

## Recovery Premium FUNDING STRATEGY 2023-24

This funding is for schools to use on 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](#). 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 should use this document to help them direct their additional funding in the most effective way.

### Suggestions...

- Possible Teaching and TA additional hours above those already budgeted for 2023-24
- Staff Training for Personal Development to support curriculum planning.
- Focused training on effective use of technology.
- Training and Support to organisational and logistical aspects of school life.
- Pupil Assessments – materials and time to enable Teachers to assess pupil’s wellbeing and learning needs.
- Curriculum Resources and Subscriptions.
- Transition Support to support pupils re to school – dedicated transition events either remote or face to face.
- Targeted one to one support or small group tuition.
- Intervention programmes – one to one or small groups

### Useful links

[Gov guidance Catch up premium](#)

[EEF support guide](#)

[EEF Teaching and Learning Toolkit](#)

[EEF Assessing and monitoring pupil progress](#)

[EEF Remote Learning Evidence Review](#)

### Section 1: Contextual information

Perranporth School	Total pupil number	210	Total catch up funding	23/24 - Recovery Premium: £5655 School Led Tutoring (50% funded): £2227 Total <b>£7882</b>
Identified priorities for Recovery Premium		Reason for selection of priority (summarised from SDP)		
A	To support pupils in <b>KS2 (Y3-Y5)</b> , addressing gaps in learning and building confidence, securing understanding and the development of key skills in reading, writing and maths to ensure pupils are working at age related expectations or making progress towards ARE.	<ul style="list-style-type: none"> <li>• There are a number of pupils in each cohort who are in need of additional support for <b>Reading Fluency</b>. This includes comprehension – deduction inference, prediction, finding evidence in text to support viewpoints.</li> <li>• Pupils require additional support and development of confidence in <b>Mental Maths</b>. This includes procedural fluency, multiplication fluency and confidence in recalling and applying multiplication facts. Pupils need additional support and development of confidence in mathematical <b>Problem Solving</b>, using of models and images to support working and conceptual understanding, being able to accurately identify operation needed and then apply efficient strategies for calculating.</li> <li>• Additional support is required for the develop and fluency of <b>Writing</b> and <b>EGPS</b> – including grammar and the functions of words. Use of accurate and appropriate punctuation and identifying and consistently applying tenses, using active and passive voice and subjunctive form. <b>Recognising word class</b> and <b>Spelling patterns</b> as well as proofreading own writing-learning to ensure it makes sense.</li> </ul>		

B	<p>To ensure that pupils in KS1 are developing secure and fluent reading skills through additional phonics teaching and learning support.</p> <p>Pupils are able to meet age related expectations in mathematics, with basic mathematical knowledge and procedures (place value, addition, subtraction), securely embedded and children are confident to be challenged. Additionally, several pupils require additional support for the development of speech and language.</p>	<ul style="list-style-type: none"> <li>• Pupils requiring additional support in <b>phonics</b> to meet the Y1 Screening Test threshold and Y2 resit. Additionally, children in need of support for reading fluency, reading comprehension and reading for understanding.</li> <li>• Pupils requiring intervention and additional support for writing in order that they can work towards fully achieving the ARE in Year 2. Year 1 children require additional early writing skills intervention and segmenting for spelling and sentence structure.</li> <li>• Additional intervention is required to support basic mathematical knowledge and skills, particularly Place Value understanding and confidence. Y1 - support to enable recognising and writing numbers to 20.</li> <li>• A small minority of pupils are in need of support to enable development of <b>speech and language</b>.</li> </ul>
	<b>School Led Tutoring:</b>	
	<p>To support pupils in <b>Year 6</b> addressing gaps in learning and building confidence, securing understanding and the development of key skills in reading, writing and mathematics to ensure pupils are working at age related expectations or making progress towards ARE.</p>	<ul style="list-style-type: none"> <li>• To support 80%+ of pupils on track for achieving Y6 ARE in Reading in KS2 SATs.</li> <li>• To support 80%+ of pupils on track for achieving Y6 ARE in Writing inc EGPS.</li> <li>• To support 80%+ of pupils on track for Y6 achieving ARE maths.</li> </ul>