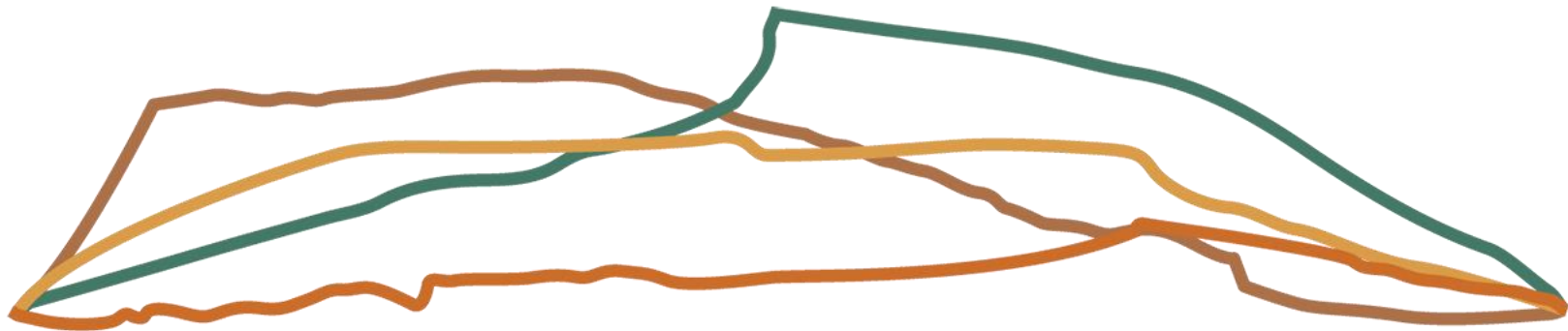


Ironstone Academy Trust

Zetland Primary School

Recovery Premium plan 2021/2022

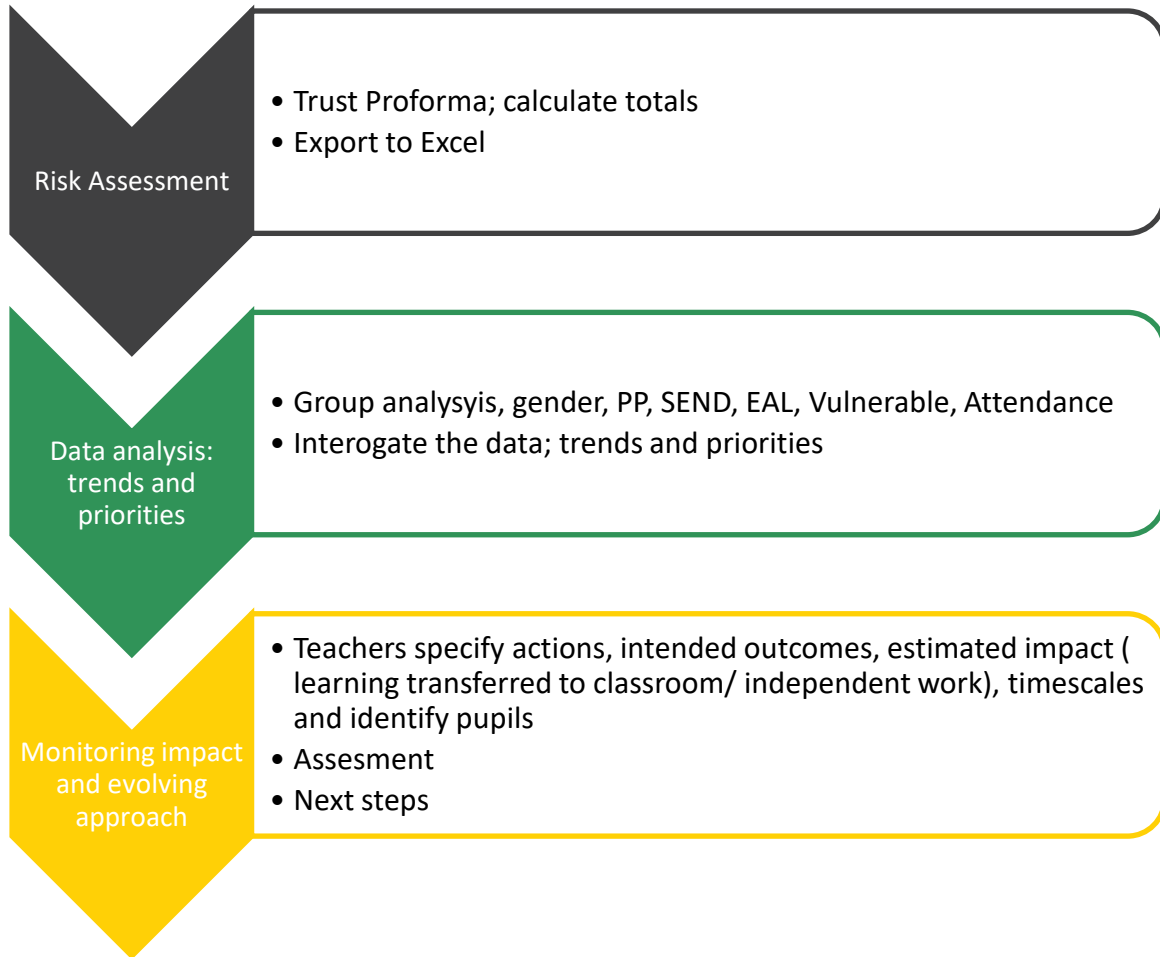


IRONSTONE ACADEMY TRUST

School name:	Zetland Primary School
Academic year:	2021/2022
Total number of pupils on roll:	226
Total Recovery Premium budget:	£11418.75
Initial date:	October 2021 Rev July 2022
Compiled by:	SLT, staff
Shared with Governors:	

143478	807	Redcar and Cleveland	8072224	Zetland Primary School	Mainstream Academy	Academy	79.0	11,455	2,864	2,864	2,864
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Process



Whole school support

In allocating recovery premium school have prioritised targeted support in specific areas as shown below.

Targeted support

[To complete this section, outline which actions you wish to implement to support individuals or small groups, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments on outcomes
<p>Daily release (3.25hpd 8.30am – 11.45am) of a Teacher skilled in Reading Recovery methods to support reading interventions including 1:2:1 small group teaching and staff training.</p> <p>Parental reading workshops provided for KS1 parents and those accessing provision</p>	<p>Ensure Phonic and Reading gaps are closed following assessment of individual pupils transitioning from Reception into KS1 and children transitioning from Y2 into Y3. SEND\ulnerable children prioritised to receive ongoing support</p>	<p>Children's reading fluency improves so that they are able to access the curriculum, achieve expected milestones including Phonic expectations in Y1 and Y2.</p> <p>Children's self-esteem, self confidence and engagement in lessons improves due to this barrier to learning being reduced.</p>	<p>£10,197.61</p>	<p>SB/JC</p>	<p>In the Autumn term we prioritised helping the Y2 children to pass their phonics screening check in December 2021. On entry to Y2 only 33% passed the Phonics Screening check but through targeted individual support and group support delivered by SB, 83% of children managed to pass the test in 10 weeks. During Spring and Summer term, SB worked with 4 Y2 children on an individual basis to improve their reading skills and prepare them for the KS1 Reading SATs test. 50% of these children managed to achieve the expected reading level and the other 2 children made above expected progress in reading. SB also delivered phonics intervention groups to target Y1 children which helped the children to progress from 3% pass on the baseline Phonics Screening check in Sept 2021 to 75% pass in June 2022. Further throughout school, SB worked with 3 children in Y3/4 to improve their reading ability and supported staff to deliver further reading intervention with these children. One of these children made significant progress and moved from 1- to 3= in one year. The other 2 children made above expected progress in Reading.</p> <p>Unforeseen long term staff absence significantly limited staff training and parental workshops, school intend to prioritise training during the next academic year.</p> <p>Children's self-esteem and self confidence significantly increased not only in reading but in other curriculum areas</p>

					too. Children voiced how they felt 'much better and happier' about reading as a result of the reading support that they had been given. Parents were very pleased with the reading support that their children were given across the year and one parent described being 'amazed' with the progress that their child had made in reading throughout the year.
Resources and Subscriptions purchased including, Wordshark, Smart Kids, Phase 3 Phonic Catch Up, Y5 Catch Up and Reception Interventions	Resources support targeted interventions to close gaps in reading, spelling and maths. Maths games used to encourage participation of Y5 children in early morning maths 3 times per week.	Resources support effective delivery of targeted interventions and promote pupils engagement in learning	£1221.14	All staff	Wordshark had limited success due to operational issues with the resource. All other resources well used and supported ongoing provision.
Total spend:			£ 11418.75		

Summary strategic report: Summer 2022

What is the overall impact of spending?

- Reading gaps closed for identified children accessing the reading support provided as a result of releasing the Reading Intervention Teacher.
- Resources supported targeted work whilst helping teacher workload.
- Parental feedback has been very positive.

How will changes be communicated to parents and stakeholders?

- Summer Term Parents evening (remotely held)
- Regular communication through See saw, Marvelous Me and school letters
- Individual support/guidance provided to parents as requested/ongoing during the year via school office

Final comments; strategic direction for 2022/ 2023

- Successful launch of new Phonic and Reading Program; Little Wandle
- Continue with on-line curriculum resources and IT technology to support learning
- Staff development arranged for Reading Interventions and Greater Depth in Writing
- Continue to engage with parents to ensure all parents have access to IT laptops where needed
- Continue to use See Saw and Reading Plus to support learning at home and in school

Final spend: £ 11418.75