of resources from 1<sup>st</sup> class@ Phonics to ensure that all children in Reception, Year One and Year Two have fully resourced access to the new phonics programme £3,000 Phonics lead will monitor the quality of teaching and learning across all three-year groups including the quality of intervention Phonics lead will provide demonstration lessons for teachers and support staff – to ensure that high expectations for phonics are consistent across all year groups Additional purchase of decodable texts for take home books £1,000</p>	<p>80% of Year 2 children achieve the phonics check test pass mark and at least 80% of children in Year One achieve the pass mark by the end of Year One Progress in phonics is systematically tracked each term to ensure that those children who need catch up interventions are quickly identified 70% of Reception children achieve the ELG for Reading</p>	<p>LP / PG  LP  LP / PG</p>	<p>December 2021 July 2022  Ongoing  July 2022</p>
<p><b>Extended school time</b> Make use of additional time beyond the school day for revisiting prior learning, reading, basic skills revision and practice Some children did not benefit from good support for learning at home, which has impacted on their progress and continues to have an impact as they are not supported with homework etc. Some children have had significant interruption to their phonics development during lockdown and are lower than the expected standard for the end of Y1</p>	<p>4 x TAs 2 hours per week to provide a Catch-Up Clubs for all year groups according to need - Identified children are able to access a weekly catch-up club £2,340  Additional Phonics Year Two and Year One Boosters – delivered by TA after school 4 x per week £ 600</p>	<p>The percentage of children achieving the expected standard by the end of the year in core subjects increases to 70%+ 80% of Year 2 children achieve the phonics check test pass mark and at least 80% of children in Year One achieve the pass mark by the end of Year One</p>	<p>OH / MH  AB</p>	<p>Ongoing reviews determine groups  April 22 July 22</p>

<b>National Tutor Partner</b>				
<b>Identified aspect for improvement</b>	<b>Chosen action/approach</b>	<b>Outcomes / Evaluation</b>	<b>Staff lead</b>	<b>Review date</b>
Maximise the use of digital devices for supporting Upper Years Children towards challenging End of Key Stage targets in Maths, with a particular focus on more able children.	<p>Recruit a suitable national tutor partner who can deliver tutoring online at home out of school hours including in the holidays in Maths</p> <p>15 x online tutoring sessions in 5 groups of three children from Y6 £2,137</p> <p>If successful a further 15 x online tutoring sessions for 5 groups of Y5 / Y4 children £2,137</p>	<p>Reporting from Tutor Partner demonstrates engagement and progress in online lessons.</p> <p>If successful in terms of both engagement and progress, this will be rolled out further to additional groups</p> <p>Increase the percentage of children who achieve greater depth in maths</p>	GW / JJ	After 5 weeks / 10 weeks and 15 weeks
<b>Recovery Premium</b>	<p>Planned spend to date: £21,602</p> <p>Still to allocate: £6,015</p>			
<b>School Led Tutoring</b>	Planned spend to date: £7,800			
<b>National Tutor Partner Programme</b>	Planned spend to date: £4,294			