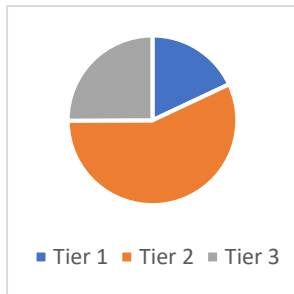


School: Bishop Ellis Catholic Primary School

Recovery Premium Total: Kept funding back from last year because we had real problems with the National tutoring partners in English and Maths. This is something we will look into once we have the data from Advent. See also Provision Tracker spreadsheet for monitoring spending costs.

Local-led Tuition Total:



Focus Area	Barrier- school level EEF Tier	Action and evidence link for action	Anticipated Cost	Monitoring	Impact
Ensure all children have a full access to a broad and balanced curriculum.	Tier 1 Quality teaching for all. DFE guidance from January 5 th 2021 has resulted in partial school attendance, a range of approaches to curriculum delivery (including blended learning) and modified curriculum delivery. Our analysis of children's learning across the school are likely to have gaps in knowledge and insecure components of knowledge.	Review of the whole school curriculum to ensure that we build in opportunities for children to constantly revisit prior learning.	<i>£1500 for quality texts to support learning across the curriculum.</i>	Deep dives in NC subjects will show that all children are accessing the whole curriculum	Whole school monitoring shows that curriculum is more broad and balanced. Further work to do to ensure that more Foundation units of work are being delivered.

<p>Ensure all children have a full access to a broad and balanced curriculum.</p>	<p>Helping children to remember what we have taught them.</p>	<p>Teachers to carry out some low-stakes quizzing and low-threat knowledge checks during lessons to find out what pupils can remember and where they have gaps.</p> <p>For Advent 2021 only- revision of phase 1 phonics due to lack of FS1 provision for this current cohort.</p>	<p><i>Planning time for staff to create online resources for Google Classroom and MS Forms</i></p>	<p>Teaching and learning policy written and staff given CPD on this during Lent term 2022.</p>	<p>Feedback from coaching walks shows that there is more of an emphasis on staff using the principles of cognitive science to support the children's learning.</p> <p>Continue into Pentecost 2022.</p>
<p>Ensure that progress in maths is in line with English</p>	<p>Ensure that Long term plan clearly shows the sequencing of content at different scales to create readiness for future learning.</p>	<p>Planning (including MTP and parent information sheets) show good build-up of knowledge and skills over time and TfL activities are planned for within each topic.</p>	<p><i>White Rose premium subscription. £100</i></p> <p><i>Concrete resources £500</i></p>	<p>This will be shown . within the lesson sequence, within the topic and within the year or phase.</p> <p>Work in children's books will reflect the ambition of the LTP.</p>	<p>End of Lent term monitoring of data shows that attainment at KS1 is now at least in line in Maths and English and progress in Maths throughout KS2 is in line with English.</p>
<p>Ensure that progress in maths is in line with English</p>	<p>Ensuring that all children especially the most disadvantaged gain and retain the requisite knowledge and vocabulary to at least meet end of key stage expectations.</p>	<p>Reception, Year 1 and Year 2 to take part in the NCETM Mastering Number project.</p> <p>This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2.</p> <p>The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and</p>	<p><i>Cover for staff to attend the training. £1000</i></p> <p><i>Cover for staff to attend NPQ training £1000</i></p>	<p>Monitoring shows staff following the NCETM planning documents and guidance. Timetables show Mastering Number sessions built in. Leadership reports detail involvement and progress throughout the project.</p>	<p>End of Lent term monitoring of data shows that attainment at KS1 is now at least in line in Maths and English and progress in Maths throughout KS2 is in line with English.</p>

		understanding needed in Reception classes, and progression through KS1 to support success in the future.			
Year 5 children working below expected or with insecure knowledge against end of Year 2 standard in Maths and/or English.	<p>Tier 2 Targeted support</p> <p>Based internal tracking data and FFT analysis cohort there are a number of students who have been disproportionately impacted by lack of engagement with home learning during the second national lock down or by self-isolation periods.</p> <p>National data highlights this is more likely to have impacted disadvantaged students.</p>	<p>1-1 (one hour) and 1-3 tuition (30 minutes) with a primary specialist teacher.</p> <p>Sessions will run from week two September, following analysis of data from Pentecost 2022.</p> <p>Children will have additional tuition over an eight-week period, focused on EITHER Maths or English. 1-1 tutor sessions will be one hour in length once per week. 1-3 sessions three times per week.</p> <p>EEF - Sustained support will be needed to help disadvantaged pupils catch up. It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible migratory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch up strategy will be</p>	<p><i>75% from local-led tuition £3,750</i></p> <p><i>25% from recovery premium £1,250</i></p>	<p>Pre and post intervention baselining.</p> <p>Ongoing assessment by English/Maths teams as part of curriculum work.</p> <p>Review October half term, depending on impact and access move intervention to target those within Year 3 and 4 who have insecure knowledge against relevant standard for Maths/English.</p> <p>60%+ of students targeted will be PP.</p> <p>Tuition started with National Tutoring Programme Pentecost term 2022.</p>	

		<p>sufficient to compensate for lost learning due to school closures..</p> <p>Intervention review, regularity and approach will be planned around:</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf</p>			
Health and well-being	<p>Tier 3 Other approaches.</p> <p>During the period of home learning, those children who have not attended school may have experienced reduced routines and expectations for their own conduct and behaviour.</p> <p>DfE resource list for mental well being https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/online-science-pe-wellbeing-and-send-resources-for-home-education#mental-wellbeing</p> <p>EEF states on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>Pastoral interventions will be in place from week 3 of Advent 1.</p> <p>Faith in Families meeting will have taken place during week 2 of Advent 1.</p> <p>Entry and exit interviews will assess need and impact.</p> <p>Individuals and groups will be adjusted according to need and effectiveness on a half termly basis.</p>	<i>£3000 to support the work of School social worker,</i>	<p>SF to monitor provision and impact through pupil and parent voice as part of Advent 1 and 2 monitoring cycle.</p> <p>Continued through Pentecost 2022.</p> <p>Lent meetings with parents of children with SEND. Feedback positive.</p>	



Further rationale

The disruption to education caused by Covid-19 was almost five times higher in some parts of the country than others during the last academic year, new data released by the Department for Education suggests. Government figures have provided a regional overview of how the pandemic has affected pupils' education by the summer term of 2020-21.

It reveals that primary school pupils in the East Midlands suffered the most severe learning loss in maths, with over five months lost during the lockdowns as schools were forced to move to remote learning for most pupils

Primary mathematics mean months loss of learning

