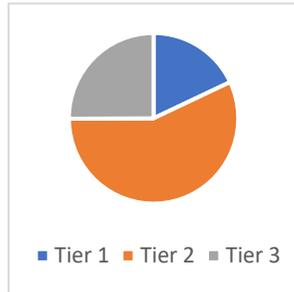


School: Saint Peter's Catholic Primary School - Hinckley

Recovery Premium Total: £4781

Local-led Tuition Total: with 1 FSM - £912 / With 3 FSM - £1013 I will be using needs led interventions as the year progresses.



Focus Area	Barrier- school level EEF Tier	Action and evidence link for action	Anticipated Cost	Monitoring	Impact
Curriculum recovery	<p>Tier 2</p> <p>Present Year 1 cohort came in with a very low baseline last year for EYFS, (reading at nursery S was 4%, just below expected at W+ was 50%. Although they have made progress, it is not as great as what we would expect from our EYFS cohort. End of year data in reading, which underpins all learning and initial assessments in phonics are reason to implement catch up tuition for pinpointed pupils.</p> <p>Phonics tuition last year had a massive impact on outcomes from predicted 63% Advent term pass rate to 90% in the Pentecost term.</p>	<p>Two groups will run for eight weeks at 2 sessions a week. One group after October half term, the second group after the Christmas break. Pupils will be pinpointed after initial lessons and assessments and tutor will use these assessments as a starting point to plug the gaps and show progress evidence.</p> <p>Evidence and implementation guide for small group tuition: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p>	<p>£809 from Recovery premium.</p>	<p>October assessment point. Pupils highlighted from assessment tasks and tests – evidence of gaps for tutors to use</p> <p>Close monitoring of impact of additional tuition/ interventions. Review impact half way through each block.</p>	

	<p>Tier 1</p> <p>New members of staff joining EYFS and refresher information for phonics scheme needed for CPD to have impact of the teaching and learning of phonics.</p> <p>Tier 2</p> <p>Selected year 6 pupils targeted for pre SATs booster sessions, to ensure they have no gaps in their learning before transferring to secondary school. There is a need to ensure greater progress from EOY2 to EOY 6</p>	<p>Standard package for schools already using Read, write, inc phonics for an annual subscription of online training films, a development day and remote termly progress meetings has been sought.</p> <p>Supply cover for phonics lead to train others.</p> <p>There will be two differentiated groups each week for both maths and English EXP and GD. This will run from W/B 17th Jan – W/B 25th April (11 weeks)</p> <p>Evidence and implementation guide for small group tuition: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p>	<p><i>£1975 + VAT From recovery premium.</i></p> <p><i>£600 From recovery premium</i></p> <p><i>£835 recovery premium</i></p>		
<p>Routines and behaviours</p>	<p>Tier 3</p> <p>All children should be in school from the start of term and thereafter.</p>	<ul style="list-style-type: none"> • Attendance monthly and compare to NA • Continue clear messaging to parents to raise understanding of expectations of attendance. • Follow additional steps to support attendance, including use of Traveller Education Co-ordinator, inclusion team. • Once you have reviewed your attendance patterns, consider use of additional EWO time for those who are persistently A / at risk of PA. 	<p>No cost</p> <p><i>Joe Dawson Ed Psych shared documents surrounding coming back to school after a period of disruption.</i></p>	<p>Continue clear messaging to parents to ensure understanding of expectations of attendance, during COVID and the risk assessment.</p> <p>D/H to analyse attendance patterns, and use targeted time for those who are persistently PA/ at risk of PA.</p>	

<p>Health and well-being</p>	<p>Tier 3 The Health and well-being of children may have been impacted by: Anxiety about Covid-19 and direct family experience of Covid-19, including bereavement Reduction in physical exercise and opportunities for physical development Poverty, including lack of access to a healthy diet.</p> <p>Continue to support our pupils and families.</p>	<p>Continue partnership work with families.</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> <ul style="list-style-type: none"> • Sign-post families to additional support in the community. • If necessary, support families with applications for support such as free school meals. • Target pastoral and family support. • Time for ELSA to join her supervision meetings 	<p>Tier 1 <i>ELSA supervision £200</i></p>	<p>Sign-post families to additional support in the community, including the school nurse.</p> <p>If necessary, support families with applications for support such as free school meals.</p> <p>Target pastoral and family support.</p>	
<p>Safeguarding</p>	<p>Tier 1 Tier 3 Whilst schools have remained open to vulnerable children from the 27th March 2020, many vulnerable children have either not attended school or have only partially attended school. Widely published data on social care referrals suggests that at some points during the Covid crisis referrals to children's social care fell by approximately 50%.</p>	<p>* Staff to be given and to understand, read and comply with KCSIE part 1 and annex B, safeguarding and child protection policy, behaviour and discipline policy.</p> <ul style="list-style-type: none"> • Schools to provide training and monitor that staff are recognising signs of any potential safeguarding concerns. • Ensure regular audit of CPOMs and reflection on any patterns which are developing post school shut down/partial closure. https://www.scie.org.uk/care-providers/coronavirus-covid-19/safeguarding/children 	<p><i>No cost</i></p>	<p>DSL to deliver safeguard training to all staff in August 2021.</p> <p>Ensure a regular audit of CPOMs and reflection on any patterns which are developing post school shut down/partial closure.</p> <p>https://www.scie.org.uk/care-providers/coronavirus-covid-19/safeguarding/children</p>	

<p>SEND</p>	<p>Tier 1 Tier 3 School closures/ partial opening has impacted on SEND provision.</p> <p>Risk assessments have impacted on aspects of typical practice, including therapeutic interventions and elements of assessment and review, including EHCP review. For EHCP students, schools may not have been able to meet all aspects of provision. There are currently delays a local authority level in terms of the processing and review of EHCP's and high needs funding.</p>	<p>Progress of SEND children to be tracked using Provision map and separate TT tracking – SENDCo and Data AH</p> <ul style="list-style-type: none"> • Continue partnership work with families, LA, Joe Dawson(Educational Psychologist provision). • Additional SENCO time may be required during autumn half term for assessment, EHCP review and to put in place steps to support children with SEND needs. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>		<p>Continue partnership work with families, LA, Joe Dawson (Educational Psychologist provision)</p> <p>SEND targets written by previous teacher to ensure continuity</p> <p>Pupil passports to be updated and reviewed with parents.</p>	
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Contingency - £362 – Recovery Premium