









Recovery Premium Review 2021/22 and Consultation

2021/22 Outcomes and trend

The PP progress gap is narrowing to 0 significantly; the progress data will appear once validated. PP students are attaining more highly than previously:

Measure	2018	2019	2020	2021	2022	2018+ Trend
Basics 5+	31%	35%	37%	42%	44%	
EBacc 5+	15%	13%	14%	17%	17%	
English 5+	56%	63%	63%	62%	68%	
Maths 5+	33%	38%	40%	44%	48%	
Basics 4+	56%	65%	66%	66%	64%	
EBacc 4+	25%	24%	27%	32%	26%	
English 4+	76%	84%	85%	85%	81%	
Maths 4+	60%	66%	69%	67%	66%	

The EEF Toolkit in our planning

We use the EEF toolkit approach to teaching, targeted and wider interventions when planning our recovery plan spending. We refer to the EEF toolkit and have highlighted, in particular, the effectiveness of:

Arts participation	+3
Feedback	+6
Homework	+5
Mastery learning	+5
Metacognition/ self-regulation	+7
Oracy	+6
Parental engagement	+4
Reading strategies	+6

Wider Consultation

In July 2022 we consulted with staff, parents/ carers and governors to evaluate the effectiveness of our Recovery Premium spend. Average scores to the 17 questions are below:

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Parents	4	5	4	4	4	4	4	5	4	4	4	4	4	5	4	5	4
Governors	5	5	5	4	5	5	3	5	3	3	4	4	4	4	4	5	5
Teachers	4	5	4	5	5	4	3	5	4	4	4	4	4	4	4	4	5

In terms of planning for 2022/23, how important do you feel is? (1 - least important and 5 - most important)

1. smaller class sizes in the core
2. provision of high quality subject specialist training for all staff
3. oracy and vocabulary training for staff
4. development of a well sequenced, knowledge rich and coherent curriculum
5. provision of curriculum resources
6. homework and wider reading resources
7. facilitation of period 7 and holiday intervention classes
8. investment into reading resources
9. provision of social time activity zones
10. Pupil Premium mentoring scheme
11. literacy and numeracy catch-up strategy
12. Salter Scholar Programme
13. investment in Performing Arts provision
14. provision of resources for practical subjects
15. increasing capacity for supporting attendance
16. increasing capacity for supporting safeguarding
17. increasing the amount of time we can offer counselling

Summary

Staff, parents/ carers and governors agree that high quality CPD for staff, resourcing the curriculum and investment in reading resources are high effective.

Internal QA

As plan strategically for our post pandemic journey of further academic improvement our own internal QA confirms the need to continue to invest in:

- oracy and narrowing the vocabulary gap: etymology is cultural capital
- supporting attendance, safeguarding and counselling capacity
- provision in the Arts curriculum
- investing in our Salter Scholar programme

