



Recovery Expenditure – Planned Expenditure 2021-22

This academic year, school will receive £12,805 for Recovery Premium

| <u>Desired Outcome</u> | <u>Action</u> | <u>Rationale</u> | <u>Area of School</u> | <u>Expenditure</u> |
|---|---|---|---|--------------------|
| A greater proportion of children will be able to access Early Years curriculum. | Nursery and Reception taught as two discrete classes despite low numbers. High staffing ratios deployed across the phase. Both Nursery and Reception are supported by teachers. | Baseline shows children enter setting lower than their chronological age. | Early Years Oracy, social and emotional development; physical development & well-being. | 1858 |
| Impact | Reception children have entered (Sept 22) with higher levels of ARE in prime areas. Greater levels on fine and gross motor skills linked to environment adaptations and age appropriate tasks. Children left reception (Jul 22) with greater levels in prime areas. This enabled them to be year 1 ready. Transitions to Year 1 have therefore been smooth. Transitions to Reception (Sept 22) have been seamless and very successful. School was able to admit all learners who attended our nursery into a 10% timetable. This was popular amongst staff and parents. | | | |
| A greater proportion of children will be working at ARE in: Phonics Reading Number | Level 2 TA to work in KS1 1 day per week to work on 1:1 with targeted learners on phonics, reading, and early maths skills. | Some Year 1 children are not ready to write and do not know their initial sounds. Such approach had a positive impact on last years' Y1. Approach therefore has proven capacity within learners. | KS1 Key focus areas for school are: Phonics Reading Writing Maths | 3420 |
| | Continuous provision in KS1 learning area | In a bid to develop learner's cognition and working memory, learning is enhanced within the environment. Learners have the best possible opportunities to embed learning and over learn fundamental early phonics, reading, writing and maths concepts. | | 300 |
| Impact | Outcomes for KS1 show the split and deployment of staff has had the greatest impact. Phonics: 14/17 passed: 82%. 88% excluding ARMS National: 76.8% KS1: 9 children in cohort; 1 child admitted as an ARMS pupil Feb 22. 1 child left due to house move. 5 children reached ARE in reading, writing and combined. 6 children reached ARE in Maths | | | |
| A greater proportion of children will be working at ARE in: Reading Writing Number | Small classes for core learning to be deployed across LKS2 to enable high quality teaching and targeted wave 1 precision support. | Children receive high quality wave 1 teaching in age appropriate classes as opposed to mix age teaching. | KS2 Key focus areas for school are: Reading Writing Maths | 4355 |
| | HLTA deployed across UKS2 to enable keep up provision | HLTA able to support learners and work alongside class teacher to deliver pre and post teach initiatives. | | |

| | | | | |
|---|---|---|--------------------------|------|
| | | | | |
| Impact | <p>Greatest impact of national school closures linked to LKS2 learners (current Year 3 and 4). Despite this, Year 4 learners performed well in multiplication test: 55 marks: 7 children 44% 22 – 24 marks: 4 children 25%</p> <p>Year 5 cohort had high levels of EHCP funding. This was addressed via high experienced staffing. This has resulted in smooth transitions into Year 6 with learners closer to accessing ARE curriculum, with adjustments. Some learners have made vast amounts of personal progress which is depicted in SEND reports.</p> | | | |
| Families are supported emotionally and financially. | <p>Family support worker FTC extended to work with families. Family learning groups to be planned and delivered through school to help support families social, emotional and financial wellbeing.</p> | <p>Families are financially secure. Families who demonstrate financial hardship are supported and signposted to relevant agencies. Children are more content in school.</p> | Whole school initiative. | 2472 |
| Impact | <p>Difficult to quantify with data; however, impact of role can be observed through lots of channels. FSW has been granted bids for school to support with food parcels, family learning and community support.</p> | | | |
| Children have positive attitudes for learning. | <p>Financial rewards for classes with the most marvellous me merits. End of term rewards.</p> | <p>Children are extrinsically and therefore extrinsically motivated to learn. This results in an increased level of attention and behaviour for learning.</p> | Whole school initiative. | 200 |
| Children to attend school unless they are displaying COVID-19 symptoms/sickness bugs etc. | <p>Weekly attendance shared with families to encourage good attendance. Attendance across school to improve. Families supported to gain COVID test if they are exhibiting symptoms.</p> | <p>Families are not always aware if symptoms and are keeping children off school as a precaution. Admin time is needed to support families in booking tests/collecting kits to enable a rapid return to school.</p> | Whole school initiative. | 200 |
| Impact | <p>Attendance levels fluctuated throughout the year due to COVID, holidays in term time and school refuser (v. Small number). A new system has been implemented Sept 2022; the outcome of which can be evidenced already (Aut2 2022). A wealth amount of time was spent on researching this new initiative.</p> | | | |