

Summary information

School	Archibald Primary School				
Academic Year	2021-22	Total Recovery Premium including £4911 from 2020-2021	£36, 086	Number of pupils (R-Y6)	420
		School Led Tutoring	£32,197		
		Academic Mentoring	-		

Guidance

Children and young people across the country 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.

The Recovery Premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19).

Use of Funds

Eligibility

The recovery premium has allocated using the same data as the pupil premium.

This means the following pupils attracted recovery premium:

pupils who are eligible for free school meals (FSM)

pupils who have been eligible for free school meals at any point in the last 6 years

children looked after by local authorities and referred to as looked-after children

(LAC)

post looked-after children (post-LAC)

Funding

Funding allocations

School allocation is calculated on a per pupil basis.

Mainstream schools will get £145 for each eligible pupil in mainstream education

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching as a result of COVID19.

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

Link to Government Recovery Premium Funding Guidance [HERE](#)

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.

Recommendations

DfE guidance

Schools should spend this premium on evidence-based approaches to support pupils. In line with the [Education Endowment Foundation's pupil premium guide](#), activities should include those that

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

Within Archibald we have the following priorities:-

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback , including responses to feedback

Targeted approaches

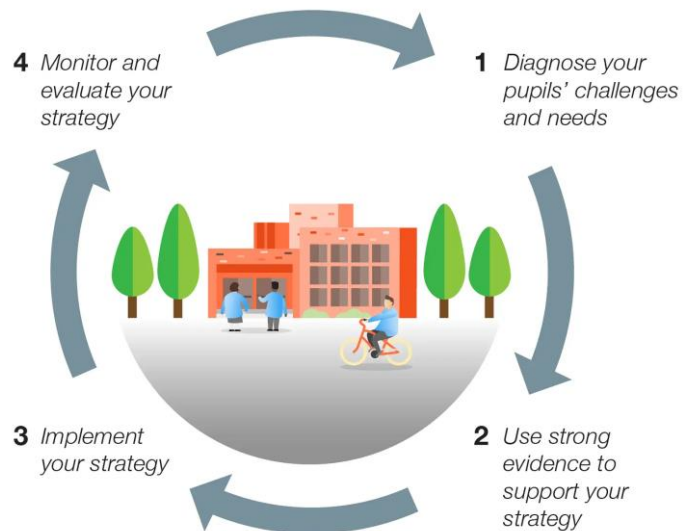
- One to one and small group tuition (? NTP)
- Intervention programmes (academic and non-academic)
- Extended school time (academic and non-academic)

EEF Guidance

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

ified impact of COVID19 - Diagnosis of Pupils' challenges and needs

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and school closure has not affected their attitudes however gaps in learning are evident</p> <p>Recall of basic skills has suffered – children were initially, for example, unable to recall addition facts, times tables and had forgotten once taught calculation strategies. Once back in school the majority of pupils were able to start to reconnect with previous learning more readily, however, gaps in knowledge and the requirement for over learning and pre-learning exist.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. In GPS, specific knowledge has suffered, leading to lack of fluency leading to lack of application into pupils' writing. Those who have maintained writing throughout school closures 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. This is a key focus.</p> <p>Handwriting and transcriptional skills have suffered and have also become a priority.</p>
Reading	<p>Children were able to access reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input (eg books, Reading Plus, Oxford Owl). However, children are less fluent in their reading and the gap between those children that read widely and those children who don't engage as readily is now increasingly wide. Resilience in reading has also become a priority, evidenced by the reduction in reading speeds.</p> <p>Children have had to start further back in the RWI programme upon returning to school and the need to make accelerated progress to meet previous benchmarks is proving particularly challenging.</p>
Wellbeing	<p>Lockdown and ongoing periods of self-isolation have impacted in terms of heightened attachment, anxiety lack of consistency, patterns of irregular attendance and inconsistencies with respect to high expectations. A key priority is ensuring that increasing numbers of pupils are regulated in school and ready to learn.</p>
Non-core	<p>There are now significant gaps in knowledge – whole learning contexts have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less able to make connections between concepts and themes throughout the curriculum. Children have also missed out on the wider curriculum experiences e.g. trips, visitors, residential visits and powerful curriculum moments as evidenced in recent Pupil Focus groups ("School would be better if there were more school trips and residential trips." " ... a fun club to help with our wellbeing." "...a dancing and singing group and a gardening group.")</p>



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

Teaching and whole-school strategies

Supporting great teaching

Assessment and feedback, including responses to feedback

Desired outcome	Chosen approach and anticipated cost	Staffing	Monitoring & Impact
<p>Enhanced Seesaw Engaging pupils and their parents/carers with pupils' work in school and homework tasks as appropriate Continuation of high quality provision for Remote Learning where necessary.</p>	<p>Whole school subscription to enhance SeeSaw app accessible by all teaching staff and pupils/parents/carers. Regular bespoke CPD delivered by Computing leader. Pupils encouraged to use the app in lesson times in order to become familiar with how it works when at home. £2000</p>	<p>All staff</p>	<p>JD to report back termly on engagement to SLT. Tis will influence CPD opportunities moving forward.</p>
<p>DIRT KS2 Class teachers have opportunities to work with small groups of targeted pupils in order to address feedback and marking. Class teachers have opportunities to work with targeted groups of pupils for pre-learning and overlearning activities.</p>	<p>DIRT (funded through Pupil Premium) has been proven to be an effective strategy at contributing to increased attainment of disadvantaged pupils – closing the gap. Employ an additional teacher to facilitate additional DIRT sessions for KS2 teachers</p>	<p>AUT1 – CMc AUT2 onwards MR</p>	<p>Standards Team Meetings Termly and half termly data Timetables DIRT files DIRT Sweep</p>

	£1100 (in addition to PP and school budget funded DIRT sessions)		
OPTIC OPTIC T&L Model is embedded throughout the school	Engagement of all teaching staff with OPTIC CPD (MAT Conference) OPTIC Ambassadors time to further research and disseminate OPTIC approaches, monitoring and evaluating impact throughout the school. TEAM teach training for Behaviour Leader TEAM Teach 'Train the Trainer' training for Behaviour Leader Release costs: £8156	CD LF CM	OPTIC questionnaires Trust led OPTIC Team Trust led reviews Lesson observations (OPTIC model)

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

Targeted approaches

One to one and small group tuition (NTP)
Intervention programmes (academic and non-academic)
Extended school time (academic and non-academic)

Desired outcome	Chosen approach and anticipated cost	Staffing	Monitoring & Impact																																																	
Year 3 Targeted Y3 pupils make accelerated progress towards end of Y3 ARE in reading, writing and maths	Y3 Maths, reading and writing Booster Groups £10,197 (School led Tutoring) £1,903 (Recovery Premium)	One additional teacher across Y3 – Y5	Standards Team Meetings Termly and half termly data Subject Leader Sweeps <table border="1"> <thead> <tr> <th colspan="7">Y3 2021 - 2022</th> </tr> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th></th> <th>%ARE</th> <th>%ARE+</th> <th>%ARE</th> <th>%ARE+</th> <th>%ARE</th> <th>%ARE+</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>89</td> <td>34</td> <td>80</td> <td>22</td> <td>97</td> <td>36</td> </tr> <tr> <td>AUT2</td> <td>75</td> <td>25</td> <td>61</td> <td>10</td> <td>62</td> <td>22</td> </tr> <tr> <td>SPR2</td> <td>69</td> <td>18</td> <td>59</td> <td>10</td> <td>70</td> <td>18</td> </tr> <tr> <td>SUM2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Y3 2021 - 2022								Reading		Writing		Maths			%ARE	%ARE+	%ARE	%ARE+	%ARE	%ARE+	Baseline	89	34	80	22	97	36	AUT2	75	25	61	10	62	22	SPR2	69	18	59	10	70	18	SUM2						
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Year 4 Targeted Y4 pupils make accelerated progress towards end of Y4 ARE in reading, writing and maths	Y4 Maths, reading and writing Booster Groups £11,000 (School led Tutoring)	One additional teacher across Y3 – Y5	Standards Team Meetings Termly and half termly data Subject Leader Sweeps <table border="1"> <thead> <tr> <th colspan="7">Y4 2021 - 2022</th> </tr> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th></th> <th>%ARE</th> <th>%ARE+</th> <th>%ARE</th> <th>%ARE+</th> <th>%ARE</th> <th>%ARE+</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>74</td> <td>9</td> <td>76</td> <td>13</td> <td>74</td> <td>13</td> </tr> <tr> <td>AUT2</td> <td>72</td> <td>9</td> <td>66</td> <td>11</td> <td>62</td> <td>11</td> </tr> <tr> <td>SPR2</td> <td>68</td> <td>15</td> <td>70</td> <td>15</td> <td>71</td> <td>31</td> </tr> <tr> <td>SUM2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Y4 2021 - 2022								Reading		Writing		Maths			%ARE	%ARE+	%ARE	%ARE+	%ARE	%ARE+	Baseline	74	9	76	13	74	13	AUT2	72	9	66	11	62	11	SPR2	68	15	70	15	71	31	SUM2						
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<p>Year 5 Targeted Y5 pupils make accelerated progress towards end of Y5 ARE in reading, writing and maths</p>	<p>Y5 Maths, reading and writing Booster Groups £11,000 (School led Tutoring)</p>	<p>One additional teacher across Y3 – Y5</p>	<p>Standards Team Meetings Termly and half termly data Subject Leader Sweeps</p> <table border="1" data-bbox="1503 164 2092 403"> <thead> <tr> <th colspan="7">Y5 2021 - 2022</th> </tr> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>%ARE</th> <th>%ARE+</th> <th>%ARE</th> <th>%ARE+</th> <th>%ARE</th> <th>%ARE+</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>75</td> <td>36</td> <td>75</td> <td>38</td> <td>75</td> <td>33</td> </tr> <tr> <td>AUT2</td> <td>71</td> <td>30</td> <td>74</td> <td>36</td> <td>87</td> <td>33</td> </tr> <tr> <td>SPR2</td> <td>80</td> <td>30</td> <td>76</td> <td>36</td> <td>84</td> <td>40</td> </tr> <tr> <td>SUM2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Y5 2021 - 2022								Reading		Writing		Maths		%ARE	%ARE+	%ARE	%ARE+	%ARE	%ARE+	Baseline	75	36	75	38	75	33	AUT2	71	30	74	36	87	33	SPR2	80	30	76	36	84	40	SUM2						
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<p>Y6 <u>Maths Tuition from NTP – White Rose Maths</u> Targeted Y6 girls increased confidence in themselves as mathematicians and make accelerated progress towards EXS Targeted Y6 girls increased confidence in themselves as mathematicians and make accelerated progress towards GDS</p>	<p>1x EXS group and 1x GDS group twice weekly 1:3 tuition with White Rose Maths Tuition cost: £1035.00 TA supervision: (1hr/week) 16.20 x 10= £160.20</p>	<p>WRM tutor</p>	<p>Standards Team Meetings Termly and half termly data Subject Leader Sweeps Feedback to NTP (WRM)</p>																																																
<p>Wellbeing Ensure Reduction in anxieties Pupils have outlet to express their feelings and learn and discuss appropriate strategies to implement.</p>	<p>Wellbeing Targeted in class support with Wellbeing TA using ELSA tools Targeted 1:1 support with Wellbeing TA using ELSA tools £17, 018</p>	<p>1x additional TA</p>	<p>Care Team Minutes and Wellbeing TA timetabling</p>																																																
<p>Wellbeing New mentor trained in ELSA approach in order to implement ELSA programme with targeted pupils so that that increasing numbers of pupils are regulated in school and ready to learn.</p>	<p>ELSA training for new mentor £2000</p>	<p>Mentor Appointed Jan 22</p>	<p>Care Team Minutes and Wellbeing TA timetabling</p>																																																
<p>Wellbeing Ensure that increasing numbers of pupils are regulated in school and ready to learn. Reduction in anxieties Pupils have outlet to express their feelings and learn and discuss appropriate strategies to implement.</p>	<p>Wellbeing After School Club supporting the work of in school mentor Mentor: £18/hr x 30 weeks = £540</p>	<p>Mentor</p>	<p>Care Team Minutes and Mentor Timetables</p>																																																
<p>Wellbeing Promote Health and wellbeing of target pupils</p>	<p>Sports after school Clubs TA: £18/hr x 30 weeks = £1080</p>	<p>TA</p>	<p>Increased participation in after school activities</p>																																																
<p>Reading Closing the gaps for targeted KS1 pupils – ensuring they are ready for the next stage in their education.</p>	<p>Reading Recovery Training £2940</p>	<p>TA</p>																																																	

<p>Phonics/Reading Closing the gaps for targeted Y2 pupils – ensuring they are ready for the next stage in their education.</p>	<p>Y2 Phonics Club TA Led activity TA: £18/hr x 36 weeks = £648</p>	TA	<table border="1"> <thead> <tr> <th colspan="7">Y2 Phonics Club</th> </tr> <tr> <th></th> <th>AUT 1</th> <th>AUT 2</th> <th>SPR 1</th> <th>SPR 2</th> <th>SUM 1</th> <th>SUM 2</th> </tr> </thead> <tbody> <tr> <td>TOTAL</td> <td>14</td> <td>14</td> <td>13</td> <td>13</td> <td>12</td> <td></td> </tr> <tr> <td>Culm</td> <td>14</td> <td>14</td> <td>27</td> <td>27</td> <td>27</td> <td></td> </tr> </tbody> </table>	Y2 Phonics Club								AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	TOTAL	14	14	13	13	12		Culm	14	14	27	27	27								
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<p>Attendance Additional support for families who need it in order to secure regular attendance Plans in place to re-engage pupils who are at risk of being persistently absent Work with other professionals to facilitate a multi-agency support programme around target families <u>Outcome</u> – build back to attendance at pre-pandemic levels, reduction in number of persistent absences.</p>	<p>Pastoral team including attendance officer and PSA</p> <p>Relaunch of Roary Club – rewards for pupils with 100% attendance and inter class competition for the classes with the highest proportion of 100% attenders each week</p>	Attendance Officer	<table border="1"> <thead> <tr> <th colspan="7">% Attendance 2021 - 2022</th> </tr> <tr> <th></th> <th>AUT 1</th> <th>AUT 2</th> <th>SPR 1</th> <th>SPR 2</th> <th>SUM 1</th> <th>SUM 2</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>94.5</td> <td>93.3</td> <td>91.9</td> <td>92.7</td> <td>92.6</td> <td></td> </tr> <tr> <td>Disadvantaged</td> <td>94.1</td> <td>92.6</td> <td>90.8</td> <td>91.8</td> <td>91.4</td> <td></td> </tr> <tr> <td>Persistent Abs</td> <td>16.1</td> <td>23.7</td> <td>28.4</td> <td>23.6</td> <td>24.4</td> <td></td> </tr> </tbody> </table>	% Attendance 2021 - 2022								AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	All	94.5	93.3	91.9	92.7	92.6		Disadvantaged	94.1	92.6	90.8	91.8	91.4		Persistent Abs	16.1	23.7	28.4	23.6	24.4	
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<p>Closing the gaps for targeted Y6 pupils – ensuring they are ready for the next stage in their education. Health and wellbeing Ensure that increasing numbers of pupils are regulated in school and ready to learn. Reduction in anxieties of targeted Y6 pupils</p>	<p>Easter Booster 19.4.22 – 22.4.22 X3 Teachers @ £150/half day = £1000</p>	X3 teachers																																				

Total Costs	£68,283
Total Catch-Up Premium	£36,086
School Led Tutoring	£32,197