Crossley Fields Recovery Premium Plan 2021-22

Summary information					
School	Crossley Fields J & I School				
Academic Year	2021-22	**Total Recovery Premium**	£ 16,022.50	**Number of pupils**	577

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

The recovery premium provides additional funding for state-funded schools in the 2021 to 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. School allocations will be calculated on a per pupil basis. Mainstream schools will get £145 for each eligible pupil.

Use of Funds	EEF Recommendations
Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.	The EEF advises the following: Teaching and whole school strategies ➢ Supporting great teaching ➢ Pupil assessment and feedback ➢ Transition support Targeted approaches ➢ One to one and small group tuition ➢ Intervention programmes ➢ Extended school time Wider strategies ➢ Supporting parent and carers ➢ Access to technology ➢ Summer support

Identified impact of lockdown	
Maths	Specific content has been missed, leading to gaps in learning. As we follow the White Rose Schemes of learning, it is easy to identify the missed learning from the previous year. This has been addressed by adding in recap lessons which allows the teacher to cover missed key objectives, in order for the children to progress through the new content. 'Catch up' interventions are taking place for some individuals who require additional support on these objectives. Children still have a huge appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has not really suffered – children are able to recall addition facts, times tables and have not forgotten calculation strategies. Arithmetic every morning is supporting this.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths. However, they have lost essential practising of writing skills. Specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected. However, those who evidently didn't write much have had to work exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Handwriting was really affected during lockdown. Writing interventions have been implemented across school to try to close gaps.
Reading	Children accessed reading throughout the lockdown. This is something that was more accessible for families and required less teacher input. The gap between those children that read widely and those that don't is increasing. Appropriate interventions will be put into place / reviewed to meet their individual needs. During lockdown and since returning in September, children have been able to access a wide range of books online. Websites such as Epic Reading contain a plethora of books for different age ranges so that the children are able to practise their reading and improve their reading fluency at home as well as at school. Parents have been given links to the website via email and in some cases have been directed to specific books by teachers. This means that the books are pitched at an appropriate level for the children.
Non-core	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.
Pupil Premium	Pupil premium children who are already at risk have been further hit by the lockdowns. These children will be prioritised for catch up time.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)				
i. Teaching and whole-school strategies				
Desired outcome	**Chosen approach and anticipated cost**	**Impact (once reviewed)**	**Staff lead**	**Review date?**
<u>Supporting great teaching in the wider curriculum:</u> The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	***Staff will have the time to plan the new curriculum in weekly planning meetings as well as dedicated staff meetings.*** ***Year groups will be allocated a budget to support any visits or visitors to bring the curriculum to life.***		NS	
<u>Teaching assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments. Teachers will be well informed through staff meetings and training days on how to deliver effective feedback which leads to pupil progress.	***Continued development of teacher's use of O'track. Assistant head to support individual teachers where appropriate as well as dedicated staff meeting time. Pre and post assessments inform planning and teaching. Evidence based research will be used to inform the most effective ways for teachers to give feedback Teachers give focused verbal feedback in lessons.***		MR	
			Total budgeted cost	**£2,476.44**

ii. Targeted approaches				
Desired outcome	**Chosen action/approach**	**Impact (once reviewed)**	**Staff lead**	**Review date?**
<u>1-to-1 and small group tuition in Y6</u> **Maths:** Children will work through any missed objectives that have not been embedded in lessons. This may be as part of a pre or post teach session.	***An experienced Y6 teacher will work with children individually or in small groups. The learning could be: pre teaching; working through any misconceptions***		NS and DH	

Reading: For children who have not had the opportunity to read to an adult over the lockdowns they will be identified and have a dedicated weekly slot to read one to one to improve their reading stamina and encourage a love of reading. **Writing:** Children will be given the opportunity to go through their English book with their teacher so specific feedback and next steps can be given. Children will become increasingly accountable for their writing. <u>1-to-1 and small group phonics in Y1 and 2</u> Children with gaps in their phonic knowledge will have small group teaching so they can work at age related expectations <u>Y4 focus group</u> Identified children to use the online learning platform 'Century' to fill their gaps in learning. <u>1-to-1 and small group emotional support</u> Children who are identified to have been impacted significantly by lockdowns and Covid will have emotional support either with their class teacher or our learning mentor. They will feel supported by school and have a safe space and adult to talk to. Counselling from qualified professionals will be bought in for children who have clearly suffered significant harm.	***that may have taken place in lessons; discussing exam techniques; re reading texts to ensure understanding or focused vocabulary work.*** ***Experienced Y1/2 ETAs will work with children who have been identified as having gaps in their phonic knowledge will be taught in regular focus groups.*** ***Identified children will have dedicated time weekly on Century. This will be carefully monitored by the class teachers who will ensure children's pathways link to their lessons.***			
				£16,128.01

iii. Wider Strategies				
Desired outcome	**Chosen action/approach**	**Impact (once reviewed)**	**Staff lead**	**Review date?**
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always	***Assistant Headteacher to investigate the benefits and cost of an online learning platform to support***		MR	

require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	***children's everyday learning and as a platform to set homework.***			
<u>Access to books</u> All children will have access to age related books	***Disadvantaged children will always have access to books in school that they can take home.***		NS	
				£7000
			Total budgeted cost	**£25,604.45**
			Cost paid through Covid Premium	**£16,022.50**
			Cost paid through charitable donations	**£7,000**
			Cost paid through school budget	**£2,581.95**