

Hindsford Primary School

Recovery Pupil Premium Expenditure Report



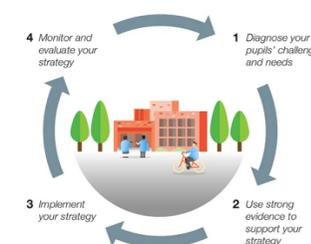
Summary information					
School	Hindsford CofE Primary School				
Academic Year	September 2021 – July 2022	Total Recovery Pupil Premium	£145.00 per eligible pupil 68 PP Pupils £9,860	Number of Pupils	210

DfE Guidance

As a result of the continued disruption in education during 2020 – 2021 and the significant impact that has been identified with regard to pupils in receipt of pupil premium (i.e. any pupil who is eligible for free school meals (FSM), any pupil who has been eligible for free school meals at any point in the last 6 years, any looked after child by the local authority or referred to as looked-after children (LAC) and any post looked-after child), the government have issued a one off payment of £145.00 per pupil premium pupil to deliver evidence-based approaches for supporting disadvantaged pupils as recommended in the Education Endowment Foundation’s Pupil Premium Guide.

Within this guide, it says that the money should be spent on:

- supporting the quality of teaching, such as staff professional development (**Teaching & Whole School Strategies**)
- providing targeted academic support, such as tutoring (**Targeted Approaches**)
- dealing with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support (**Wider Strategies**)



Like the pupil premium, schools can also:

- spend the recovery premium on a wider cohort of pupils than those who attract the funding.
- direct recovery premium spending where they think the need is greatest.

Hindsford Pupil Premium Expenditure Report 2021 – 2022 Information

For the academic year 2021 – 2022, the school will receive £98,800 to support its pupil premium pupils with their learning and progress.

A summary of this spending can be found below:

Teaching & Whole School - £15,000

- The production of a detailed gap analysis in each cohort in Reading, Writing & Maths so that the teacher can use this information to identify specifically where the gaps are in learning for both pupils individually and as a whole class.
- To provide training on how to use the gap analysis effectively so that pupils catch up quickly.
- To provide staff training on collaborative learning approaches (EEF).
- To further develop and strengthen the school’s approach to developing reading comprehension strategies across the school (EEF).
- To work with staff on effective questioning as a form of differentiation and offering challenge.
- To work with staff on the importance of providing high quality feedback both during the lesson and in marking (EEF).

Targeted Approach - 40,000

- To fund an additional teacher in Year 6 (am) to reduce class size and so that small group teaching can take place (EEF).
- To provide academic interventions such as Wave 3, SOS Spellings, Write from the Start etc. for any pupil premium pupils identified as requiring additional support (EEF).
- To develop the Early Years setting and strengthen the number of pupil premium pupils securing the expected level in Reading, Writing and Communication. Increase the number of quality texts and improve the reading and writing environments so that these are both engaging and inviting for the children to read and write in.

Wider Strategies - £34,000

- To provide mentoring for vulnerable pupil premium pupils to support them pastorally and to provide interventions such as Anger Management, Don't Worry Be Happy and Lego Therapy (EEF).
- To work with vulnerable families and support successful early intervention via Early Helps (EEF).
- To provide support for any pp pupil requiring help with attendance.
- To support pp pupils in having a good start to the day via a breakfast club.
- To remove the barrier of limited experiences by offering a range of afterschool clubs in a variety of different subjects (EEF).
- To provide counselling for pupil premium pupils with more complex pastoral needs.

As a result of the school using its Pupil Premium Funding for all of the above interventions and strategies (closely linked to EEF recommendations), the school has used the Recovery Pupil Premium on additional provision to enhance what is already in place to support the learning and progress of pupil premium children.

Planned Expenditure

i. Teaching & Whole-School Strategies

Action	Desired Outcome	Chosen Approach & Anticipated Cost	Impact	Staff Lead
<p>To extend the school day by half an hour (x2 ½ hours per week) so that there is more time within the daily timetable for staff to read out loud to the children and for quality time to be given to discussing and talking about different texts.</p> <p>To provide training for staff on the importance of reading to the children and benefits of this for the children.</p> <p>(Linked to EEF Extending the School Day +3 months)</p>	<p>As a result of children being read to everyday, they will:</p> <ul style="list-style-type: none"> -develop further language skills and cognitive functioning. -have improved listening skills. -be engaged and inspired. -gain a lifelong love of reading. -widen their imagination -improve performance. 	<p>Extended hours of TAs so that they are in school for the full duration of the school timetable to engage in smaller reading sessions for SEN/EHCP pupils.</p> <p>£6,860</p>	<p>Impact to be reviewed at regular intervals during the year.</p>	<p>CB</p>

ii. Targeted Approaches

Action	Desired Outcome	Chosen Approach & Anticipated Cost	Impact	Staff Lead
<p>In Year 1, to ensure that the children have high quality decodable books to read both in school and at home and that they have the opportunity to read to the teacher at least three times a week. During these sessions, to recap, emphasise and teach the schools' systematic synthetic phonics (SSP) programme, allowing the children lots of opportunities to apply their phonetical knowledge. Teachers to receive training / CPD on supporting children in using their phonics to decode unfamiliar words and in reading both fluently and confidently.</p> <p>(Linked to EEF Phonics +5 months)</p>	<p>The children will become more confident and fluent when reading and results at the end of the year will show a significant increase in the number of children achieving national expectation in Reading at the End of Year 1 compared to Early Years End of Year of 46.4% / PP=20.0%.</p>	<p>x1 set of 120 decodable Little Wandle Books (6 in each set) & staff training - £3,000</p>	<p>Impact to be reviewed at regular intervals during the year.</p>	<p>CB & GW</p>

Teaching & Whole School Strategies	£6,860	Targeted Approaches	£3,000	Wider Strategies	£0	Total Amount	£9,860
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