



Recovery Funding Plan Great Chart Primary School 2021-22



Summary information

School	Great Chart Primary School				
Academic Year	2020-21	Total Recovery Funding (Based on PP numbers)	£11,000	Number of pupils	420

Guidance

This payment is ring-fenced to fund tutoring provision that can be locally sourced by schools. This could include using teaching assistants, existing teaching staff or even local tutoring resources.

Children have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per PP pupil basis, providing each mainstream school with a total: ?

(The school has allocated additional funds from the delegated budget/ Pupil Premium Grant to support Recoverystrategies and interventions)

Use of Funds	EEF Recommendations
--------------	---------------------

Schools should use this funding for specific activities to support their pupils to Recoverfor lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

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 Recoverfor all students. Schools should use this document to help them direct their additional funding in the most effective way.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

- The EEF advises the following:
- Teaching and whole school strategies
 - Supporting great teaching
 - Pupil assessment and feedback
 - Transition support
 - Targeted approaches
 - One to one and small group tuition
 - Intervention programmes
 - Extended school time
 - Wider strategies
 - Supporting parent and carers
 - Access to technology

Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition/ subtraction facts, times tables and have forgotten once taught calculation strategies. This is reflected in formative assessments.
Speaking & Listening	The number of EYFS pupils entering school with speech and language concerns has increased. Pronunciation, sentence construction, understanding and the general ability to speak in sentences are the main areas of concern.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar, punctuation and spelling, plus handwriting has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	Some children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.
Non-core	There are now significant gaps in knowledge – whole units of work have not been taught meaning 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. Physical fitness of the children has also suffered. Pupils have also needed more support pastorally as they have had to reform friendship groups and become part of the school community once more.

RecoveryFunding Premium Priorities

Priorities	<ol style="list-style-type: none"> 1. Through formative assessments identify gaps in learning which will be addressed through quality first teaching. 2. Identified pupils will receive targeted support to 'keep up' and 'catch up'. 3. Develop remote education so that it is integrated into school curriculum planning to ensure all pupils have equal access. <i>(Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of local or national restrictions.)</i>
-------------------	---

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools

i. Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting teaching:</u></p> <p>Foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</p> <p><i>(Cost already allocated in the existing budget)</i></p>		Subject Leaders	March 22
<p><u>Supporting assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Formative Assessments to be carried out during Term 1</p> <p>Phonics tracker to be used by EYFS and KS1</p> <p><i>(Cost already allocated in the existing budget-through Pupil Premium funding)</i></p>		HT KS1 English Leader	Dec 21
Total budgeted cost (Recoveryfunding)				£0

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency. 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 negated.</p>	<p>Additional opportunities for pupils to read daily 1:1 or as a small group- TAs and midday supervisors</p> <p><i>(Cost already allocated in the existing budget)</i></p>		KS1 English Leader	March 22
<p><u>Intervention programme</u></p>				

<p>An appropriate numeracy intervention, such as Y2 Maths Reasoning, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> <p>An appropriate Speech and Language intervention, such as NELI to support pupils spoken language</p> <p>Appropriate support for pupils affected by the reduced NHS SALT service</p>	<p>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</p> <p><i>(KCC EEF Project- funded)</i></p> <p>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (Extra TA in EYFS)</p> <p>Support continues for identified pupils via support from HLTA</p> <p><i>(Cost already allocated in the existing, plus PP budget)</i></p>		<p>Math Leader</p> <p>KS1 English Leader</p> <p>Inclusion Team</p>	<p>March 21</p>
<p><u>Extended school time</u></p> <p>Identified children are able to access a weekly catch-up sessions with KS2 teachers and TAs. The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p>	<p>Pupils will be identified for Maths and English extra tuition sessions . The cost of a teacher and TA per club (x3 a week) and snacks for the children is made available.</p> <p><i>(Cost already allocated in the existing budget-through Pupil Premium funding)</i></p>		<p>English and maths leaders</p>	<p>Ongoing</p>
<p><u>Additional Class Support</u></p> <p>Year groups identified via assessments to access additional support from a class teacher for maths and english. The attainment of the pupils in those year groups improves and the effect of lockdown is becoming negated.</p>	<p>The splitting of 2 year groups 3 ways to provide focused and targeted teaching for english and maths.</p> <ul style="list-style-type: none"> ● Y6- x 3 days ● Y5- x 3 days <p><i>(Cost already allocated in the existing budget-through Pupil Premium funding)</i></p>		<p>English and maths leaders</p>	
<p><u>Additional Class Support</u></p> <p>Year groups identified via assessments to access additional support from a teaching assistant. The</p>	<p>Additional teacher in Y4 (unqualified teacher GTPA)- release teachers for interventions and small group work)</p>			

attainment of the pupils in those year groups improves and the effect of lockdown is becoming negated.	£25,330 (£11,000) + pupil premium			
Total budgeted cost (recovery funding)				£11,000

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	<i>Additional online learning resources will be developed, such as Oak National Academy and BBC Bitesize. Likewise, pupils will be supported in using all existing online resources.</i>		Blended Learning Leader	March 22
<u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with Great Chart Primary School have an opportunity to become familiar and confident with the setting before they arrive.	<i>EYFS transition- September 2021 prior to induction timetable (Cost already allocated in the existing budget)</i>		HT	Sept 2021
<u>Parental Engagement</u> Parents are kept informed about their child's progress and what they are learning	<i>Communication about progress is extremely important. The school will be reviewing how this can be done effectively, perhaps using Class Dojo (Cost already allocated in the existing budget)</i>		Office staff	Dec 22
<u>Access to technology</u> For those pupils self isolating and finding it difficult to access technology, children can access additional devices so that they can rotate through discrete	<i>Chromebooks to be kept working efficiently and old ones replaced</i>		IT team	March 21

<p>teaching, reading fluency and independent online activities if working from home.</p> <p>Teachers to be provided with a chrome book that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>(Cost already allocated in the existing budget and donations from the Friends' Association plus PP premium)</i></p>		<p>IT team</p>	<p>July 22</p>
<p style="text-align: right;">Total budgeted cost (Recoveryfunding)</p>				<p>£0</p>
			<p>Cost paid through Covid Catch-Up</p>	
			<p style="text-align: right;">Total</p>	<p>£11,000</p>