

Romsey Abbey C.E. Primary School – Recovery Plan Strategy 2021 - 2022

Updated 16/12/21

School Overview

Number of pupils in school	202
Proportion of disadvantaged	31.2%
Recovery Premium allocation	£8,555 (provisional)
Publish Date	October 2021
Review Dates	December 2021 April 2022 July 2022
Statement created by	Mark Harris
Governor Lead	Jemma Jones

Context of the school and rationale for the strategy (With specific reference to the impact of COVID 19)

Romsey Abbey CE Primary School is located in the centre of the small Market Town of Romsey; the level of disadvantage in our school is high compared to many of the other schools' in Hampshire with presently 31.6% of children in receipt of pupil premium funding. We strive to ensure that the individual needs of our pupils are met, including those of our most vulnerable pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Recovery Premium Strategy will be aimed at accelerating progress and overcoming barriers, in order to address any regression in learning. There is an emphasis on teacher professional development in our strategy as we believe, based on research, that it is the day by day, lesson by lesson teaching and learning that will make the biggest difference to the progress of our disadvantaged pupils.

Chosen Action & Rationale for the choice	Implementation	Milestones			Cost	Monitoring
		December 2021	April 2022	July 2022		

<p>One to One & Small Group Tuition EEF - <i>'There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch-up strategy.'</i></p>	<p>Use of Sports Coaches to release class teachers to undertake weekly additional tutoring with individuals and small groups of disadvantaged pupils and those particularly disadvantaged by the disruption to learning over the past 18 months</p>	<p>Analysis of data – Disadvantaged pupils make an average of greater than or equal to 2 steps progress between Sep and end of Dec</p> <p>Autumn term Reading 2.2 (non PP 2.2) Writing 2.0 (non PP 2.1) Maths 2.6 (non PP 2.3)</p>	<p>Analysis of data – Disadvantaged pupils make an average of greater than or equal to 4 steps progress between Sep and end of Spring term</p> <p>Spring Term Reading 4.5 (non PP 4.5) Writing 3.9 (non PP 4.4) Maths 5.0 (non PP 4.7)</p>	<p>Analysis of data – Disadvantaged pupils make an average of greater than or equal to 6 steps progress between Sep and end of Summer term</p> <p>Summer Term</p>	<p>£7,980.00</p>	<p>Data analysis</p> <p>Notes from Pupil Progress meetings and Review</p> <p>Lesson drop-ins</p> <p>Book Looks</p> <p>Coaching Reports</p>
<p>Programme of peer coaching to train staff in best supporting disadvantaged pupils through evidence-based strategies for effective teaching</p>	<p>Temporary TLR for a Learning Recovery Coach to lead the peer coaching programme – giving weekly opportunities for coaching work between teachers targeted to needs of pupils.</p>	<p>As above</p> <p>Development of teaching toolkit which captures best practice in Checking understanding, feedback and retrieval practice</p>	<p>As above</p> <p>75% Targeted disadvantaged children make accelerated progress in Spring term</p> <p>Spring term Avg combined progress for targeted disadvantaged pupils 4.5 steps</p>	<p>As above</p> <p>100% Targeted disadvantaged children make accelerated progress in Spring term</p>	<p>£1,500.00</p>	<p>Analysis of data</p> <p>Coaching Reports</p> <p>Book Looks</p> <p>Moderation activities</p> <p>Notes from pupil progress meetings and reviews</p>

			79% targeted disadvantaged pupils making accelerated progress			
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