

**Recovery Premium Plan**

**Cotton End Forest School**

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| **Summary information** | | | | | |
| **School** | Cotton End Forest School | | | | |
| **Academic Year** | 2021-22 | **Total School-led Tutoring Funding** | **£4,657.50** | **Number of mainstream funded pupils** | **23 (345 hours)** |

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| **Guidance** | |
| In February 2021, the government announced a one-off Recovery Premium as part of its package of funding to support education recovery.  The Recovery Premium provides additional funding for state-funded schools in the 2021 – 2022 academic year. Building on the Pupil Premium, this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.  The Recovery Premium will be allocated using the same data as the Pupil Premium. This means the following pupils will attract Recovery Premium funding to schools:   * Pupils who are eligible for free school meals (FSM) * Pupils who have been eligible for free school meals at any point in the last 6 years * Children looked after by local authorities and referred to as looked after children (LAC) * Post-looked after children (post-LAC)   School allocations are calculated on a per pupil basis and our school will receive £145 for each eligible pupil. A minimum payment (known as a ‘floor’) has been applied, meaning primary schools will receive at least £2,000. | |
| **Use of funds** | |
| Schools should spend this premium on evidence-based approaches to supporting pupils. In line with the Education Endowment Foundation’s Pupil Premium guide, activities should include those that:   * Support the quality of teaching, such as staff professional development * Provide targeted academic support, such as tutoring * Deal with non-academic barriers to success in school, such as attendance, behavior and social and emotional support   Like the Pupil Premium, schools can:   * Spend the recovery premium on a wider cohort of pupils than those who attract the funding * Direct recovery premium spending where they think the need is greatest   Across the school, progress has been ‘good’ or better. We now need to focus on increasing the levels of attainment, in line with national expectations. Challenging targets have been set, which promote good or better levels of progress across the school. | |
| **Identified Barriers to Learning** | |
| **Maths** | * Specific content has been missed; gaps now evident in learning. * Attitude towards maths has changed; particular cohorts find maths learning a struggle. * Recall of basic skills has suffered. Number facts, times tables and strategies have been forgotten. * Assessment data has shown that children are, generally, working approximately a term behind expected standards. * Quality first teaching ensuring that children are challenged at the appropriate level. |
| **Writing** | * Stamina for writing has decreased. * Basic skills, such as sentence punctuation, have been affected. * Handwriting and presentation isn’t as neat as previous years. * Some children are struggling to find purpose for their writing. * Quality first teaching ensuring that children are challenged at the appropriate level. |
| **Reading** | * Children are less fluent in their reading. * The comprehension skills have suffered – many children struggle to talk about their reading and answer questions. * From observation, those who haven’t accessed books are further behind than their peers. * Quality first teaching ensuring that children are challenged at the appropriate level. |
| **Mental Health & Wellbeing** | * Anxiety as a result of the impact of lockdowns and COVID. * Children affected by family bereavement/changes to home dynamics (e.g. parental job loss). |

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|  | **Planned expenditure – following guidance from the Education Endowment Foundation (EEF)** | | | | | |
| **Teaching and whole-school strategies** | | | | | | |
| **Intent** | | **Implementation** | **Impact (once reviewed)** | **Budget** | **Staff lead** | **Review date** |
| Teachers have a very clear understanding of gaps in learning and use this to inform planning and assessments, in line with standardised norms. | | PIRA assessments used in Key Stages 1 and 2. SATs papers used in years 2 and 6.  White Rose planning and assessments used in Key Stages 1 & 2.  CGP books for year 6 – focus core subjects.  Internal and external moderations.  Monitoring and assessment timetable in place, detailing expectations of assessments.  All teaching staff understand and use Target Tracker to monitor gaps in learning. |  | **£300** | **KG** | **July 2022** |
| Children have access to a varied selection of quality books and maths resources, including reading scheme.  Staff and parents are confident to ask questions which challenge the children’s comprehension of different texts. | | Staff and parent reading CDP.  Audit maths resources and purchase additional resources.  Purchase new books to supplement our current resources.  Audit of reading books to take place.  TA, along with English lead, to organise the library and work with groups of children during library time. |  | **£1300** | **ER/KG** | **January 2022** |

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| **Targeted approaches** | | | | | |
| **Intent** | **Implementation** | **Impact (once reviewed)** | **Budget** | **Staff lead** | **Review date** |
| **1-to-1**  Identified children will make significant progress. This will be across the core areas of the curriculum, as necessary.  Their independence and confidence will increase. We will also see an improvement in attitude towards learning and wellbeing. | 1-to-1 tuition/intervention for identified pupils for maths, reading, phonics and wellbeing support across school (Teachers, HLTAs and Tas)  NELI programme for identified children in EYFS.  MHST for children struggling with anxiety, low engagement levels or poor attitude towards learning.  1-to-1 sessions focused on transition from year 6 to year 7 for identified pupils.  FSW will support children with SEMH needs through targeted sessions.  Blank’s assessments in EYFS and KS1 (KS2 where appropriate).  National Tutoring Programme for identified children whose attainment |  | **£1000** | **KG** | **April 2022** |
| **Small group work**  Identified children will make significant progress across the core curriculum. Confidence will increase in lessons and the children will apply their learning across the curriculum.  Writing stamina will improve.  Arithmetic standards will improve, including recall of facts (including times tables). | Small group phonics tuition for identified pupils (lowest 20%) in KS1 and LKS2.  Small group maths and English support for children in KS2.  Small group sessions focused on transition for identified year 6 pupils.  Lift off to Language provision. |  | **£500** | **KG** | **April 2022** |
| Those children with the greatest speech and language needs are identified in Early Years.  Intervention is put in place.  The word gap closes for the most vulnerable in Early Years. | NELI (Nuffield Early Language Intervention)  Reception staff trained and intervention started. Reception TAs deliver the intervention for 20 weeks. No additional costs, just the extensive use of two TAs for daily and individual and small group work. |  | **£100** | **ER** | **April 2022** |

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| **Wider strategies** | | | | | |
| **Intent** | **Implementation** | **Impact (once reviewed)** | **Budget** | **Staff lead** | **Review date** |
| Children’s wellbeing and involvement will increase due to an outdoor lifestyle which encourages a love of nature.  Confidence and independence will increase. | Forest School activities planned for children across the school.  FS Leaders monitor the impact of FS sessions across the curriculum, including attainment and wellbeing.  FS assessments purchased and in place.  Extra-curricular provision for non-core subjects, targeted at supporting socio-emotional development. |  | **£200** | **CG/KG** | **April 2022** |
| Parents and carers feel supported. | FSW will work with identified families to support their needs.  School will provide additional resources to families in order to support children’s learning at home (laptops, programmes such as TT Rockstars).  SOTO subscription - focus on parental engagement and the four quadrants of ‘Outstanding’. |  | **£800** | **DC** | **April 2022** |
| Invest in Professional Development. | Support for Early Career Teachers (ECTs).  Robust induction and appraisal system.  Identified staff to undertake the NPQLTD.  Training staff to ensure accelerated learning and curriculum impact. |  | **£500** | **KH** | **April 2022** |