



Recovery premium report

Recovery premium spending: summary

SUMMARY INFORMATION	
Total number of pupils:	1219 (Years 7-11)
Total catch-up premium budget (carried over from last year):	£27,531
Total recovery premium budget (awarded this year)	£35,090
Total recovery premium to be accounted for	£62,621
School led tutoring budget (awarded this year)	£29,362
Overall total to be accounted for	£91,983

STRATEGY STATEMENT

This statement details our school's use of the recovery premium (for the 2021 to 2022 academic year) to help improve the attainment of our disadvantaged pupils. All schools are expected to set out how they will allocate the additional funding to support curriculum recover. The EEF guidance suggests a 3-tiered* approach:

1 Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2 Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3 Wider strategies

- Supporting pupils' social, emotional and behavioral needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

Our strategy aims to ensure that effective measures are in place in all three tiers to address all the identified barriers to raise the attainment of all students to close the gap created by Covid-19 school closures and self-isolation periods and enable students across Years 7 to 11 to access current and future learning. (16-19 Catch-up strategy is addressed in a separate document).

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Strategy area - Teaching	
A	Gaps in the taught curriculum as identified by departments
B	Effective diagnostic assessment
Strategy area - Targeted academic support	
C	Literacy skills (reading ages are below national average)
D	Ensuring our SEND students are making social, emotional and academic progress following the lockdown periods
E	Gaps in knowledge and skills especially in facilitating subjects
Strategy area - Wider strategies	
F	Gaps in 'careers and further education' advice and guidance presence

Planned expenditure for current academic year

Strategy area – Teaching				
Identified barrier being addressed	Action	Intended outcome and success criteria	Cost (£)	Evaluation and impact
A	Curriculum review by each department and adjusted curriculum plan with quality assurance from HT and DHT (Curriculum)	Every subject to have a recovery curriculum plan which ensures that essential knowledge is delivered to students in a meaningful way	0 (Time)	Quality assurance demonstrated that every subject had adapted their curriculum plans in a meaningful way to recover the curriculum across all years
A	Resources for departments to enable them to quickly switch to their recovery curriculum	Every department to have adjusted curriculum resourced to enable the quick turnaround of topics where necessary	1000	
B	Frequent low stakes assessment across all subjects to inform teaching and intervention	Teachers are well informed of the knowledge and skills that have been maintained/developed and this information is used to adapt teaching and planning	500	Focus on adaptive teaching as a school including three CPD sessions (as at 6/12/21) and reference to this during deep dive reviews of subjects
		Area budgeted cost:	1,500	

Strategy area – Targeted academic support				
Identified barrier being addressed	Action	Intended outcome and success criteria	Cost (£)	Evaluation and impact
C	PiXI Code phonics programme to run in school and remotely with targeted Y7 students to support literacy	The synthetic phonics approach is applied to students with high level literacy needs including learning how to blend sounds and segment words to learn them systematically.	3,120	
D	Provision of “Aspire” nurture group for students with high level needs	Students with high level needs for whom the transition to secondary would be more challenging following gaps from	20,160	

		education receive greater support while accessing the curriculum		
D	Expansion of curriculum support intervention groups	SEND students with high level needs are supported to make accelerated progress through targeted group intervention	8,258	
E	Employ an additional teacher in English, Maths and Science (additional when compared to hours normally required)	Students are taught in sufficiently reduced class sizes that enable them to personalize their teaching to the needs of the students to a greater extent and respond to individual gaps in knowledge and misconceptions.	94,655	
E	School led tutoring targeted to high level disadvantaged students	Students with significant gaps in knowledge receive highly focused additional intervention which meets the requirements for school led tutoring as set out by the DfE. Targeted approximately 2175 hours of tuition under this scheme.	29,362	
		Area budgeted cost:	155,555	

Strategy area – Wider strategies				
Identified barrier being addressed	Action	Intended outcome and success criteria	Cost (£)	Evaluation and impact
F	Implement a “Futures conference” for Year 11 students with remote engagement of external speakers/providers	Year 11 students receive intensive input which meets CIAG requirements and gives the detailed information of all options Post 16	200	Students engaged well with the sessions and student voice was positive about the information and advice provided.
F	Increased profile of our school Careers Advisor including at remote events	All students can make an appointment and receive personalised advice and guidance.	0 (Time)	

		Parents are given the opportunity to be engaged in the process through remote appointments.		
		Area budgeted cost:	200	
		Total budgeted cost	155,755	

ADDITIONAL INFORMATION

This plan will be reviewed on a half termly basis to ensure that it meets needs