



**Castle Hills Primary Academy
2022-2023 Recovery Premium Plan**

Recovery Premium 2022-2023

In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery. An agreement was then made to extend the financial package. The recovery premium provides additional funding for state-funded schools in the 2022 to 2023 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 Castle Hills Primary Academy, 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 suspension compared to other students since the pandemic.

Our overall strategy for pupil premium is a tiered approach focusing 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.

Total allocation for 2022/23: £9425

Strategy	Description	Rationale	Success Criteria	Challenge
CPD	Staff will be offered specialist CPD to further improve their quality of teaching and behaviour management. This will include phonics to target the vocabulary gap upon entry into school, maths fluency to address basic skill which have declined throughout the pandemic and oracy to target speech, language and communication skills.	Quality of teaching and learning has the greatest impact on the academic progress of disadvantaged students.	The progress and behaviour of disadvantaged students will be in line with their peers.	A,B and C
Curriculum review	The whole school curriculum will be reviewed and developed in conjunction with all subject leaders to ensure that it engages, inspires and motivates all pupils, especially disadvantage students who have become increasingly disengaged throughout the pandemic.	Although the lockdown online provision was effective, there is a greater risk of gaps in student knowledge.	All subject leaders will be aware of gaps in students' knowledge and have clear plans to address these.	A

Forest school	Develop resilient, confident, independent and creative learners through implementing a varied range of extra-curricular activities and a Forest School approach to learning for specific pupil groups.	Research shows that that children and young people who are stimulated by the outdoors typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.	Pupils' social skills and confidence development will filter into the classroom and improve academic performance and behaviour.	A and C
Revised Behaviour Policy and 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

Subject Specific Initiatives	The impact of the pandemic has impacted disadvantaged students in different ways in different subjects. Subject Champions are best placed to plan and action targeted subject support for both staff and pupils to help maximise their progress and monitor the effectiveness of delivery of specific strategies.	Subject champions to plan specific interventions for their curriculum areas and develop the quality of teaching and learning.	To raise curriculum outcomes for students to be in line with pre-Covid expectations.	A
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
Dedicated attendance officer and pastoral team	Termly tracking of attendance for PP vs non-PP takes place with follow up School Attendance Meetings (SAM) as relevant. Referrals to EWO take place as appropriate. Weekly behaviour, attendance, safeguarding and inclusion (BASI) meetings involvement leadership, attendance officer, family liaison officer and SENDCO.	Individual strategies to support families increase attendance are put in place to raise achievement both academically and socially.	Attendance of disadvantaged pupils is in line or close to that of non-disadvantaged pupils.	B and C

