

# TUDOR GRANGE PRIMARY ACADEMY HASELOR

Recovery Premium Investment Plan 2021-22

1. Summary Information				
School	Tudor Grange Primary Academy Haselor			
Timeframe	2021-2022	Total Budget	£2000 Recovery Grant Premium £1218 School Led Tuition Grant £687 Carry forward from 2020-21 <b>TOTAL : £3905</b>	Total no. of pupils: 67 (nursery –yr 6)

Strategies / Planned Expenditure					
Action	Evidence / Rationale for Choice	Implementation Timeline / Plan	Costing Basis	Cost	Staff
<b>Teaching and Whole School Strategies</b>					
Supporting Quality First Teaching of phonics and early reading.	Reading success is a key element for making pupils successful learners in all curriculum areas. Following the guidance from the DFE Reading Framework (July 2021) we need to ensure that all staff are using the same methods and approaches so that the consistency will make a positive impact on pupils learning experiences.	Whole staff training to take place on 3.9.21.  Training to cover key subject knowledge including progression and pace through the Letters and Sounds programme, the structure of lessons and key principles for transferring phonics into reading.	£800 total shared with Meon Vale who also attended training.	£400	GD / JB Planned – all staff TGPAH.
Resources to support Quality First Teaching of phonics and early reading.	Provide all classes with the same resources for teaching phonics and early reading so that children have a consistent learning experience.	Review into resources being used in all classes to implement the training received on 3.9.21 and purchase of items to deliver consistency.	£200 per class including login in for online resources x4 teachers.	£800	All School class-based staff
A Weekly focused SPAG lesson.	Teachers to plan targeted, specific Punctuation and Grammar lessons each	Use of Summer writing moderation and initial teacher assessments (Autumn 2021) to	Planning completed in	£200	KS1 and KS2

	week to ensure regular specific coverage of the English curriculum.	analyse pupil gaps in learning.  Planning of clear progressing lessons to cover punctuation and grammar core skills in each year group- ONGOING	staff PPA time  £200 new SPAG resources / books		Staff
Daily practise of weekly spelling lists for all children	Use of phonic training recommendations to deliver daily reinforcement of spelling sounds and patterns which will ensure that understanding is retained and pupils retain spelling patterns taught.	Use of Spelling Shed to deliver weekly spelling lists linked to year group / ability group but through phonic methods taught in staff training. Half term spelling lists sent home to parents. Daily LCWC sheet provided for all pupils to complete on a daily basis as they come into school in the morning	NA	NA	All school class-based staff
Regular 1:1 reading support for pupils to encourage confidence and reading 'fluency'.	Children need opportunities to celebrate the success of their learning and reading regularly to another member of staff (not the class teacher) to develop and encourage confidence.	Use of parents and volunteers (DBS checked) to read and offer support with children across the school on a weekly basis. Ensure DBS checks are completed. Provide volunteers with induction of school and training as to what is expected while supporting children 1:1. (to include safeguarding training)	NA	NA	GD and JI to oversee.  GD and SDL to provide support and training.
Support from WCC Library Support Services to improve library provision and pupils' access to high quality literature.	WCC School library service to offer support with Weeding of the books to make sure they are current and appropriate; Sorting and tidying the books; Auditing the book stock to highlight where any gaps may be; supporting to develop a practical and efficient system for recording book use throughout the school.	Library Service team to come to school 28.9.21 for the day to support school library development. (whole day)  Subsequent needs planned after initial feedback from first day support.	£300 initial day.  (£250 any extra full-days support needed).	£300	Schools Library Service,  GD  SDL

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<b>Targeted Strategies</b>					
NELI: Nuffield Early language Intervention: expert training in early language and communication for Reception children.	Every school with a Reception class in England has been recommended to undertake training and given resources through an early years catch-up programme funded by the Government, to support thousands more pupils with vital communication skills.	<p>17.9.21 : Deadline for NELI lead to nominate colleagues who they would like to access the online training.</p> <p>Early October: Inform Parents - Template letter and privacy notice emailed to schools for distribution to parents.</p> <p>Early October: NELI Training Course .</p> <p>Late October: Language Screen Assessments</p> <p>Early November: NELI Resource Kits to arrive in schools. Time to ready the materials for use with pupils e.g. cutting up flashcards and placing into small folders needed.</p> <p>Early November: Training Course 2.</p> <p>17<sup>th</sup> December: All preparation for NELI pupil activities to be completed ready to start in January 2022.</p>	<p>Training and resources are FREE.</p> <p>Time for Cover of time may be needed to complete courses during Autumn term – TBC as we receive more information.</p>	<p>Cover Costs unknown TBC</p> <p>Potential costs for 2 sessions Class teacher and 2 sessions TAx2</p> <p>Approx: £470</p> <p>½ day Class Teacher £110</p> <p>½ day TA £62.50</p>	<p>Amie Rhone</p> <p>Charlotte Richardson</p> <p>Amy Bagnall</p>
Play based physical activities to be set up each day to support learning in literacy and numeracy.	Pupils have missed significant time during EYFS/ Year 1 experience and need opportunities to complete practical activities which enable them to share and communicate about their understanding before developing abstract learning on a daily basis.	<p>Year 1 Class Teacher to work with EYFS lead to understand and individual pupil's needs as assessed during Summer 2021.</p> <p>Activities to be set up each day for literacy and numeracy to support pupils in Year 1 and year 2</p>	£350 to cover cost of 'home area' and tuff tray resources as needed.	£350	<p>GD</p> <p>SDL</p>

Recruit an experienced TA to support pupils in small groups or 1:1, delivering support in the basics of Reading, SPAG and Maths where indicated necessary in school assessments.	Baseline and formative assessments show that pupils have gaps in their understanding in core skills related to English and Maths. Targeted support and teaching will enable these gaps to be closed.  Previous use of this method was highly effective 2020-21.	-Plan group interventions in Reading, Spelling, Punctuation and Grammar and Maths -Purchase additional resources to enable effective delivery of curriculum areas.	Costs per afternoon on a daily basis (Agency Costs included)  -materials to support teaching and learning.	£75 a day £225 a week Total for 39 weeks: £8775 Resources £100.	GD
Additional hours agreed with existing Teaching assistant for one afternoon a week to support pupils and small groups.	Baseline and formative assessments show that pupils have gaps in their understanding in core skills related to Reading.  Targeted teaching support of phonic provision to enable gaps to be closed for pupils who did not pass the PSC in Year 1 or Year 2.	Plan group interventions for Reading: assessments completed of pupil's gaps in learning of phonics/ reading /spelling. -Purchase additional resources to enable effective delivery of curriculum areas.	Costs for the afternoon extra hours (to be claimed on a weekly basis)	£48.34 a week  Total for 30 weeks  <b>(£1450.20</b>	GD  LC

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<b>Wider Strategies</b>					
Supporting parents and carers	Provide support for parents so that they understand the teaching methods used in school for phonics teaching and can therefore replicate at home where necessary.  Provide information on Curriculum coverage for all year groups so that parents are aware of the learning requirements for their child in literacy	EYFS parental information Meeting about Phonics and Early reading on 21.9.21 at 6.00pm.  EYFS lead to create a power-point to share with parents which outlines how phonics is taught.  Power-point to be sent to EYFS parents and placed on school website for easy access for	NA	NA	Amie Rhone  GD

	and numeracy.	<p>parents/carers.</p> <p>Head of school and Class teachers to produce and send home year group leaflets to enable parents to see statements of attainment for their child in literacy and numeracy. 15.9.21</p>			All class teachers
Access to technology	Should the need to remote learning be necessary all pupils will have access to Microsoft Teams to enable live lessons and sharing of information/activities between pupils and teachers.	<p>IT Services to create email addresses and passwords for all new pupils. (Sept 2021)</p> <p>New parents and pupils to agree to and sign home / school ICT agreements to ensure safe use of ICT provision.</p> <p>New pupils to be sent new email addresses and passwords and to Login at school to enable login to work at home.</p> <p>Practise session between pupil and teacher to check technology for Teams works while at home.</p> <p>Parents online</p> <p>Parents and pupils have access to Guides for using Teams and these are available on the school website</p> <p>Remote learning provision information for parents is updated in line with new Sept 2021 DFE guidance.</p>	NA	NA	IT services GD Class Teachers of new children.