



Recovery Premium Spending: summary

2021-2022

In February 2021, the government announced a one-off recovery premium grant as part of its package of funding to support pupils whose education was impacted by coronavirus (COVID-19).

The recovery premium provided additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the Pupil Premium, this funding was intended to help schools to deliver evidence-based approaches for supporting pupils eligible for pupil premium funding. However, schools could use it to deliver evidence-based approaches for supporting any pupil based on an assessment of individual need.

The recovery premium is allocated using the same data as the pupil premium. This means the following pupils will attract recovery premium funding to schools:

- **Pupils who are eligible for free school meals (FSM)**
- **Pupils who have been eligible for free school meals at any point in the last 6 years**
- **Children looked after by local authorities and referred to as looked-after children (LAC)**
- **Post looked-after children (post-LAC)**

Schools should spend this premium on evidence-based approaches to support pupils. In line with the Education Endowment Foundations pupil premium guide, activities should include those that:

- **Support the quality of teaching, such as staff professional development**
- **Provide targeted academic support, such as tutoring**

- Deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support
- Like the pupil premium, schools can:
- Spend the recovery premium on a wider cohort of pupils than those who attract the funding
- Direct recovery premium spending where they think the need is greatest

School					
Daubeney Primary School					
Number of Pupils	523	Amount of Catch-Up Premium received per child	£80 per child based on census from October for R-Yr 6	Total Catch up premium received	£28,783

Strategy Statement

Priorities	Implementation
To reduce the attainment gap between identified children in EYFS	Targeted early language intervention based on attainment data from WELLCOM screeners supported by speech and language therapists.
To reduce the attainment gap between identified children in KS1 with a focus on knowledge and application of Phonics	Ensure all relevant staff have the necessary phonics training; additional small group phonics and literacy interventions to support pupils falling behind expectations. Develop and provide phonics parental support packs and provide training for parents to engage with the support of phonics at home.

Targeted academic support to increase the attainment of Maths for identified children in KS2	Establish small group interventions / tutoring, led by an additional adult, for disadvantaged pupils falling behind age related expectations in maths, particularly focussed around increasing attainment with multiplication and division recall.
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Barriers to Learning

Internal barriers	External Barriers
<p>Assessment shows that children starting Reception have a very low baseline, particularly with prolonged incidence of missed learning Early reading and phonics continues to be an area of concern with very low baselines for children at the beginning of the academic year</p> <p>Maths - particularly in fluency and recall and application of multiplication facts and corresponding division facts further exacerbated by language difficulties accessing word problems</p>	<p>Ofsted judgement - RI, but focused improvement shows that we are a good school; evidenced by own self-evaluation and input from Hackney Education</p> <p>Parent perception impacting on parental engagement with school, particularly with educational support workshops and training for learning at home</p> <p>Falling pupil roll and impact on budget impacting also on enrichment experiences provided both inside and outside of school</p>

Planned Expenditure & Intended Impact

Action	Rationale	Implementation	Led by	Spend	Review July 22
EYFS -To reduce the attainment gap between identified children in EYFS	To provide additional sessions, outside of the normal school timetable thus not taking away further from the learning time during the day to provide additional support	Employ additional adult LSA / tutor to support identified Reception pupils for targeted support with early language, reading and phonics. 10 minutes sessions at identified	EYFS lead; SENCO and SLT	£32,000	73% pupils achieved a good level of development - this figure exceeded both Hackney and National figures

		transition times			
KS1 - To reduce the attainment gap between identified children in KS1 with a focus on knowledge and application of Phonics	To provide additional sessions, of targeted support for specialised teaching and pupil engagement with phonics at appropriate phase level	Employ additional adults LSA / tutor to support identified Year 1 and Year 2 pupils for targeted support with phonics interventions. 10 minutes sessions at identified times and reading with pupils at phase level. Phonics training for all existing and new to KS staff Phonics packs to support with learning at home	KS1 lead; SENCO and SLT	£30,000 £3,000 £1,000	77% of pupils in Year 1 passed the phonics check in June 22 which is above the national figure. This progress was remarkable given the baseline of 9% passing the phonics check. 96% of pupils in Year 2 passed the phonics check in June 22 -this figure well above the Hackney and national figures Parents now much more engaged and requesting more learning packs to support with phonics development
KS2 - Targeted academic support to	To provide additional sessions, of targeted support for quick	Employ additional adults	KS2 lead; maths lead; SENCO and	£35,000	71% of pupils achieved the

<p>increase the attainment of Maths for identified children in KS2</p>	<p>development ad recall of multiplication and corresponding division facts to apply to arithmetic and word problems</p>	<p>LSA / tutor to support identified KS2 pupils for targeted support with maths. 10 minutes sessions at identified transition times including focus on strategies for accessing language in word problems</p>	<p>SLT</p>		<p>expected standard and above in Maths at the end of KS2. This figure being equivalent to the national figure and particularly notable given the 13% baseline</p>
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