

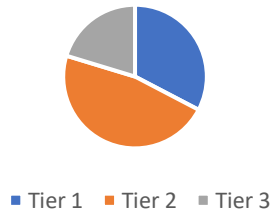
School: St Joseph's Catholic Voluntary Academy, Leicester

Recovery Premium Total: £6162

Local-led Tuition Total: £5163

£ 11,325

Expenditure



Tier 1 Teaching					
Books	CPD	Accelerated Reader	1:6	Resources to support teaching SEND	Total Expenditure
£1000	£350	£1000	£1000	£350	£3700
Tier 2 Targeted Academic Support					
1:1	1:3				Total Expenditure
65 Sessions (£41 per session) £2665	65 Sessions (£41) £2665				£5330
Tier 3 Wider Strategies					
EWO	Photocopying/ resources	Mental Health CPD	ELSA	Faith in Families	Total Expenditure
£500	£500	£300	£500	£500	£2300
				Total	

Focus Area	Barrier- school level EEF Tier	Action and evidence link for action	Anticipated Cost	Monitoring	Impact
Curriculum Recovery Reading	<p>Intent/ Why? Reduced attainment and progress in KS2 20/21 Significant number of children not made progress to achieve age related expectations.</p> <p>Teachers: Improve teacher understanding of reading development in KS2 / Increase outcomes for children</p> <p>Students:</p> <ul style="list-style-type: none"> • Increase vocabulary / Gaps in vocabulary • Increase engagement in reading / Limited reading engagement beyond the classroom 	<p>Implementation Teachers</p> <p>Modelling reading/ exposure to high quality Texts</p> <ul style="list-style-type: none"> • Adults to read aloud every day using quality texts linked to their class focus. • Modelling reading comprehension strategies <p>Explicitly teach and identify comprehension strategies: Prediction, questioning, clarifying, summarising, inference, activating prior knowledge</p> <p>Identify reading ages of all children in KS2 to ensure that personal reading books are reading age appropriate.</p>	<p>Purchase Texts to facilitate class reading (Thematic Approach)</p> <p>Approximately £100 per class per term Part Funded by Recovery Premium £</p> <p>Support already received from Mel Hendy LA advisor. Lead Teachers MM and SD to share knowledge £Paid Last Year for 2020/21</p> <p>Accelerated Reader purchased to support reading Progress</p>	<p>CT to monitor understanding and progress of children daily</p> <p>CT and SLT to monitor progress termly / Pupil progress meetings will identify children at risk. EEF Class Provision Maps to identify children SEE Assessment and monitoring calendar</p> <p>HT and English Leads to monitor children's progress through accelerated reader programme.</p>	<p>Children will meet age related expectations</p> <p>Children will exceed age related expectations</p> <p>Children will have an increased vocabulary</p> <p>Children will engage in reading beyond the classroom / Improved motivation</p> <p>Staff feel confident and empowered to teach comprehension</p> <p>Improved outcomes at KS2</p>

<p>Curriculum Recovery Writing</p>	<p>Intent/ Why? Reduced attainment and progress across whole school Significant number of children not made progress to achieve age related expectations.</p> <p>Teachers: Increase writing opportunities across school Increase modelling opportunities</p> <p>Students: Pupils have not engaged in as much writing at home (Blended learning) - particularly reluctant writers.</p>	<p>Implementation CT to identify children in need of writing intervention 1:1 / 1:6 writing Intervention</p> <p>Increased writing opportunities through the thematic approach.</p>	<p>1:1 tutor to support editing activities / Teaching and Learning</p>	<p>CT to monitor</p>	<p>Increased writing fluency</p> <p>Increased % of children meeting end of year expectations.</p> <p>Increased writing confidence</p> <p>Increased use of vocabulary</p>
<p>Curriculum Recovery Maths</p>	<p>Intent/ Why? Reduced attainment and progress across whole school To ensure that all children make at least expected progress</p> <p>Teachers: To improve confidence of teaching the full maths curriculum (NCETM and WRM) Ensure clarity of provision AFL to support teaching and learning of Maths</p> <p>Students: Improve multiplication fluency in all year groups with a focus on year 2, 3 and 4 students To improve maths confidence</p>	<p>Implementation To ensure NCETM guidance used alongside WRM road map in planning and delivering the maths curriculum.</p> <p>Increase the amount of challenge for all pupils with a particular focus on those achieving greater depth or close to greater depth to increase the % achieving greater depth at the end of each key stage in Maths.</p> <p>1:1 Maths Intervention 1:6 Maths Intervention</p>	<p>1:1 tutoring programme working with children that need to make increased progress in maths</p> <p>As above</p>	<p>Maths Leads to monitor recover of Maths in all Key stages</p> <p>Maths Leads to engage in conversations with EYFS</p>	<p>Increased maths confidence</p> <p>Increased % of children reaching end of year expectations</p> <p>Increased progress in all year groups</p>
<p>Curriculum Recovery Early Years language / Year 1</p>	<p>Intent/ Why? Improve Early language Poor language/ Interaction</p> <p>Teachers</p> <ul style="list-style-type: none"> Teachers struggle to engage in learning with children. Poor attention <p>Children</p>	<p>Implementation Identify children for Early Language Intervention: Initial assessments during the first two weeks</p> <p>NELI introduced 8-week Intervention Programme to improve early language</p>	<p>Programme purchased through the DfE as an initiative for RI schools/ High Deprivation FREE</p> <p>CPD /Time/ Training Training within school Hours (6 Hours of Online Training)</p>	<p>Pre and Post Intervention monitoring</p> <p>Monitoring built into the Assessment and monitoring calendar</p>	<p>Increased pupil engagement and confidence in talking with peers and adults</p> <p>Children will develop their language skills</p> <p>Improved relationships with peers</p>

	<ul style="list-style-type: none"> Missed opportunities to increase vocabulary during year 20/21 due to COVID 19 Pandemic and reduced attendance Due to a lack of vocabulary children are less likely to engage in talk with each other and class teachers Poor attention to sit and learn leading to fewer opportunities to Write/ Read <p>Attainment</p> <ul style="list-style-type: none"> Low % of children reaching GLD Vocabulary fundamental to learning 	<p>(Review at the end of the 8-week programme)</p> <p>Staff explicitly deliver the intervention programme</p> <p>Training Class teachers and TA (Year 1) trained. Process started 20/21</p> <p>New Staff to be trained to facilitate and lead the programme with other groups of children.</p> <p>CPD accessed through the National College Online to support the teaching of early language</p>		<p>and reported back to the SLT and HT</p> <p>CPD planned into the assessment and monitoring calendar 21/22</p>	<p>Improved language skills to support children's learning.</p> <p>Improved end of year reading outcomes</p>
<p>Routines and Behaviours Attendance / Lateness</p>	<p>Barrier/Intent (Why?)</p> <p>School: Children/ Parents keep children at home due to external difficulties.</p> <p>Students Students and their families do not value school attendance as highly as their peers.</p> <p>Students with poor attendance attainment and progress is lower than expected.</p>	<p>Implementation</p> <p>Ensure that attendance is high priority for all stakeholders</p> <p>Analyse the Attendance Data regularly Ongoing education for parents via the school Newsbites</p> <p>Celebrate attendance Half Termly Weekly Monitoring Activity by CD, UH and LR</p>	<p>Time to monitor and analyse attendance</p> <p>Printing Costs for certificates to raise importance of attendance</p> <p>EWO to support non attendees</p>	<p>HT to monitor and analyse attendance</p>	<p>Improved attendance</p> <p>Improved manners</p> <p>Children engage in conversation confidently</p>

<p>Health and Well-Being</p>	<p>Intent/ Why?</p> <p>Teachers: Anxiety To support acceptable workload/life balance Increase happiness at work</p> <p>Children: Reduction in physical exercise and opportunities for physical development Poverty, including lack of access to a healthy diet. Anxiety Poor behaviour demonstrated as a result of being at home and not engaging with other children.</p>	<p>Continue partnership work with families. 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>L.Toon to support families affected by the pandemic</p> <p>Identify children that are not engaging in school activities/ Peers.</p> <p>Well-being survey Conducted once a term/ Class teacher to identify children who would benefit from support</p> <p>ELSA to support children struggling as a result of the pandemic</p> <p>Identify Staff well-being lead</p>	<p>School Social Worker to support identified Families 1 day per 2 weeks</p> <p>ELSA</p> <p>Rosie Lewis to co-ordinate staff well-being activities</p>	<p>Children monitored by HT/ SLT ad SEND lead</p>	<p>Improved happiness at work Improved happiness at school Reduced anxiety Improved Behaviour Increased Physical activity - Healthier children</p>
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