



# COVID-19 Recovery Plan

## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	Catch-up funding: 737 Recovery Premium: 256	Amount of catch-up premium received per pupil:	Catch-up funding: £80 Recovery Premium: £145
Carry forward of Catch-up funding from 20/21: Recovery Premium 21/22:	£21,623 <u>£37,120</u> £58,743		

STRATEGY STATEMENT
<p>Include a brief overview of your catch-up premium strategy. For example:</p> <ul style="list-style-type: none"> <li>• At a whole school level our recovery curriculum is structured around a shared understanding of the 5 areas of loss (routine, structure, friendship, opportunity and freedom) and a focus on the importance of using the 5 levers (relationships, community, transparent curriculum, metacognition and space) to aid recovery.</li> <li>• The overall aims of our recovery plan               <ul style="list-style-type: none"> <li>○ To reduce the attainment gap between your disadvantaged pupils and their peers</li> <li>○ To raise the attainment of all pupils to close the gap created by COVID-19-related school closures</li> </ul> </li> </ul>

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Some pupils may have low literacy skills which hinders their ability to access learning. This has been exacerbated during school closure which has led to over 100 students in KS3 having a reading age below the national average.
B	Increased number of deregulated students who are struggling to access mainstream lessons after school closure
C	Year 6 students arriving not secondary school ready

### ADDITIONAL BARRIERS

#### External barriers:

D	Some pupils have difficulty attending regularly and of those pupils, some may become persistent absentees. Attendance for the last 2 years indicates that attendance among disadvantaged pupils has been between 4-6% lower than for non-disadvantaged pupils. For many of those whose attendance was below average before the periods of school closure school has become an optional choice for students and for some families.
E	Some pupils after the periods of school closure have found it difficult to regulate their behaviour which has led to increased detentions and exclusions. Our PB data indicates that on average disadvantaged pupils are disproportionately represented.
F	Some pupils may face challenges in their home environments, preventing their ability to complete homework or independent study.

## Planned expenditure for current academic year

Targeted support						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Cost	When will you review this?
Use of School Led Tutoring	130 students in KS3 who have been identified as below the national reading age to be brought up to the national reading age.	Reading and literacy are the key to accessing the curriculum. This will enable students to access the curriculum and the Quality first teaching in the lessons	Pre-intervention and post intervention reading age tests. Work evidenced and assessed throughout the intervention	Amy Bargewell	School Led Tutoring contribution £10,395 NTP/SLT Coordinator £2,338	Termly
Use of alternative Provision for the disengaged	Reengage and create positive learning experience for students who are not accessing mainstream provision	Attendance, IE and Exclusion figures	Plan of alternative provision measures	Victoria Burns	Alternative Provision £20,000 (+40,000 other funding streams)	Termly
Employment of Vulnerable student engagement officer.	VSEO to work with clearly identified cohort and increase attendance.	Evidence is overall attendance figures and an increased gap between PP SEN and Non-PP	Weekly meetings with VSEO and Deputy Head Behaviour and Attendance. Cohort restructured	Victoria Burns – Dep Head Lydia Harrison - VSEO	Vulnerable Students Attendance and Engagement Officer £22,761	Weekly
					Total budgeted cost:	<u>£55,494</u> £3,249