

**Recovery Premium Grant spending**  
**Tameside Primary Academy**



<b>Identified Impact of Lockdown at Tameside Primary Academy</b>	
<b>Reading</b>	Children accessed reading during lockdown via Bug Club, Oxford Owl and tasks set by teachers, but parents raced through the texts rather than focusing on understanding. Some children are less fluent in their reading and the gap between those children that read widely and those children who didn't has increased due to Lockdown. The bottom 20% of readers have been disproportionately disadvantaged.
<b>Well being</b>	Children, during lockdown, have missed out on contact with their teachers, friends and the classroom routine. Children's mental health and well being has suffered as a result of these important relationships and routines being present. Wellbeing and mental health is of paramount importance to the children as this has a direct impact on their engagement with education and learning.
<b>SEND</b>	A high percentage of our SEND children are also non engagers of remote learning. Assessments show that the gap between this group of children who need specific interventions and their peers has widened lockdown.
<b>Writing</b>	Children have lost essential practising of writing skills, including handwriting. It is an area that has been much harder to engage families with. Children are less likely to write at length at home and so remote learning focus has been on short burst writing or focusing on key features of a text rather than the whole thing. Due to parent subject knowledge of key specific grammar, daily practice of grammar related skills was not at the desired levels.
<b>Maths</b>	Specific content has been missed, leading to gaps in learning and stalled sequencing of mathematics pathways. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in assessments.

## Tameside Primary Academy Recovery Premium Action Plan 2020/21:

Schools will receive a total of £80 multiplied by the number of pupils registered on the previous Census.

**Total: £35,960**

### Support the Quality of teaching

Action	% of total fund spent on this action (if any)	Further Notes	Desired Outcome
Curriculum support in Maths resources to support learning	£2000	Specific resources to enhance teaching and learning	Identified pupils make above expected progress towards action plan targets and curriculum objectives.  Tracked using school specific tracker.
Curriculum support in Reading resources to support learning	£3000	Specific resources to enhance teaching and learning	Identified pupils make above expected progress towards action plan targets and curriculum objectives.  Tracked using school specific tracker.
Curriculum support in Writing resources to support learning	£4000	Specific resources to enhance teaching and learning	Identified pupils make above expected progress towards action plan targets and curriculum objectives.  Tracked using school specific tracker.
Purchase of specific SEND resources bespoke to specific children and their needs.	£2000	Specific SEND resources to be purchased to support interventions. Bespoke resources to allow children to catch up and be supported in a specific curriculum for the needs of identified children on the SEND register.	Identified pupils make above expected progress towards action plan targets and curriculum objectives.  Tracked using school specific tracker.
Study books to support after school intervention	£1480	Specific literature and teaching resources to teach catch up booster clubs after school.	Children identified with added intervention to show increase in amount of curriculum skills achieved. Tracked using the school tracking systems.
Kinetic letters resources and training	£2000	Purchase of training and resources for teachers implement scheme into	Children to have an improved writing stamina. Children will have better mechanics to form letters and

		school. This will enable children to build up writing stamina and improve presentation	present better. Teachers will be proficient in teaching handwriting.
Subscription to mymaths.com enhance the teaching of Maths in school to enhance the teaching and learning of Maths	£500	Purchase online platform to support whole class teaching of Mathematical concepts. This established online platform will also support remote learning and learning in school. Small group intervention groups can utilise content.	Small group intervention to show accelerated progress. Main class teaching/small group intervention to use interactive resources. Increase in remote learning engagement and in class engagement.
Further online subscriptions to enhance the curriculum.	£2000		

### Targeted Academic Support

Action	% of total fund spent on this action (if any)	Further Notes	Desired Outcome
TA /HLTA to support with the delivery of interventions.	£10,000 –	TA/HLTA to deliver specific and bespoke interventions to key groups of children identified across the Academy.	Supported children to show improvement in in Reading, Writing and Maths levels. Tracked using in school intervention tracker.
Use top up money if required to support School led tutoring	£2000	Further funding to support learners if required via TUTE.	Supported children to show improvement in in Reading, Writing and Maths levels

## Wider Strategies

Action	% of total fund spent on this action (if any)	Further Notes	Desired Outcome
Behaviour rewards and incentives	£2000	Certificates and prizes to support attendance and behaviour.	
Purchase mental health resources and lessons to increase well-being of children in school.	£2000	Training and resources for teachers to use with children upon the reopening of school.	Children to have a better understanding of their well-being and how to cope with current climate in their locality. Teachers equipped with skills and resources to teach the children the importance of mental health and well-being. Tracked using school monitoring systems
School pupil council initiative to increase well-being of children.	£1000	School pupil council to focus on well-being of fellow class mates and school community. Ideas to be discussed in classroom forums and votes taken on best way to improve well-being from a child centred approach.	School pupil governors to use democracy to decide upon initiative. Child centred approach to improve well-being and mental health awareness.  Tracked using school systems/pupil voice
Support staff with de-escalation training strategies and to understand behaviour.	£2000	MAPA training	Staff to be trained in de-escalation methods and theories.

**\*These strategies will only have the desired outcome if the children are in school to receive a particular intervention / action. If schools are shut then impact will be reduced.**