



The Robert Drake Primary School

Recovery Premium Strategy

This statement details our school's use of Recovery Premium for the 2021 to 2022 academic year.

School overview

Detail	Data
Number of pupils in school	316
Proportion (%) of pupil premium eligible pupils	9%
Academic year that our Recovery Premium Strategy plan covers	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Miss C Redpath (Headteacher)
Pupil Premium lead	Mrs P Coe (Deputy Headteacher/SENCO)
Governor / Trustee lead	Mrs E Foster

Funding overview

Detail	Amount
Recovery premium funding allocation this academic year	£4,640
Total budget for this academic year	£4,640

Part A: Recovery Premium Strategy Plan

Statement of intent

Ultimate Objectives and Key Principles of the Recovery Premium Strategy

The objectives and key principles of The Robert Drake Primary School Recovery Premium strategy:

- All members of staff and governors are committed to having high aspirations and ambitions for all pupils ensuring that they achieve their full potential, regardless of any disadvantage;
- The curriculum is a curriculum of hope, building resilience in all pupils.
- Teaching is acts of sincere kindness, building the mental wealth of our young children and developing the necessary skills to succeed;
- Curriculum planning will ensure that all entitled pupils develop a deep understanding of acquired knowledge and a range of skills that will prepare them for future learning and the next stage of their education;
- The development of important attributes in pupils is key, in every aspect of school life, such as respect, honesty, kindness, tolerance, courtesy, resilience and self-efficacy;
- The school builds on positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults;
- Pupils are encouraged to believe that they can achieve goals, both academic and personal and are enabled to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy (belief about ability and capacity to accomplish a task or to deal with the challenges of life);
- The curriculum offers flexibility and, if specific needs arise, it is adapted in a timely manner (taking into account individual needs and contextual information including different backgrounds), removing any barriers to learning;
- The school aims to provide access to a variety of rich learning experiences through extra-curricular activities, themed events, educational visits and sporting activities.

The school's Recovery Premium Strategy will ensure that:

- The Recovery Premium will be used to diminish the difference between the achievement of targeted pupils and their peers;
- No pupils are disadvantaged. All pupils will have access to key learning and vocabulary for all lessons;
- As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for the funding;
- The additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives;
- All staff are aware of entitled pupils, ensuring positive outcomes for all;
- Entitled pupils are treated equally and as favourably as others;
- The additional funding is used suitably to address the challenges faced by pupils entitled to recovery premium;

- Through effective use of this additional funding, the school is fully committed to ensuring that the individual needs of each entitled pupil are met;
- As a result of the additional funding, entitled pupils will make better progress and achieve higher standards in all areas of the curriculum, including individual personal development and emotional wellbeing.

The impact on educational attainment from expenditure of the recovery premium funding is reflected in the results of the school and the attitudes and behaviour of the pupils. The school has extensive monitoring and support systems in place to ensure optimum outcomes for all pupils, including those who are most vulnerable. The recovery premium strategy is embedded in our whole-school ethos.

Documents referred to supporting recovery premium strategy development:

- The EEF Guide to Pupil Premium;
- The EEF 'Big Picture';
- The EEF value for money interventions summary;
- 'Learning, not Labels' Improving Outcomes for Disadvantaged and Vulnerable Learners- Marc Rowland July 2020;
- Disadvantaged Strategy 2020-21 (Essex County Council and Marc Rowland).

Challenges

This details the key challenges to achievement that we have identified among our pupils.

Challenge number	Detail of challenge
1	The impact of the pandemic on the reading skills of pupils, particularly fluency in key stage 1 and comprehension in key stage 2 on the bottom 20% of pupils.
2	The impact of the pandemic on the automaticity and computation skills in mathematical operations on the bottom 20% of pupils.

Intended outcomes

This explains the outcomes we are aiming for by the end of this academic year, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading skills of targeted pupils, focussing on fluency in early readers and comprehension further up the school.	Diminished difference between bottom 20% in targeted readers to peers.
Improved mathematics skills of targeted pupils, with observed improvements in automaticity and computation skills in mathematical operations.	Diminished difference between bottom 20% in targeted mathematicians to peers.

Activity in this academic year

This details how we intend to spend our Recovery Premium this academic year to address the challenges listed above.

Targeted academic support.

Budgeted cost: £4,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Using extra adult resource in school to enable additional targeted interventions, focussing on mathematical fluency of number and reading comprehension, for identified pupils in bottom 20% of reading and mathematics.</p>	<p>Use of Education Endowment Foundation Teaching and Learning Toolkit, evidence shows that:</p> <ul style="list-style-type: none"> • Effective feedback has very high impact for very low-cost; • Reading comprehension strategies have very high impact for very low cost. <p>Impact of COVID 19 – implementing a recovery curriculum ensuring all pupils have improved mental wealth which enables them to independently engage in a rich and varied curriculum.</p> <p>Accurate baseline assessments identify gaps which inform next steps of learning and ‘assess, plan, do, review’ cycle.</p>	<p>1, 2.</p>

Total budgeted cost: £4,640

Further information (optional)

At the end of the academic year, we will prepare a report that analyses the impact of the actions we have outlined in this strategy. That will be part of the annual Pupil Premium Report, and from 2022-23 academic year we will write a new three-year Pupil Premium Strategy and incorporate any extension of recovery premium into this document.