



Funding allocation (Mainstream Schools)

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

*As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the **2021-2022** academic year. It will not be added to schools' baselines in calculating future years' funding allocations.*

Use of funds

*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. (See also **EEF - School Planning Guide 2020-21**)*

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees 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



School Overview

Number of pupils in school Y3 – Y6	408
Proportion of disadvantaged	43%
Recovery Premium allocation (No. of pupils in census 408 x £80 per pupil)	£32,640
Publish Date	Amended January 2022
Review Dates	April 2022 July 2022
Statement created by	C Green
Governor Lead	Sharon Odumoso



The Minster Junior school – Recovery Premium Strategy 2021-2022

	Barrier	Desired outcome
Teaching priorities	A Pupils and staff unable to attend school due to COVID related issues.	Remote and Blended Learning Provision. There is a good online learning offer that includes Worship. Pupils receive good provision to minimise the potential gaps in learning. Staff that are well are able to work and support learning.
	B Maths and English teaching needs to be at mastery level. Refine Maths and English teaching that further reflects high expectations. Continue to embed Maths Mastery Curriculum and introduce Mastery approach for Writing.	Pupils are experiencing a challenging curriculum that differentiates up. CGP guides provide additional resources for developing independent learning skills, as well as embedding knowledge of application of skills from curriculum content
	C Marking that is less effective moving the children forward. Launch 'Live Feedback'	Pupils receive adult support including feedback that is relevant, appropriate, to challenge, and move them on. Increased weekly focussed time between adults and pupils.
Targeted academic support	D Reading ages of pupils are lower than expected. A number of pupils had limited access to reading materials during the summer term 2021. This has contributed to their reading ages being lower than expected.	Reading skills will improve and rapid progress in reading ages are demonstrated on a termly basis. By the end of the year, 80% of the school are back on track for reading. Support staff utilised to deliver additional catch up programmes in small groups or 1:1. Children will have better access to the curriculum, improved engagement and independence.
	E The gap in understanding for a number of EAL children has increased. A major factor is the extended time away from school.	Widget software license purchased for use by teachers and support staff. Improved differentiated resources created for EAL pupils who have an improved understanding of topic content. School has an accurate assessment of reading ages to implement strategies to diminish the gap with peers.



The Minster Junior school – Recovery Premium Strategy 2021-2022

Wider Strategies	F	Pupils' poor mental health due to the COVID restrictions and isolation. Pupils display signs of anxiety and out of place character behaviours.	Pupils that display signs of poor mental health are flagged and issues addressed. Staff to be vigilant to recognise the signs. Pupils reduce their levels of anxiety and out of character behaviours are modified. This will lead to better engagement in their learning and improved attainment and achievement.
	H	Pupils' physical health and well-being have decreased, due to pupils being indoors and less active during Covid isolation.	Children's fitness levels improve to pre-COVID levels. and their health and well-being are improved Tollo Academy – targeted support for identified pupils.
	I	Looked After Children Lack of engagement and achievement	Pupils will be making at least the same progress if not better, than before the lockdown.



The Minster Junior school – Recovery Premium Strategy 2021-2022

Barrier	Key resource and capability area	Recommendation	Resource Needs	Expected Cost	Desired impact
Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers, support for teaching strategies in class and remotely					
A Pupils and staff unable to attend school due to COVID related issues.	Teachers to continue with online provision and have greater ownership.	All teachers to be responsible for maintaining their online provision. Teachers design lessons that consider the need to provide online learning. Once teachers have been notified that a pupil is isolating, they need to ensure that provision is available. Dongles and devices are available to support home learning.	Access to GSuite, devices to access GSuite.	n/a	GSuite maintained and accessible for teaching staff and pupils/parents at home. An improved quality in remote learning education is provided for any pupils isolating/off school Improved progress and outcomes for pupils
		Staff working from home have access to resources and devices, which enable them to work from home. Staff to have devices that are fit for purpose. The shared drive is uploaded to GSuite weekly.	Devices that are compatible with the technological demands of online teaching.	£1,800	There is good continuous provision despite staff having to work from home.



The Minster Junior school – Recovery Premium Strategy 2021-2022

<p>B Maths and English teaching needs to be at mastery level. Refine Maths and English teaching that further reflects high expectations. Continue to embed Maths Mastery Curriculum and introduce Mastery approach for Writing.</p>	<p>The Maths and English curriculum is further developed to embrace challenge but with depth of understanding.</p>	<p>A programme of Assess, Plan, Do and Review to introduce the principles of English Mastery to Writing. All teaching staff to receive initial INSET. Over the duration of this academic year, the English leaders will monitor and assess the impact of the Mastery approach.</p> <p>Continue to use Maths Mastery approach. The Maths Lead will evaluate its impact.</p>	<p>Pupils’ workbooks for Year 3 and new pupils.</p> <p>6- ½ days Monitoring time for English Lead</p> <p>6 - ½ days Monitoring time</p>	<p>n/a from schools budget</p> <p>£300</p> <p>£300</p>	<p>Pupils make rapid progress. By the end of the year At least 75% of pupils are back on track. Pupils are aiming high. They have a firm understanding of their learning and can apply what they have learnt.</p>
	<p>Catch up Tuition</p>	<p>The Government provision of access to National Tutoring as part of the support in place for schools is an excellent opportunity to have an additional member of staff at the school for allocations of multiples of 15 hours. This member of staff will not be a qualified teacher but will have had required training in order to enrol on the national tutoring scheme for schools. Year 5 and Year 6 pupils only.</p>	<p>21 devices A room to deliver the sessions during the school day</p>	<p>75% funded through Government contribution.</p> <p>Coach Bright: 21 pupils @£90.00 each. £1,890 (15 sessions) Autumn 2021 – Y6</p> <p>21 pupils @£90.00 each. £1,890 Spring 2022 – Y5 Total cost to school – £3,780</p>	<p>Increased opportunities for pupils Diminished gaps of progress Knowledge ‘gaps’ intervened with before too much learning time has taken place Improved progress and outcomes for pupils Teaching staff supported with their provision for learners in their classes</p>
	<p>More Able Classes</p>	<p>CA is a TA with much experience of tutoring maths pupils in readiness for</p>	<p>Letters of invitation Staffing (CA)</p>	<p>£26.38 a week (£738.64 for the year)</p>	<p>This intervention opportunity for Grammar school year 6</p>



The Minster Junior school – Recovery Premium Strategy 2021-2022

	Reverse Intervention	<p>their Grammar school entrance examinations.</p> <p>Children will be invited by letter and CA will deliver weekly 1-hour tutoring sessions for this identified group.</p> <p>This will, in turn, provide additional progress support for a key group of More Able pupils in year 6.</p>			<p>pupils will provide readiness for the entrance exams.</p> <p>Support for diminishing the progress gap for MA pupils</p> <p>Improved parent satisfaction with intervention opportunities.</p> <p>Increased opportunities for pupils.</p> <p>Improved parent satisfaction with intervention opportunities</p> <p>Diminished gaps of progress</p> <p>Knowledge 'gaps' intervened with before too much learning time has taken place</p>
		Class teachers to run intervention and TAs to support the class. This will allow the neediest pupils to receive support from the most skilled adults.	Staffing time (already within contracted hours*) Intervention resources	£8788 (KW)	Better access to the curriculum, improved engagement and independence
	Booster Classes for Year 6 in Autumn 2 2021	Identified children to attend Booster classes afterschool.	Rooms and teaching resources	9 adults to receive TLR 3 £500 each in recognition of their additional work. 9 x £500 = £4500 cost Duration – Autumn2 until Summer 1 and 2	
C Marking that is less	Launch 'Live Feedback' from Autumn 2021.	All teaching staff to be upskilled to use Live Feedback approach when teaching.	6 - ½ days Monitoring time for SLT & Subject Leaders	£800	Pupils receive purposeful feedback during the lesson. This enables them to respond



The Minster Junior school – Recovery Premium Strategy 2021-2022

effective moving the children forward.					quicker, therefore having a greater impact. Time spent by adults marking and writing comments without the pupils present is significantly reduced. Facilitating time for adults to invest more preparing quality first lessons.
Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support					
D Reading ages of pupils are lower than expected. A number of pupils had limited access to reading materials during the summer term 2021. This has contributed to their reading ages being lower than expected.	Assess the reading ages of all pupils, which will feed into whole class teaching and targeted support.	Baseline reading ages conducted for all pupils in September 2021. Reading to be a weekly priority in lessons with teachers hearing all children in their class read aloud weekly. Pupils to have a reading book for use at home as well as a second in class. A reading journal is kept by pupils and monitored by teachers weekly.	Book box for all classes	No cost	All staff are aware of the children who need to be targeted for reading intervention
	The 'Teaching of Reading' Introduction of Phonographics	Daily 'Teaching of Reading' lessons. This will benefit <u>ALL</u> pupils. Children to be taught explicit reading skills. Year 3 children who failed phonics screening and those who were on the cusp of passing and new to English children to receive Phonographic intervention	Reading Resources Monitoring Reading Leaders – Phonographics training Training for Reading EAL intervention teams	No Cost £1000	Reading skills will improve and the pupils make rapid progress in their reading ages. Consistent approach to phonics intervention across the school.
E	Widget Software	Widget software to support the differentiation of resources for children	Purchase Widgit Licenses	Cost for 40 pupils - £220	Improved differentiated resources created for EAL



The Minster Junior school – Recovery Premium Strategy 2021-2022

<p>The gap in understanding for a number of EAL children has increased. A major factor is the extended time away from school.</p>		<p>where there are barriers with the English language.</p>	<p>Devices to access the resources.</p>		<p>pupils who have an improved understanding of topic content.</p>
<p>Wider strategies i.e. Behaviour approaches, Mentoring, Attendance, Engagement</p>					
<p>G Pupils' poor mental health due to the COVID restrictions and isolation. Pupils display signs of anxiety and out of place character behaviours.</p>	<p>Music Therapy Drum lessons with VD, the drum teacher. Art Therapy Mentoring</p>	<p>The peripatetic drum teacher to provide an additional 2 hours of drumming lessons for a number of the more disengaged pupils and those who have found the transition back to school more difficult. Drawing & Talking Sessions. Children will have time away from class in a relaxed environment. During these sessions, they will explore how art techniques can assist them coping with their issues. They are also free to talk through any issues. The Tollo Football Academy will work with a number of pupils that engage well with sport. The menu of activities are:</p>	<p>Letters of invitation Drum teacher (VD) Mr Saunders</p>	<p>£4,500 for the year £2,000 £8,000</p>	<p>Disengaged pupils have improved attendance, punctuality and focus. This will lead to better progress within all subjects.</p>



The Minster Junior school – Recovery Premium Strategy 2021-2022

	<p>Family Focus Time</p> <p>Counselling</p>	<ul style="list-style-type: none"> • Before school small group sessions (well being and fitness related) • 1:1 Mentoring with disaffected learners) • Small group during break times • Parent and child football ‘Family Fitness’ after school club. <p>1:1 sessions in a calm environment where pupils are able to have time out. The pupils have access to a range of activities that help them to feel better. They are able to talk or be quiet. The sessions will be guided by their emotions.</p>	<p>J Robertson</p>	<p>£2000</p>	
<p>H Pupils’ physical health and well-being have decreased, due to pupils being indoors and less active during Covid isolation.</p>	<p>PE and Dance Scheme of Work prioritised as part of weekly curriculum so that children are engaging in high levels of physical activity and establishing good active behaviours for later life.</p>	<p>Ensure that children’s levels of physical attainment are increased- due to children being indoors and less active it is even more essential that children are engaging in high levels of physical activity and establishing good active behaviours for later life.</p>	<p>Two hours of physical activity through the PE and Dance Scheme of Work</p>	<p>(Tollo costs – part of £8,000)</p>	<p>Children’s fitness levels improve to pre-COVID levels and their health and well-being are improved</p>



The Minster Junior school – Recovery Premium Strategy 2021-2022

LAC pupils Engagement and Achievement	Engagement and Achievement	1:1 session with HLTA to address academic achievement 1:2 and social engagement	40 weeks x 2 pupils 40 x 1	£2000 £679	
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