

ACTION PLAN 2021 / 22  
RECOVERY FUNDING



The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2021 to 2022 academic year to ensure that schools have the support they need to help all students make up for lost teaching time. Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, they are launching a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

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. Special, AP and hospital schools will be provided with £240 for each place for the 2020 to 2021 academic year.

This means a typical primary school of 200 students will receive £16,000 while a typical secondary school of 1,000 students will receive £80,000.

This funding will be provided in 3 tranches. With the first payments already made. Allocations are based on the latest available data on students in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority.

A second grant payment will be made in early 2022, based on updated pupil and place data. For mainstream schools, they will use the 4 to 15 pupil headcount from the October 2021 census. The second grant payment will also take account of the initial part payment made in autumn 2021 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds. A further £33.33 per pupil or £100 per place will be paid during the summer term 2022.

Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for students according to their need. This means Mount St Joseph should receive £72000 in funds.

Schools should use this funding for specific activities to support their students to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools can use this document to help them direct their additional funding in the most effective way.

In addition to the recovery funding and new for 2021-22 is the addition of a school led tutoring fund. Funding is based upon 60% of a school's PP students and is funded at 75% of the DfE calculation for the cost of a fifteen-hour programme. A programme is costed at £270 per student, so the DfE will fund schools at a rate of £202.50 per student.

At Mount St Joseph we have 321 PP students. This means we will get funding for 60% of 321. This means we will receive funding from the DfE for 193 school led tutoring programmes at £202.50 each. Total funding will be £39082.50. However as this only covers 75% of expected costs, school must spend a minimum of £52110 on this initiative (a total of £13027.50 from alternative school funds).

### Recovery funding Action Plan 2021/ 2022

Objective	Lead	Actions/Outcomes	Costs	Progress
<b>To support outstanding Teaching</b>	SHE/ GRE/ MWR	<ul style="list-style-type: none"> <li>- Development of staff CPD programme will focus on strategies to help students retrieve prior learning and to remember new learning more effectively – based on latest pedagogical research</li> <li>- Staff continue to develop professionally with tailored sessions meeting staff and student needs</li> <li>- Focus on WalkThru programme with effective delivery of sessions and triads working effectively to provide support, guidance and feedback</li> <li>- Improvements made towards focus areas on the SIP (recovery curriculum)</li> <li>- Staff evaluations demonstrate staff feel more confidence in their professional growth</li> <li>- Staff are utilising more engagement and retrieval strategies in their teaching practice as shown via</li> </ul>	£10,371	

	<p>WalkThrus, formal observations, learning walks and IRIS recordings</p> <ul style="list-style-type: none"> <li>- Quality assurance of teaching (planning, delivery, marking and feedback) demonstrates strategies are being used.</li> <li>- Quality assurance of progress over time demonstrates that recovery is being made through progress data, ATL, attendance, student voice etc.</li> <li>- Curriculum delivery showcases metacognitive strategies (spaced learning, interleaving and dual coding) explored in staff training and development sessions that will help facilitate the recovery of lost learning and the consolidation of new learning.</li> <li>- A wider range of differentiation, AFL and engagement strategies are evident in planning and lesson delivery.</li> <li>- Staff feel more confident with how to differentiate for different cohorts</li> <li>- All students can access the curriculum and lessons</li> <li>- Students from different cohorts make similar progress to other cohorts closing gaps seen with PP, SEND, gender etc.</li> <li>- Research training focus group, ensures that the latest research is utilised in the development of pupil engagement for specific focus groups/ cohorts</li> <li>- Teaching should be at least 'developed', with 90% of staff teaching at a consistently 'developed' level (Quality assurance)</li> <li>- Teaching at 'embedded' level should be at least 30%</li> </ul>		
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<b>To enable curriculum structures to aid the removal of learning and progress gaps.</b>	SHE/ GMU	<ul style="list-style-type: none"> <li>-To create a flexible timetable with reduced class sizes to enable students greater one to one support from their class teacher.</li> <li>-Provision of one to one intervention lessons as support in core subjects.</li> <li>-Intervention centre with specialist staff to deliver literacy and numeracy catch up.</li> </ul>	£26,003	
<b>To further improve pupil assessment and feedback</b>	SHE/ GMU/ GRE/ MWR	<ul style="list-style-type: none"> <li>-Further embedding of AP's and KATs to enable swift identification of learning gaps and target intervention effectively</li> <li>-Data analysis at each data drop by class teacher to identify issues in T&amp;L</li> <li>-Diagnostic standardised benchmarking assessments to take place in all subject areas</li> <li>-Baseline assessment for Year 7 and new course starting students</li> </ul>	£9,671	

	<ul style="list-style-type: none"> <li>-Early assessment of prior learning to identify in subject learning gaps to enable curriculum adjustment</li> <li>-Use of RST groups to identify gaps in groupings or T&amp;L support</li> <li>-Regular weekly assessment points to gauge impact of teaching strategies</li> <li>-To carry out moderation for each assessment piece completed within departments (if a common assessment)</li> <li>-evidence of teaching strategies within student work to aid recall etc.</li> <li>-Use of AfL within all lessons to provide focused feedback for students</li> <li>-Increased marking cycle providing weekly feedback to students</li> <li>-Training refreshers for staff on marking a feedback techniques through the WalkThru programme</li> <li>-Use of peer and self-assessment to complement teacher feedback</li> <li>-Use of short-term assessment techniques as connect activities or discussion of marking and feedback to begin lessons to focus students on feedback but to also look at memory retention of topics</li> <li>-Use of diagnostic teaching practices such as concept maps and knowledge organisers to recap topics</li> <li>-Student data provided to parents at each data drop</li> <li>-Assessments of student wellbeing through form activities</li> <li>-Research into most effective ways of feeding back to students through EEF etc.</li> </ul>		
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<b>To support transition</b>	JHA/ ACA/ GMO	<ul style="list-style-type: none"> <li>-Form time transition back to school activities for yr 7</li> <li>-Support for students in years 8-11 struggling with school through placements in the intervention centre</li> <li>-Focus groups run by PCO for each Year group and counsellor to provide strategies such as mindfulness to aid transition back to school</li> <li>-Year 7 welcome evening to aid student and parent transition to MSJ and features on newsletter</li> <li>-Use of SIMs parent and student Apps</li> <li>-Teaching in form groups for year 7 until Jan 2022 to aid transition and be more primary based grouping to aid settling in to life at MSJ and provide support and sense of belonging</li> <li>-Provision of 7N (nurture group) for students requiring intensive transition. Students taught by one teacher for over 50% of timetable outside of form groups and runs all year</li> <li>-Welcome chaplaincy activity days led by School chaplain for year 7</li> <li>-Keeping in touch activities for year 7 with their primary school</li> <li>-Wellbeing sessions for all years led by pastoral team</li> <li>-regular student voice to assess wellbeing, confidence and concerns and enable these to be actioned</li> <li>-Wellbeing Wednesday for students with activities available after school to boost student wellbeing</li> </ul>	£27,002	
<b>To enable one to one and small</b>	SHE/ GRE/ JHA/	- Teaching staff to provide one to one or small group teaching intervention in their subject area in the intervention centre on a timetabled basis.	£13,001	

<b>group tuition providing targeted intervention</b>		<ul style="list-style-type: none"> <li>-SEND team to provide focus group one to one or small group sessions on basic literacy and numeracy in each zone</li> <li>- Two-week booster programme with a focus on literacy, numeracy, resilience and behaviour for learning (BfL) to be delivered within the intervention centre by the intervention team</li> <li>-Reading intervention groups to take place in each area and led by Head of teaching and learning</li> <li>-KS3 Intervention to run one day per house per week during personal development time</li> <li>-Year 11 PDT groups set up to deliver focussed intervention three days per week</li> </ul>		
<b>To provide extended school time.</b>	SHE/ GMU	<ul style="list-style-type: none"> <li>-Timetabled period 7 for all year 11 students with half termly rotation of departments to ensure complete and fair curriculum coverage</li> <li>- After school work areas to be available in each zone to provide support with homework, consolidation of work or pastoral support to students</li> <li>-Online learning packages to enable extension of school at home through the use of teams etc.</li> <li>-Holiday and weekend intervention sessions for KS4 students to narrow gaps in attainment, aid with preparation for assessments and to fill gaps in learning following the pandemic.</li> </ul>	£13,001	
<b>To provide parent and carer support.</b>	JHA	<ul style="list-style-type: none"> <li>-To further increase the use of social media to support parents through information provision</li> <li>-To produce an informative newsletter with tips on supporting children’s learning and wellbeing</li> </ul>		



		<ul style="list-style-type: none"> <li>-To trial virtual hybrid parents evening software to enable discussion of student progress and strategies for support</li> <li>-Develop learning packages for parents online to teach use of ICT, reading strategies etc.</li> <li>-Provision of welfare calls around student progress facilitated on a half termly basis by form tutors following data drops</li> </ul>		
<b>To facilitate access to technology.</b>	SHE/ GRE	<ul style="list-style-type: none"> <li>-Provide timetabled lessons for students on use of Microsoft 365, outlook and teams</li> <li>-Provide online training packages for parents in how to use Microsoft 365, outlook, teams, SIMs app etc.</li> <li>-Provide training to all staff in effective use of all packages used to support the online learning of children</li> <li>-To develop and deliver a series of online and live lessons for students to access if they are working from home</li> <li>-To assess the ICT access of all students at staff at home</li> <li>-Facilitate the acquisition of and distribution of laptops from charity schemes and provide training for students and parents on operation and connection of these</li> </ul>		
<b>To develop school holiday support.</b>	SHE/ GRE/ JHA	<ul style="list-style-type: none"> <li>-To develop a series of projects that children can follow whilst at home over holiday periods to extend and consolidate learning. These would be marked by staff. Potential for delivery of live lessons over the course of one day with each member of staff delivering one lesson over the time period on a rota.</li> </ul>		

		<ul style="list-style-type: none"> <li>-To have an on-call member of the pastoral team available for students and parents to discuss issues during holiday periods</li> <li>-To deliver a summer school for year 6 to 7 students to aid transition.</li> <li>-Weekend intervention for KS4 students from Spring term 2022 to support with learning gaps, aid effective revision and skill development</li> </ul>		
<b>To develop school led tutoring</b>	SHE/ GMU	<ul style="list-style-type: none"> <li>-To timetable a series of tutoring sessions by subject specialists within the school timetable to aid the recovery of gaps in learning and providing staffing for this with costs covered by school led tutoring fund and further funding streams.</li> <li>-Teachers used are school staff who have capacity on their timetables and have been kept in post to allow this provision.</li> <li>- A 15-hour programme for 60% of the PP students at MSJ would equate to delivering 2895 hours of school led tuition at an average of £43.78 per hour and comes out as having spent in excess of £100000 on the initiative.</li> <li>-Identification of students through home learning records, baseline assessments in class etc.</li> </ul>	£126,743	

