

TUDOR GRANGE PRIMARY ACADEMY ST JAMES

Recovery Premium

1. Summary Information				
School	Tudor Grange Primary Academy St James			
Timeframe	2021-2022	Total CU Budget	£10,096 (carried forward) £ 4,495 (recovery premium) £14,591 (TOTAL)	Total no. of pupils: 241

Small group and 1:1 support to close gaps in pupil learning with additional teaching provision					
Action	Evidence / Rationale for Choice	Implementation Timeline / Plan	Costing Basis	Cost	Staff
Teaching and Whole School Strategies					
Continue with implementation of IDL software intervention programme to support those with the most significant gaps in literacy and numeracy.	Recommended by SENTAA (SEND consultant) and local SENCO collaborative. Over a three year period IDL was placed in to 120 primary and secondary schools across the North West. IDL was required to show an increase in reading and spelling ages along with an increase in confidence and self-esteem for those pupils with dyslexia or dyslexic type difficulties. The results showed an average increase in reading and spelling ages of 11 months after only 26 hours use.	-Identify pupils that would benefit from inclusion in the programme, and conduct baseline. -Track outcomes closely through IDL and other curriculum work.	-Purchase of software	£840	HL to oversee
Weekly tutoring session from English specialist teacher to deliver high quality targeted support	Baseline and formative assessments how that pupils have gaps in their understanding in core skills related to reading and writing. Targeted support	-Plan group intervention in reading / writing for Y4/5 -Purchase additional resources to enable effective delivery where needed.	1 hour per week face to face, plus preparation time.	Approximately £50 per week. Total for 26 weeks £1300	RH

	and teaching will enable these gaps to be closed.				
Additional hours from TGPASJ Maths and English specialist HLTA / TA to deliver high quality targeted support.	Baseline and formative assessments show that pupils have gaps in their understanding in core skills related to English, phonics and Maths. Targeted support and teaching will enable these gaps to be closed.	-Plan group interventions in Reading, Spelling, Phonics, Punctuation and Grammar and Maths -Purchase additional resources to enable effective delivery of curriculum areas.	-Costs per half day on a daily basis	Approximately £110 per week Total for 26 weeks £2860	MK, HW, RD
Additional hours agreed with existing playworker and TA for six hours per week to support pupils in small groups through the delivery of NELI.	Baseline and formative assessments show that pupils have gaps in their understanding in vocabulary. The Nuffield Early Language Intervention (NELI) is a language support programme designed to improve children's vocabulary, listening and narrative skills. It is delivered by specially trained teaching assistants working with children in reception (4–5 year olds) individually and in small groups.	- NELI to be delivered to identified pupils in Reception, and tracked using associated assessment materials.	- costs for the afternoon extra hours (to be claimed on a weekly basis)	£0 (staff redeployed from existing roles)	HC, EE CA / HL to oversee.
Online resource to support teachers/HLTAs/TAs working on revisiting previous mathematical concepts where current resources have already been used but re-visiting, retrieval practice or consolidation is needed.	Baseline assessments show that pupil have gaps in the mathematical knowledge from prior year groups.	Identify pupils who have completed an intervention using current approaches who need additional practice.	Cost of package	£100	ED (Maths lead)
Introduce comprehensive intervention to support the development of high quality speaking and listening skills for all pupils	Baseline and formative assessments show that pupils have fallen behind in their communication skills. If pupils are unable to effectively communicate ideas and speak with confidence and fluency their experience of learning in	-Identify staff to be trained to lead the intervention in all key stages. -Purchase necessary resource packs. -Identify pupils with greatest need through assessment tool and deliver intervention.	Training (cover) Resource packs	£2900	HL (SENCO)

	school will be compromised.				
Purchase IT hardware to support the delivery of targeted interventions.	An increasing number of interventions require access to online resources and there is not always hardware available. This would provide a designated set of ipads to support intervention delivery	-Source quotation from CSE by end of October.	ipads, cases and storage.	£3735	SD (Principal)
Home learning packs for EYFS	Pupils in Reception benefitted from having key resources at home last year to support development of early reading / phonics.	-Order resources by end of October so that parents can be tutored in the use of materials through parent workshops, and then resource packs can be sent home.	Resources	£200	CA (EYFS lead)
Books for pupils developing their phonic knowledge	There are currently too few books for pupils working at Phonics Phases 2-5 to have more than one reading book per week. When pupils have been able to have more than one appropriately matched book per week they have secured their knowledge quicker.	-Audit current supply to identify gaps and correlate with current pupil attainment. -Order supplies to arrive by beginning of December.	Resources.	£1000	CA (EYFS lead)
Existing Teaching assistants to read regularly (at least thrice per week) with lower performing and vulnerable readers across Key Stage 2	Baseline and formative assessments show that pupils have gaps in their fluency and inference skills when reading.	- Identify timetable for reading. -Continue during periods of isolation using headsets and remote provision. -Purchase additional reading resources to meet the needs of pupils.	Reading resources	£500	KL (English Lead)

Strategies / Planned Expenditure					
Action	Evidence / Rationale for Choice	Implementation Timeline / Plan	Costing Basis	Cost	Staff
Targeted Strategies					
- Home learning activities support lessons in school	Pupils will receive activities for home learning which reinforce skills taught in school to ensure skills learned at embedded and reinforced.	Home learning activities are planned along side medium term plan activities to ensure learning is matched.	Copying costs	Cost within existing school IT budget	All teaching staff

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Wider Strategies					
- Supporting parents and carers	<p>Provide support for parents so that they understand the teaching methods used in school for phonics teaching and early reading and can therefore replicate at home where necessary.</p> <p>Provide information on Curriculum coverage for each year group so that parents are aware of learning requirements for their child in literacy and numeracy. (see also Home learning packs above)</p>	<p>-EYFS/ English / Phonics / Maths leads to create parent resources to share with parents which supports a greater depth of understanding how phonics and early reading is taught.</p> <p>-Resources to be shared with parents and supporting documents placed on school website / Teams for easy access for parents/carers.</p> <p>- Data manager to explore uses of MCAS to share current attainment with parents.</p> <p>-Parents to be provided with specific targets each term for their child so that they can see what is being worked on in school – through school reports.</p>	Releasing staff to be able to run –in-day sessions and produce quality resources.	£110 x 5	<p>CA (EYFS Lead)</p> <p>MN (Phonics lead)</p> <p>KL (English Lead)</p> <p>ED (Maths Lead)</p>
- Continue access for all pupils to a wider range of texts, closely matched to their phonic and reading capability.	The range and number of physical texts within school remains limited and this was a well used resource by pupils throughout the period of intermittent home schooling. Feedback has shown that the pupils read more and were able to access a wider range of text types than if they had relied on physical books alone.	-Support all staff and families new to the school this year with using the resource to extend reading opportunities both within and outside of school.	<i>Pearson Ultimate Bug Club.</i>	<i>(awaiting final quotation)</i>	<p>MN (Phonics lead)</p> <p>KL (English Lead)</p> <p>SD (Principal)</p>

Assessment will be a continuous process throughout the teaching of our curriculum enabling us to build a clear and accurate picture of an individual child's learning needs and knowledge gaps. The information and knowledge gained from assessments will be used to inform and shape future teaching and the child's learning. Assessment knowledge and outcomes will be used to identify children who experience difficulty regaining forgotten knowledge and key skills so that targeted support can be provided through structured interventions.