

Recovery premium report

Recovery premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	68 32 KS2; 36 KS3	Amount of catch-up premium received per pupil:	£145 for KS2 £276 for KS3
Total catch-up premium budget:	Est £14,576. Currently £7,021		

STRATEGY STATEMENT
<p>Include a brief overview of your catch-up premium strategy. For example:</p> <ul style="list-style-type: none">• PBA catch-up priorities:<ul style="list-style-type: none">○ To reduce the attainment gap between your disadvantaged pupils and their peers○ To raise the attainment of all pupils to close the gap created by COVID-19-related school closures

Barriers to learning

- › Non-secure understanding of certain key concepts.
- › Poor engagement with school.
- › Some issues with attendance.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Arithmetic pace and fluency.
B	Writing stamina.
C	Gaps in particular areas of Mathematics. (Fractions)
D	Comprehension of more challenging text.

ADDITIONAL BARRIERS

External barriers:

D	Resilience. (Y8)
E	Over reliance on ICT.
F	"Normality" of less than acceptable (95%) attendance

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Adjustment to teaching curriculum of Fractions.	Improved outcomes in PiXL fractions therapies.	Quality first teaching still has the greatest impact on pupil progress.	Via head of KS2 Math's and the use of PiXL tests.	MWE / TSH	Termly via PiXL assessment in Y5 and Y6
Adjustment to approach to writing. Integrate writing into other subject lessons time.	Improved Best writes for Y6.	Quality first teaching still has the greatest impact on pupil progress.	Via head of KS2 and the use of moderation across the year 6 team.	MCL / TSH	Termly via Best write performance.
Total budgeted cost:					£750.00
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Y7 Catch up for pupils who did not make the expected progress. Maths.	Improvement in Math's outcomes. Approx 50 pupils, many of whom are disadvantaged.	Not meeting expected level in KS2 SATs Resource: https://www.cgpbooks.co.uk/secondary-books/ks3/maths/mbnwb31-ks3-maths-catch-up-complete-bundle cost £503	PP lead to monitor progress with Head of KS3 Maths.	EHG / KBT	Easter 2023

Y7 Catch up for pupils who did not make the expected progress. English.	Improvement in English outcomes. Approx 40 pupils many of whom are disadvantaged.	Not meeting expected level in KS2 SATs	PP lead to monitor progress with Head of KS3 English.	EHG / MCL	Easter 2023
Y8 catch up for pupils who are not at the expected level for maths. Creation of smaller Maths classes.	Improvement in Math's outcomes. Approx 20 pupils, many of whom are disadvantaged.	Not meeting the expected level in maths assessments.	PP lead to monitor progress with Head of KS3 Maths.	EHG / MCL	
				Total budgeted cost:	£5,000

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Targeted mentoring (Dan Gaze)	<p>To support a range of pupil needs (long-term – short term support) with issues such as low esteem, poor resilience and anxiety.</p> <p>For pupils to have strategies in place on dealing with / understanding / coping with issues affecting their lives.</p>	<p>School/staff dealing with pupil emotional/esteem/low self-worth etc... related issues/incidents.</p> <p>Parents/carers contacting school to highlight issues affecting their child.</p>	<p>Pupil/parent surveys during and after workshops</p> <p>Mentoring report/outcomes from Dan Gaze</p> <p>Register taken and updated with any outcomes</p> <p>Updates from mentor</p> <p>Drop ins by lead during mentoring sessions</p>	IKM	Termly
Building resilience workshop x 10 weeks for Year 7 and 8	<p>Targeted work on helping pupils identify their worries, strategies for dealing with them, who to go to for support and how to build resilience.</p> <p>For pupils to use the strategies they have been taught to develop and improve their resilience in and out of school.</p>	<p>School/staff dealing with pupil issues/incidents where resilience is low/poor.</p> <p>Parents/carers contacting school to highlight issues affecting their child.</p>	<p>Pupil/parent surveys during and after workshops</p> <p>Staff feedback after completion of workshops</p> <p>Drop ins by lead during workshop delivery</p>	IKM	End of Spring Term 2023 once workshops have been delivered

Use of Academic Mentor to work with specific individuals.	Improved engagement of “hard to reach” disadvantaged pupils.	Small number of KS3 pupils who have suffered more significantly from the absence from school.			
Total budgeted cost:					£3,000

ADDITIONAL INFORMATION

PBA has introduced additional resources to support the improvement in Reading in the form of the Accelerated Reader programme.

QLA analysis via the PiXL model provides individual reports on pupils and measures their progress informing intervention strategies.

The school’s Head of Pupil Premium works with all pupils at risk of falling behind to ensure that the necessary resources are in place to support both the pastoral and academic progress of pupils.