



Recovery Strategy 2022-23

Saint Nathaniel's Academy

Summary information					
School	Saint Nathaniel's Academy				
Academic Year	2022-23	Total Catch-Up Premium	£ 30,015	Number of pupils	414

Guidance

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the recovery premium grant (RPG) payable to academies (including free schools) for the 2022 to 2023 academic year.

The RPG rates and detailed eligibility criteria for the academic year 2022 to 2023 are set out in the [RPG technical note](#).

The RPG is part of the government's package of funding to support education recovery following the impact of the coronavirus (COVID-19) pandemic.

It is a time-limited grant for the 2021 to 2022 to the 2023 to 2024 academic years.

Use of Funds	EEF Recommendations
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The grant can be spent:

- for the benefit of pupils registered at the academy that receives it
- for the benefit of pupils registered at other academies or maintained schools
- on community services whose provision furthers the benefit of pupils at the academy
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Academies must use RPG funding for the purpose of supporting pupils' educational recovery.

Academies may wish to use a portion of RPG funding to support pupils who do not meet any of the RPG eligibility criteria but have additional needs such as those who have or have had a social worker or act as a carer.

In special settings all pupils are eligible.

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

In line with the 3-tiered approach in the Education Endowment Foundation's (EEF's) pupil premium guide, activities must be those that:

- support the quality of teaching
- provide targeted academic support, and
- tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	Where children have missed units of work and where there was varied interaction with the home learning provided during the first national lockdown, children do not have the level of deep learning and understanding of processes that we would expect them to have for their chronological age. Teachers focused on retaining taught knowledge in lockdown one to reduce cognitive load and embed key concepts.
Writing	Children's stamina for writing has been significantly diminished. This is the area most affected by the home learning, where completing writing was one of the more difficult things for parents to support with at home. As a result, the children's writing is behind where they would be expected to be for their chronological age. The children have also not been practising the 'basics' at home, so there are gaps in the children's understanding and application of spelling and grammar rules. This further inhibits the children's ability to write with ease.
Reading	Whilst many children accessed reading at home, the disparity between what children read and how often has created gaps within cohorts. Children currently in Year 1 and 2 did not access phonics over the period when not in school, and although those who returned in June were able to access some phonics, this was at class level rather than targeted and did not support the children who did not return.
Non-core	Whole units of work have been missed. With children being at home for three terms, in most cases, this meant that the children missed half a year of curriculum study. It is not possible to complete and catch up the missed curriculum. Key knowledge for topic areas have been missed meaning schema and related knowledge will be affected. We have developed personalised key skills documents to identify the key knowledge required. Geography and History leads are planning on key skills catch up days. Trips/visitors and other curriculum experiences have been missed.
Emotional and Wellbeing	Children's experiences during lockdown will have varied dramatically. School are aware of many of the adverse experiences but the impact of these may not be seen initially. Children's return to school has also been incredibly successful and so this may also be masking underlying concerns. It is important to stay vigilant and be prepared to support the children's emotional and mental wellbeing.

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?
<p>Investment in high quality teaching and learning resources to support class teachers planning and delivery of lessons and support ongoing teaching and learning, including potential remote teaching. Quality First Teaching</p> <p>Subject leaders/Class Teachers released in order to develop their subjects/teaching and share with all teachers. Resulting in all school practice being research based. Quality First Teaching</p>	<p><i>White Rose Premium resources</i> £100.00</p>		JR	On going
	<p><i>Boom Reader App to track and incentivize reading at school and home.</i> £500.00</p>		CW	On going
	<p><i>Digital PIRA assessment materials to support assessment judgements and SHINE intervention materials to target gaps in learning.</i> £2,500.00</p>		CW	On going
	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i> £1000.00</p>		JR / SB/ DY	Autumn 22
	<p><i>Training for Subject Leaders and additional release time to monitor and develop curriculum subjects.</i> £2000.00</p>		JR / SB/ DY	Autumn 22
Ricky Brown Apple Support- Apple Specialist Ricky Brown to develop effective teaching strategies across school using technology.	<p><i>Staff Support meetings/Subject Leader development</i> £1800.00</p>	Subject leads can share innovative uses of technology in their subject areas. This will enhance teaching and learning for children.	MF	Summer 22
Total budgeted cost				£7,900.00

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
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Additional resources Year 6 (Revision guides and 10min tests)	<i>Maths Pack- Revision Guide/workbook/10min test</i> £465.00		TG / ES	Spring 23
	<i>English Pack</i> <i>Revision guide/workbook/10min test x2</i> <i>(SPAG/Reading)</i> £420.00		TG / ES	Spring 23
	<i>Numbots- improve mental fluency in Maths</i> £94.00		TG / ES	Spring 23
			Total budgeted cost	£979.00

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Purchasing additional iPads and resources to promote home learning Quality First Teaching	<i>Funding for Logitech pens (120)</i> £4800.00	Children to access writing support.	MF	Spring 23
	<i>Swivl Starter Pack x2</i> £2186.00	Staff to continue to reflect and develop pedagogy, teaching and learning. Staff to develop effective strategies for teaching and learning using technology.	AB / MF	Spring 23
City Music Trust Emotional Well Being	<i>EYFS- Singing and Phonics sessions x 8</i> <i>KS1- Singing and Phonics Sessions x 4</i> <i>LKS2- Song writing x 4</i>	To support children with their emotional well-being and promote music across school.	KD / AB	Summer 23

	<p><i>UKS2- Song Writing x 4</i> <i>LKS2- Musical Safari</i> £950.00 £850.00 £800.00</p> <p><i>Daily breakfast provision across the whole school.</i> £2000.00</p>	<p>Due to Covid Music sessions have been missed or adapted, these sessions will promote the subject across school.</p> <p>To support pupils with their readiness to learn.</p>	RP / CW	On going
Wider Opportunities - Forest Schools	<p><i>Children's puddle suits and wellies, tarpaulin, den building equipment.</i> £4000.00</p>	<p>Children will be able to access Forest Schools and outdoor activities in all weather conditions.</p> <p>Enhancing the curriculum and offering wider opportunities.</p>	SH	Summer 23
Mental Well Being - Quiet area on the playground	<p><i>Seated area outside on the yard for quiet reflection and gardening area in decorative planters.</i> £5580.00</p>	<p>Feedback from pupil voice survey showed that pupils wanted a quiet area on the playground for quiet reflection and mindfulness and an area which they could plant flowers.</p>	RP / CW	Spring 23
			Total budgeted cost	£21,166.00
			Total budgeted cost	£30,045.00
			Cost paid through Recovery Premium	£30,015.00

