



Recovery Premium Plan

Summary information

School	Robert Bloomfield Academy				
Academic Year	2021-22	Total Recovery Premium 2020-21 Surplus	£18,560	Number of Pupils	980
		Total Available 2021-22	£23,996.41		
			£42,556.41		

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated based on 60% of those applicable for Pupil Premium funding. Whilst the figure is based on Pupil Premium numbers, schools should utilise the funds for the students they feel most in need.

Use of Funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of loss of learning over the past two academic years

Pastoral	<p>Inevitably we are seeing a spike in cases of student mental health, well-being or just general need for support, as a result of school closures. All students have been affected differently by time out of education and therefore are taking time to get back into the habits and standards we expect.</p>
Academic Core	<p>Maths: Many students appear to have been affected by home schooling and changes in arrangements in school due to Covid. Generally, as soon as they experience any difficulty, they give up easily instead of persevering. They are also finding the pace of lessons, concentration and expected amount of work challenging. Revisiting previous concepts and more reinforcement is needed before working on the current yearly schemes of work. One area where pupils are experiencing difficulty is moving from knowing key facts to being able to apply them in different contexts - this reflects a lack of experience. It is also of great concern that there are increasing numbers of pupils who are working at very low levels, reception - year 2, these are pupils who have missed out considerably and are lacking even the basic skills. Individual programmes are needed for these pupils</p> <p>Writing: Children haven't necessarily missed 'units' of learning, however they have lost essential practising of writing skills. The teaching of some specific SPAG skills has been missed, leading to lack of accuracy in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much, have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Some children are needing extra practice to write in grammatically correct sentences, having lacked recent writing practice and close feedback on sentence accuracy. Presentation of written work has suffered as a result of some pupils going for a prolonged amount of time without holding a pen or a pencil.</p> <p>Lack of exposure to daily correct use of correct grammar and long periods of time without having this corrected in speaking or in writing has led to more frequent issues with use of tenses and subject/verb agreement in writing. Long periods in lockdown has also resulted in a lack of exposure to formal language and many inappropriately informal language uses are appearing in pupils' writing, which are being addressed.</p> <p>Reading: Reading: Reading has been shown to be severely affected in those children who were not reading and generally engaging with school work during Lockdown periods; NGRT data shows that many of our students' Reading Ages have been adversely affected by school closure's over the past 12-18 month <i>In Year 5, 36% of our pupils entered the school with a Reading Age of 9 or below.</i></p> <p><i>In Years 6-8, around a third of pupils made less than Expected Progress with their Reading Ages from the previous year.</i></p>
Attendance	<p>Whilst our number of PA students is in line with a pre-covid year, these cases are being closely monitored as we work with the EWO and our pastoral team in order to integrate these students back into school.</p>
Academic Non-core	<p>Non-Core: There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments, however we are now offering these again, and we are already seeing the benefits.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u> Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils</p> <p>We have targeted the link between school and home learning, whilst supporting the prospect of any student isolation periods or further school closures.</p> <p>Providing opportunities for professional development for staff has been a key focus of ours to ensure staff are able to concentrate on supporting students to achieve best possible outcomes</p> <p>Staff wellbeing has also been a real focus of ours. Happy and enthusiastic staff teach better lessons</p> <p>Resourcing the maths department and intervention team with Numicon equipment, enabling them to increase capacity with our low ability students.</p> <p>Further links between home and school for students in core subjects.</p>	<p><i>CGP Booklets for all year 6 students in core – Link between home and school/support gaps during a year of standardised testing.</i></p> <p style="text-align: right;"><i>(£2,378.50)</i></p> <p><i>The TRUST (BEST) have invested in the National College package for the school to ensure all members of staff have the opportunity to progress in their careers. This is a bank of Webinar based CPD sessions that range from TA support to Senior leaders sessions to support and upskill staff further. Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support</i></p> <p style="text-align: right;"><i>(£1,000)</i></p> <p><i>Numerous actions to support staff wellbeing have been considered and put into place to support staff. The profession is taxing in regular times, but even more so currently, and therefore we have taken steps, as a leadership team to ensure staff feel supported.</i></p> <p><i>Numicon resources, selected by staff who have received specific Numicon training in order to enhance the provision in both lower sets, and in our intervention programme.</i></p> <p style="text-align: right;"><i>(£684)</i></p> <p><i>Achieve SATS Success in Mathematics Year 6 and Grammar, Punctuation and Spelling Year 6 is a programme from Rising Stars which we subscribe to</i></p>	<p><i>All staff now have National College accounts (Teaching and non teaching staff). Directed time will be utilised to offer staff time to take responsibility for their own progression. 60 courses were completed last academic year.</i></p> <p><i>We are constantly looking for ways in which we can support staff well-being and this has been clearly successful based on the data from staff surveys.</i></p>	<p>LSN/AWT/LYG</p>	

	<p><i>and provides short revision videos on key concepts useful for SATS, which can be used in the classroom or accessed by pupils from home. It also enables teachers to set short practice exercises for pupils to complete as part of their home learning to consolidate those key concepts and skills, and provides teachers with a report on individuals' areas of strength and weakness.</i></p> <p>(£99)</p>			
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a clear understanding of the content missed and gaps in knowledge. The curriculum is adjusted accordingly to narrow gaps and consolidate previous learning.</p> <p>Assessments in core will inform interventions put in place academically.</p> <p>PASS survey to take place next half term in order to assess student wellbeing</p>	<p><i>GL baseline assessments completed in year 5 in order to gauge an accurate of year 5 students on arrival.</i></p> <p><i>Reading age's assessed across all year groups</i></p> <p><i>All year groups complete core assessments to support the analysis of school closure impact and to plan priorities</i></p> <p><i>Rising Stars Achieve Success online GPS and Mathematics. This programme is a comprehensive, pupil-friendly and differentiated range of on-line SPAG quizzes for pupils to complete at school or in home, enabling frequent practice of the skills pupils need for their KS2 GPS paper.</i></p> <p>(£99)</p> <p><i>Pastoral assessment of students in terms of wellbeing and attitudes towards school. Analysis of the data will support any interventions/mentoring needed.</i></p> <p>(£1200)</p>	<p><i>Assessments in core complete, demonstrating which students have regressed in their learning, permitting us to target particular students in our bespoke intervention programme</i></p> <p>November 2021</p>	<p>AWT/LSN/LYG CML/SWN</p> <p>SWN</p>	<p>Termly</p> <p>Dec 21</p>
<p><u>Transition support</u></p> <p>New students are joining the school from 28 feeder schools and therefore the experience of lower school and lockdown provision is erratic.</p> <p>In addition to new starters, we have 3 further cohorts of students whose lockdown period will have been difficult, with some students receiving much more support and care than others.</p>	<p><i>A series of transition videos were produced to support new starters, including a tour of the school and meeting key staff and interactive tasks to help students feel part of the school.</i></p> <p><i>A staggered/phased return to allow year 5's to settle has been set up.</i></p> <p><i>All form tutors to make contact with all their tutees prior to re-starting</i></p>	<p><i>Re-integration has been successful with students and families appreciating the slow and steady approach</i></p> <p><i>We continue to monitor student well-being and pastoral support and adjust accordingly.</i></p>	<p>LBN SLT</p>	<p>Ongoing</p>

Total budgeted cost				£3,161.50 £1,000 £1200

ii Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have a range of 1-to-1, small group tuition and additional support within lessons in order to accelerate progress and consolidation of prior learning in all aspects of English and Maths.	<i>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. A team of 3 intervention specialists, led by HAT, who typically leads our year 7 catch up, will devise an intervention programme to support students in catching up on lost learning. We also have subject specialist teachers leading on certain aspects of intervention. This years' intervention priority is to start looking more specifically at the skills students lack i.e. in Numeracy, algebra or long division etc.</i> <p style="text-align: right; color: red;">(£19,317.56)</p>		CML/SWN	
<u>Intervention programme</u> Pastoral Interventions are back up and running with a significant rise in the number of students who require support.	<i>See pastoral action plan for full coverage on current interventions and mentoring in place to support student well-being. This is more extensive than ever and demonstrates the issues students have been facing over lockdown</i>			
Total budgeted cost				£19,317.56

iii Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence when completing home learning/homework.</p> <p>FSM/Disadvantaged students may need to go into periods of isolation</p>	<p><i>Rising Stars Achieve Success online GPS and Mathematics. This programme is a comprehensive, pupil-friendly and differentiated range of on-line SPAG quizzes for pupils to complete at school or in home, enabling frequent practice of the skills pupils need for their KS2 GPS paper.</i></p> <p><i>(Already budgeted above)</i></p> <p><i>Partnership with Morisons to provide a weeks' worth of essentials to be delivered to the student in the event of an isolation period.</i></p>	<p><i>This has been successful, and we are now working in partnership with WONDE to supply FSM vouchers during any isolation periods.</i></p>		
<p><u>Access to technology</u></p> <p>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.</p>	<p><i>Access to technology survey led by VHS to analyse the state of play in the community in terms of access to technology resources. CML to analyse the results of the survey to determine what additional capacity is needed in terms of both data and devices.</i></p> <p><i>Currently we have 90 devices available for student use. 72 devices have been loaned out.</i></p>	<p><i>Survey of students, plus the influx of technical support, means all of our Disadvantaged families have been offered, and currently have access to IT capacity at home. We continue to monitor this.</i></p>		
			Total budgeted cost	
			Cost paid through Covid Catch-Up	£22,479.06

	Cost paid through charitable donations	£1,000
	Cost paid through school budget	£1200