

Recovery Premium 2021-2022

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 to 2022 academic year. This funding is intended for schools to deliver evidence-based approaches for supporting disadvantaged pupils.

Research has shown that disadvantaged students have been worse affected by the impact of the pandemic. At Melksham Oak Community School, we appreciate that every individual has been affected differently by the pandemic but in our analysis, we have identified common challenges facing our pupil premium that will be addressed by the recovery premium.

Common challenge	
A	The pandemic has had an impact on the progress of disadvantaged students and created gaps in their knowledge
B	The attendance of disadvantaged students has been affected and is further below that of non-disadvantaged students. More disadvantaged students are persistently absent than non-disadvantaged students.
C	Disadvantaged students' attitudes to learning and behaviour result in higher levels of disengagement and exclusion compared to other students since the pandemic.

Our overall strategy for pupil premium is a tiered approach focussing on quality of teaching and learning, targeted intervention and wider strategies that are proven by educational research to have impact. The recovery premium will support this overall strategy but will also specifically target these three key challenges that the pandemic has specifically affected our disadvantaged students.

Strategy	Description	Rationale	Success Criteria	Challenge
Champion hour (homework club)	All students to be invited to a homework club for an hour after school.	Students to be supervised working independently after school for one hour. PP students will be targeted to attend.	Students to make greater progress because of the opportunity to work in a positive and supported environment after school.	A
CPD	Staff will be offered specialist CPD to further improve their quality of teaching and behaviour management. This will include the purchasing of software that will ensure Incremental Coaching can be started and begin to be embedded.	Quality of teaching and learning has the greatest impact on the academic progress of disadvantaged students.	The progress and behaviour of PP students will improve throughout the year	A,B and C
Curriculum review	All faculties will review through assessment, gaps in student's knowledge and plan how and when this will be addressed.	Although the lockdown online provision was effective, there is a	All departments will be aware of gaps in students' knowledge and	A

		greater risk of gaps in student knowledge.	have plans to address these	
Easter school	An Easter School will be offered to all students in Year 11 and 13.	Students who sit exams this summer will be supported with extra provision during the Easter holidays.	Students will be able to make greater progress because of extra time with their teachers.	A
Enhanced praise system	Higher emphasis on the praise system to reward those students who improve their attendance and attitude to learning.	Students will have a greater sense of belonging and recognition for their efforts in school.	Attendance of PP students will improve Attitude to learning and behaviour of PP students will increase.	A B and C
Faculty Specific Initiatives	The impact of the pandemic has impacted disadvantaged students in different ways in different departments. Faculties are best placed to plan and action targeted subject support for students to help maximise their progress and monitor the effectiveness of delivery of specific strategies.	Faculties have access to a central fund that allows specific intervention into their curriculum and quality of teaching and learning.	To raise faculty outcomes for students to be in line with pre-Covid expectations.	A
Lucid reading tests and follow on intervention	All students in Years 7-9 will receive a lucid reading test. This will be repeated three times in the academic year for student who have a reading age below expected	Lucid assesses pupils in the following areas: <ul style="list-style-type: none"> • Word recognition 	All students to receive intervention who have a reading age significantly below the expected level.	A

		<p>and accuracy</p> <ul style="list-style-type: none"> • Reading comprehension • Reading speed • Spelling • Handwriting speed • Typing speed <p>The assessment will identify students who have fallen below expected levels since the lockdown.</p>	Interventions will show a positive impact on the reading age of the identified students.	
Supplement 1:1 Tuition	Use of the recovery premium will be used to fund the additional 25% cost of tutoring for targeted PP students.	Close any gaps in knowledge in English and maths following the pandemic	EEF states that 1:1 tuition is very effective at improving students' outcomes (+5 months)	A
Targeted intervention	Extra capacity for students chosen for specific social and emotional support (eg ELSA, anger management) if they are identified or are at risk of having this as a barrier.	Students will be able to have intervention to meet their needs.	Students with targeted intervention will improve their progress, attendance or behaviour depending on their needs.	A, B and C

Thrive	A subscription to Thrive, providing tools and training to help adults support the social and emotional development of young people they are working with.	The Thrive training will help the school respond to the increased mental health needs of young people since the beginning of the pandemic.	Students with mental health needs will be supported to improve their attendance, behaviour and progress.	A, B and C
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