



# Recovery Funding Plan 2021-2022

## **Aims:**

- 1) To support pupils to catch up for lost learning so pupils can meet the curriculum requirements for the academic year.
- 2) To narrow any gaps in learning between disadvantaged students and others.
- 3) To support and improve the wellbeing of pupils following the COVID lock downs.



# COVID Recovery Funding

## Action Plan and Spending 2021-22 Updated April 2022

### Government guidance for funding:

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 implement their Recovery plans effectively, EEF has published the school planning guide: 2020 to 2021. This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

Although you'll receive funding on a per pupil basis, you should use the sum available to you as a single total to prioritise support. There are no specific requirements for who to spend it on.

St Peter's CE Academy Overview	
Total Pupil Numbers	52 on roll
Total Recovery budget	£2000



Focus: Teaching and Learning

To support pupils to catch up for lost learning so pupils can meet the curriculum requirements for the academic year.				
Focus	Link to EEF Guidance	Actions	Success Criteria	Expenditure
One to one and small group tuition	Targeted Support	<p>To provide additional support across KS1 and KS2 for five mornings per week by employing an additional teaching assistant for the spring term.</p> <p>Focus to be on phonics (reading), spelling and maths, closing gaps identified following rigorous assessment in Autumn 1 half term.</p> <p>New full time TA appointed April 22 to support intervention delivery across the summer term.</p>	<p>Gaps in phonic knowledge closed.</p> <p>Aspirational target of 90% pass rate for current Y2 phonics screening achieved in the autumn term 21.</p> <p><b>100% passed</b></p> <p><b>Above national % achieved for Y1 phonics screening in summer 22.</b></p>	£722 – towards TA hours to carry out interventions
Intervention programmes	Targeted Support	<p>Purchase a one year subscription to Lexplore Analytics.</p> <p><i>'focus on helping schools to objectively identify children with reading difficulties to support teachers professional judgement and supporting them with a strong reading interventions programme – in partnership with the British Dyslexia Association.'</i></p> <p>Dyslexia Screening with Staffordshire Dyslexia Association for 2 pupils.</p> <p>Reading Eggs and Maths Seeds subscriptions</p>	<p>Software enabled teachers to identify pupils with reading difficulties.</p> <p>Reading ages improved by at least 4 months from April 2021 testing.</p> <p><b>Screening recommendations are in place and pupils are making progress.</b></p> <p>Targeted intervention programmes have been delivered to identified pupils.</p>	<p>£300 annual subscription for all pupils in Year 1-4</p> <p>£250 Turnabout Intervention Programme.</p> <p>£125 per pupil - £250 total</p> <p>£478 annual subscription for 50 users</p>



## Frequently Asked Questions

### Why does COVID Recovery funding exist?

The COVID Catch Up fund is a one off funding programme which has been designed to mitigate the effects of the unique disruption caused by COVID-19.

### Which children will benefit from the Recovery funding?

Schools have the flexibility to spend their funding in the best way for their cohorts and circumstances. The funding is not ring-fenced to individual pupils.

### How much funding will each school actually receive?

This year, our school has received £2000

### Where does the money come from?

The Recovery funding is paid by the Government and is in addition to the school's budget.

### Can schools spend the money on what they like?

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.



## Who holds the school accountable for where they spend the funding?

School leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. The Local Academy Council should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. Ofsted plans to resume routine inspections in January 2021. Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.

## What is the EEF guidance?

The EEF guidance suggests a 3-tiered\* approach to COVID Recovery:

### **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 behavioural 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