

**Recovery Funding 2021-22 (Allocated Budget: £23,345)**

**Overall intent:**

Our recovery funding plan has been targeted to support the immediate need of our most vulnerable students whilst also ensuring sustained impact after the one-off recovery funding has been used. The impact of the work completed by engaging further support for the TA team will ensure that all students will improve reading ages to be in line with their peers to enable all students to progress at rapid rates in years 7 through to 10, but particularly the weakest 20% of readers. This will not just have an impact on attaining positive progress rates for this academic year but prepare those in lower years to do so in the future. Building routines and consistency in attendance is key to our school's success. The data we already hold on our students clearly shows that when they attend regularly and access the outstanding teaching and learning that they achieve well. This work will focus on breaking the negative cycles linked to attendance that exist for a small number of our families and have been compounded by the pandemic. This work will also support the attendance and pastoral teams to build and maintain positive relationships with parents/carers around the importance of attendance. Over time, this will have a huge impact on every student's academic achievement and help them to become happy, successful students who are prepared for the next steps in their lives.

Strategy	Actual Spend	Specific Intent	Implementation of strategy	Impact Evaluation
TA Support for delivery of reading strategy	£8148 (15 hours)	The EEF have highlighted that ' <i>there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy</i> '. To be most effective, <i>creating a three-way relationship between tutor, teacher and pupils is essential</i> ,' using staff which our students already know and have developed relationships with further	Students in Y7 will participate in NGRT and AR testing. Following this, students will be grouped for specific reading intervention based on need. Students in Y8 will be highlighted through Accelerated Reader Star test intervention.	PRP data will ascertain the success of each intervention for classes or small groups which are taught. Each small group session will start with a pre-assessment and highlight the reasons for intervention. At the end of each

		<p>enhances this provision and eliminates the need for this communication with external tutors. We will ensure that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. It is recommended that particular focus for interventions should be focussed on literacy and numeracy. Again the EEF highlighted 'there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.'</p>	<p>Students in Y9 and up over will be highlighted via class teachers through the referrals process already in place.</p>	<p>half term this will be tested and assessed. Reports and evaluation will be reported to teaching staff via the SEN department.</p>
<p>Education Welfare Officer (additional hours)</p>	<p>£15,197 (25 hours)</p>	<p>All students will need support to transition back to school. However, there are particular challenges for students starting a new school after the disruptions caused by Covid-19. The EEF highlighted <i>'that schools have provided extensive pastoral support to pupils and families throughout the pandemic'</i>. Our pastoral and attendance teams went above and beyond in their support both during the partial closure and the six week break. We wish to</p>	<p>Attendance has been a key focus area for us throughout the last academic year. In order to ensure our new students have the best start we have identified key students from the new Y7 cohort through transition for additional support in achieving and maintaining positive attendance. In addition to this, we have also highlighted a further key 51 students whose persistent</p>	<p>Maintained increase in attendance in all key groups, particularly those of the disadvantaged cohort is our key priority and is imperative for long term success. We want to continue to reduce PA in the disadvantaged cohort to be in line with national statistics as they are released.</p>

		<p>continue to offer additional support in the new school year and focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. Because of the success we have seen in the early stages of this last two weeks we want to ensure that we avoid the risk that high levels of absence do not increase which would pose a particular risk for disadvantaged pupils.</p>	<p>absence caused them to not make as rapid progress as we would like. The EWO will be working closely with these students and their families to improve and develop positive attendance. In addition to this, the EWO will also be supporting our pastoral leaders to highlight any potential concerns so they can be resolved and any barriers to attendance removed.</p>	<p>Fortnightly review with half termly data evaluation</p>
<p><b>Additional recovery strategies</b></p> <p>We have two other main areas which we wanted to spend our recovery premium on. However, due to funding limitations, we have to use money from another area of our budget to support these in taking place.</p>				
<p>Curriculum Transition Time</p>	<p>£3500</p>	<p>A strong curriculum transition is key to the success of all students in enabling them to seamlessly move from KS2 to KS3.</p> <p>All our curriculum plans are mapped back against the KS2 national curriculum so that time is not wasted in repeating work which has been taught before.</p> <p>Due to the pandemic, we want to explore with our key feeder primaries as to whether some work which would normally be covered has not been done so.</p>	<p>Core Head of Faculty time and that of three key identified members of staff within maths, English and science will be covered at appropriate points across the year to allow for cross school work with our biggest feeder primaries.</p>	<p>No gaps in learning, work missed to the pandemic will be recovered and the Y7 curriculum across all three subjects will be adjusted where necessary to support this.</p>

<p>OLC Assistant</p>	<p>£4000</p>	<p>Supporting reading and in particular reading interventions is key to allowing our students to succeed across all key stages. In order to ensure our OLC Manager is able to support the delivery of our AR programme and support our SND team in the delivery of reading interventions, we are employing an OLC Assistant to support over 8 hours a week to enable this to happen. The research shows that small group work significantly benefits students in enabling them to make rapid progress.</p>	<p>Students will be identified through NGRT tests, AR Star Reader tests and staff referral for support.</p> <p>This will be a specific six week programme which we used with positive impact last year.</p>	<p>Six weekly reviews with input from the Deputy Headteacher and Assistant Headteacher and SEND Coordinator.</p>
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