

Thames View Primary School Coronavirus (COVID-19): Recovery Premium plan and School Led Tutoring funding plan 2021-2022



School name:	Thames View Primary School								
Academic year:	2021-22								
Total number of pupils on roll:	455 (incl. Nursery)								
Total Recovery Premium 2021-2022	£6,815	First installment:	Oct 2021 £1,703.75	Second installment:	Jan 2022 £1,703.75	Third installment:	May 2022 £1,703.75	Fourth installment	July 2022 £1,703.75
Total Rollover from 2020-2021	£3,338.86	Total Fund		£10,153.86					
Date of review:									
Strategy Statement	<p>Overview of the school's recovery priorities:</p> <ol style="list-style-type: none"> 1. Supporting children to build on their knowledge from pre-lockdowns and disruption to learning caused by missed face-to-face lessons, revisiting essential skills and knowledge for each subject with a particular emphasis on reading, phonics, writing, grammar and mathematics. 2. Supporting children's social and emotional wellbeing through the staff ELSA training, time and resources. 3. Ensure equality of education for children isolating at home through the remote learning offer. <p>Core Approaches:</p> <p>Teaching:</p> <ul style="list-style-type: none"> -Quality first teaching supported by evidence-informed CPD and PDM's for teachers and support staff. -A broad and engaging curriculum that focuses on reading and vocabulary acquisition. -Assessing pupils' learning and wellbeing needs, with a bespoke approach based on outcomes. -Whole-class reading approach underpinned by clearly defined formative assessment practices. -Use of high-quality programmes of learning for English (Readingwise and Reading for Pleasure) and Maths (Number sense) to support teachers to deliver key learning that was missed due to school closures. 								

- Continued development of a Maths mastery approach, supported by the Maths Hub.
- Key learning and threshold concepts identified for the wider curriculum to enable focused planning and any necessary adaptations to our current programmes of learning.
- Tapestry and Edmodo used as a platform for Home Learning, with teachers modelling how to access resources in school, with feedback on work submitted provided by teachers.

Targeted Academic Support:

- Same-day/ in the moment in-class intervention.
- Teacher-led targeted teaching for Year 2 and 6 pupils, as well as other specific groups whilst timetabling/funding allows through the support of additional teaching assistant hours.
- Specific intervention programmes, led by both Teachers and Teaching Assistants.
- Question and task-based analysis used to identify gaps in groups of learners, interventions planned to target these areas.
- School-led Tutoring (NTP)

Wider Strategies:

- Early Morning learning in all classes.
- Increased opportunities for outdoor learning and continuous provision, especially in EYFS and KS1.
- Additional opportunities for PSHE provision through the development of the Zen Den and Sensory Garden.
- School staff used to cover classes rather than supply staff where possible.

The overall aims of our Recovery Premium strategy.

- a.To reduce the attainment gap between disadvantaged pupils and their peers.
- b.To raise the attainment of all pupils to close the gap created by COVID-19 school closures.
- c.To ensure all children are able to attend and also access excellent provision for remote learning as required.

Teaching and whole-school strategies to support teaching and whole-school concerns.

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Readingwise Reading intervention programme from Y1-6	Children will develop the skills to become more fluent and confident readers. https://readingwise.com/blog/catch-up-funding-2020-2021	Struggling readers and decoders close the reading age gap between them and peers by 3-18 months	£5,400 (3yr cost covered)	N Willson	Following a highly successful ReadingWise trial with Y3 children, continuation of the three year programme to support children in all year groups. Impact already being seen.
Staff Training – Quality teaching for all: Triple D PDM's – English and Maths TA training – Quality First Teaching	Teachers and TAs understand how best to move children on from their starting points, particularly in core subjects. All staff are able to support pupils mental and emotional wellbeing effectively, creating the right conditions for learning.	Quality first teaching is the best intervention. Teachers are best placed to continuously assess and make judgements throughout each lesson and feed assessment information into subsequent lessons/intervention sessions. Interventions are aimed at being on the same day and time-limited so that children retain concepts.	Cooper-Daly £450	External trainer SLT members	Provide leadership time for subject leaders to monitor the progress in their subject Build in staff meeting sessions for joint book scrutiny Plan in pupil progress meetings three times during the year and build in action planning for moving pupils on. Staff evaluate the impact of their training. Appraisal targets linked to these aims – regular reviews take place between appraiser and appraisee.
Continued daily short phonics, reading and spelling interventions in Y2 and Y3 delivered by teacher or specifically trained TAs	Daily 20 min session 75% of children will pass phonic screen	Children will make rapid progress in learning and retaining phonic knowledge and are able to apply effectively in their reading / spelling.	ESL resources £350	R Brobbey Teachers/ Teaching Assistants	Further TA training completed. Replacement resources purchased to boost our banded phonics books. Early indication shows results are positive in recovery to narrow the gaps
Total spend:			£800		

Targeted support to support individuals or small groups

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
School-led Tutoring (NTP – see below)			£1,890.00 (25% contribution)		
National Tutor Programme training for identified teachers/TA's - School Led Tutoring	School led tutoring enables children to narrow gaps within their learning in English and Maths in order to help them access the curriculum at at least expected level wherever possible.	We have decided that a better approach is to use the expertise within our staff team to enable constant dialogue about teaching and learning and progress. This allows feedback to be instant to both child and teacher and allows time for planning to be adapted as a result. School led tutoring will allow us to choose experts to deliver sessions to children.	TA overtime for training (11hrs X 6Tas) = £1000	D Daburn/ T Stalker	Clear lines of accountability to key stage leaders and Inclusion Manager. Clear lines of responsibility between teacher and TA
Create provision for one to one or small group tuition/core subject teaching in classes where children have found disruption to schooling emotionally challenging.	EEF – <i>‘There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch-up strategy.</i>	Analysis of data – 85% - 100% of targeted children make accelerated progress.	TA overtime Estimated £5,200	TA Support targeted as identified. A Bohan E Bomers M Stevens	Specific members of staff will work with each key stage to offer recovery intervention directly linked to the lessons taught in class. Personnel delivering the intervention will be well trained and will liaise with class teachers at all times. Teachers will check on pupils' progress on their return and seek feedback from the nominated member of staff.

BLAST Boosting Language Auditory Skills and Talking.	Targeted language programme to support the recovery of lost opportunities of development of for social communication skills during lockdowns.	BLAST works on the underpinning skills for language, communication and literacy – turn taking, discrimination, listening, attention and social communication as well as developing basic language skills both receptively and expressively.	BLAST 1 pack - £250 BLAST 2 pack - £250	DD/TS/CA	BLAST 1 is designed for all children in nursery aged from 3-4. BLAST 2 is designed for all children in reception aged from 4-5. There are 30 consecutive daily sessions in each programme, providing a half term of work for a group of 4-8 children.
Total spend:			£8,590		

Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Supporting pupils emotional well-being initiatives such as Listen Ear, Share a worry	Early intervention with children who are suffering from anxieties, trauma, loss Developing self-regulation strategies, social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self- esteem, counselling skills such as solution focus and friendship.	Children are identified and supported at the earliest opportunity. By engaging in the Educational Psychology service offer of ELSA training (as part of their annual service to schools), two staff members trained to deliver this support.	Resources and TA planning Overtime Estimated £750	ELSA and emotional first aid training for selected staff: <i>A Reid H Williams</i>	Possible resource https://www.elsa-support.co.uk/downloads/brand-new-elsa-starter-pack-item-170/
Creation of a 'Zen Den'	Development of a safe space – 'Zen Den' to support pupils in self-regulation strategies, developing social skills, managing emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.	Children better able to self-regulate and manage their emotions, therefore in a 'better place' and ready for learning.	<i>Approx: £750 (HT Budget)</i>	S Stevens T Stalker H Williams A Reid	<i>The PTA are still raising money for the Sensory equipment eg. bubble tube, lighting etc, however, funds from the HT Budget is available for the Zen Den (for ELSA/Drawing & Talking/ Time out calm room) – eg. soft seats/ bean bags/stress toys/weighted blankets etc as well as funds for the Sensory Garden.</i>
Total spend:			£750		

Summary report

What is the overall impact of spending?

We have used Education Endowment Foundation (EEF) planning guide as a reference point

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The EEF guide to supporting school planning - A tiered approach to 2020-21.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf)

Measures introduced or continued during 2021-22 intend to help reduce / close the education gap between disadvantaged pupils and their peers. We know that many of these pupils and others were disproportionately affected during school disruptions as a result of COVID-19.

How will changes be communicated to parents and stakeholders?

School website, parent letters, staff meetings, pupils, Governors – LAB meetings – HT Reports/SDP/SEF

Final Evaluation/Impact

To be updated – July 2022

Final spend: £10,140

Route 3 - School-Led Tutoring

NTP – School-Led Tutoring

The National Tutoring Programme (NTP) supports schools by providing access to high-quality tutoring to help pupils whose education has been affected by the Covid-19 pandemic. Evidence shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress.

As part of the NTP, School-Led Tutoring is designed to help close the education gap between pupils and their peers. We know that these pupils were disproportionately affected during school disruptions as a result of COVID-19. The grant should therefore focus on providing support to these pupils, although schools can use their discretion to extend it to other pupils in need of catch-up support.

At Thames View Primary School we made the decision to use existing staff to train for the School-Led Tutoring -15-hour tutoring packages for pupils who need additional support. TA's will have completed the mandatory 11hrs training before starting to tutor. Staff with QTS will complete the optional 2hrs training.

Funding allocation	October 2021	January 2022	May 2022	25% from Recovery Premium	TOTAL ALLOCATION
	£1,653.75	£2008.12	£2008.12	£1890.00	£7,560

How will the funding be used ?

The grant is designed to help close the education gap between disadvantaged and vulnerable pupils and their peers. Schools are expected to prioritise these pupils for the tutoring. However, schools have the flexibility to decide which pupils need the most support to help them catch-up on missed education.

Three teachers each tutoring two groups for 15hrs (90hrs) = £2,557.50

Seven TA's each tutoring three targets groups for 15hrs (315 hrs) = £5,002.50

Total expenditure of NTP funding: £7,560