



LEADING
SUCCESS



SECURING
SUCCESS



DEVELOPING
SUCCESS



STANDARDS FOR
SUCCESS



SUPPORTING
SUCCESS



ACHIEVING
SUCCESS

Horbury Academy
**Recovery Premium
Strategy**
2021-2022



The Department for Education (DfE) has money for the academic year 2021-2022 via the recovery premium and school led tutoring grant. Schools should set out how they will allocate this funding to support recovery this academic year. The Education Endowment Foundation (EEF) guidance suggests a 3-tiered* approach:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

| Summary information | | | |
|------------------------------|-----------------|------------------------------|--------------------|
| School | Horbury Academy | | |
| Academic year | 2021-2022 | Number on roll (total) | 1,041 (years 7-11) |
| Allocated funding (Catch Up) | £66,024 | Number of PP on roll (total) | 240 (years 7-11) |

| Barriers to learning as identified in September 2021 | |
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| B1 | Literacy skills - Gaps in knowledge that have appeared between March 2020 and July 2021 |
| B2 | Numeracy skills - Gaps in knowledge that have appeared between March 2020 and July 2021 |
| B3 | Attendance - Maintaining a high attendance % for all pupils is a priority |
| B4 | Teaching and Learning - Understanding of Teaching and Learning (T&L) strategies and how good teaching is the most important lever schools have to improve outcomes for pupils. |
| B5 | Parental engagement - Ensuring parental engagement levels are improved following the 'virtual meeting' era |
| B6 | Transition - Understanding the ability of our new Year 7 intake without SATs scores |
| B7 | Access to technology and remote learning - Ensuring all pupils can access online learning at home and that all staff are confident in delivering remote learning |
| B8 | Pastoral - Ensuring our Special Educational Needs and Disabilities (SEND) and Disadvantaged pupils are making social, emotional and academic progress following the lockdown period |
| B9 | Gaps in curriculum knowledge – As identified by Curriculum Team Leaders (CTL) |

| Teaching and whole school strategies | | | | | |
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| Action | Barrier/KP | Intended outcome | Implementation | Staff lead | Review |
| High quality teaching for all (face to face and remotely) | B4, B7, B9 KP1, KP3, KP4 | Teachers develop a broad array of teaching strategies that combined with subject knowledge and knowledge of their pupils, positively impact upon learning. | <ul style="list-style-type: none"> Development of whole school literacy strategy with continued focus on 'Think It, Say it' strands and launch of 'Read It' strand in 2021-2022. Staff Development Teaching and Learning Groups (e.g., questioning, connecting learning, literacy) meeting every 4-5 weeks having a specific pedagogical focus Whole school CPD (e.g., assessment, SEND) | NAs | <p>Via Quality of Education Development group.</p> <p>QA of implementation of literacy strategy and staff development groups.</p> |
| Supporting Early Career Teachers | B4, B7 KP3, KP4 | All Early Career Teachers (ECT), Recently Qualified Teachers (RQT) and one 'Legacy' Newly Qualified Teacher (NQT) are supported so they successfully complete their relevant year. | <ul style="list-style-type: none"> ECT part of Selby and Wakefield Teaching School Hub and UCL programme supplemented by bespoke continuous professional development (CPD) at Horbury. RQT programme for 2021-22 including professional mentor, CPD, 5% time for dedicated 'RQT days each term. | SCa | Half termly review of progress for all Early Career Teachers End of academic year review for all Early Career Teachers. |

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| | | | <ul style="list-style-type: none"> Bespoke 'Legacy' NQT programme with specific one-to-one mentoring from subject mentor. Regular learning walks from SLT and subsequent intervention. | | |
| Transition support | B1, B2, B6 KP2, KP6 | <p>All pupils are supported in their transition from year 6 into year 7.</p> <p>Ability of our year 7 intake is understood so that focused intervention can take place to fill gaps in literacy and numeracy</p> | <ul style="list-style-type: none"> Close and regular liaison with primary feeder schools Virtual transition programme to run alongside physical transition Year 7 Supporting Success evening Transition Literacy and Numeracy programme Year 7 Pupil AIM completed with barriers to learning identified along with subsequent actions Year 7 literacy and numeracy catch up programme | Sca | <p>At each data point entry.</p> <p>On point of year 7 admissions spreadsheet in May 2022 and subsequently through Transition Development Group.</p> <p>End of year pupil survey.</p> |
| | | | | Cost | £0 |

Targeted approaches

| Action | Barrier/KP | Intended outcome | Implementation | Staff lead | Review |
|---|------------------------|---|---|------------|---|
| Key Stage 3 literacy and numeracy catch up programme | B1, B2, B6 KP1, KP2 | <p>Ability of our year 7 intake is understood so that focused intervention can take place to fill gaps in literacy and numeracy.</p> <p>To close the gaps in literacy and numeracy of identified pupils in years 8 and 9.</p> | <ul style="list-style-type: none"> Baseline testing of all year 7 pupils in literacy and numeracy and subsequent identification of pupils to intervene with. Re-grouping of year 7 pupils in English and Maths lessons. Use of academic tutors with key identified KS3 pupils. Implementation of literacy and numeracy interventions (e.g., Immersive learning drop down days, Literacy Planet, National Literacy Trust, TTRockstars, Numeracy Ninjas). | DSi, KBD | <p>At each data point entry.</p> <p>At Directors meetings as agenda item.</p> |

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| Academic Tutoring | B1, B2, B9 KP1, KP2 | To close gaps in knowledge in literacy and numeracy through developing interventions to proactively meet the needs of our learners. | <ul style="list-style-type: none"> • Identification of pupils through Subject AIMS at KS4 and testing at KS3. • Appointment of academic tutors and matching to identified pupils and classes. • Regular quality assurance of academic tutoring in sessions. • Review of progress through Subject AIMS and subsequent amendment of pupils involved in programme. | BGi | <p>At each data point entry and through Subject AIMS.</p> <p>At Directors meetings as agenda item.</p> |
| Extended school time Intervention programme | B1, B2, B9 KP1, KP2 | To close gaps in knowledge in identified subjects in year 11 through the year 11 recovery plan to proactively meet the needs of our learners to ensure a positive P8 score. | <ul style="list-style-type: none"> • Recovery Curriculum in place for all year 11 pupils with an extended day on Tuesday, Wednesday and Thursday each week. Each pupil will have a strategic oversight from Vice Principal (VP) of which to attend to close relevant gaps. • Review of groupings following Pre-Public Exams (PPE) and data points. | BGi | <p>After PPEs.</p> <p>At each data point entry.</p> |
| Period 1 Intervention programme | B1, B2, B9 KP1, KP2 | To close gaps in knowledge in Core subjects in year 11 through developing interventions to proactively meet the needs of our learners to ensure a positive P8 score. | <ul style="list-style-type: none"> • Period 1 to be used for extra time in English, Maths and Science following analysis of gaps in learning by CTLs. • Lead teachers and CTLs empowered to make small group/one-to-one withdrawal. • Targeted, focused intervention focusing on gaps/QLA targeted. • Review of groupings following PPEs and data points. | BGi | <p>After PPEs.</p> <p>At each data point entry.</p> |
| Year 11 mentoring programme | B5, B8, B9 KP2, KP5, KP6 | Ensure high quality support provided for those PP pupils identified as having a 'barrier' to performance via mentoring. | <ul style="list-style-type: none"> • Pupils identified by pastoral and academic leaders. • QA of mentors to ensure good placement between mentee and mentor. • Early and focused intervention - Mentors to produce an action plan for PPE2 bespoke to each pupil. | ALy | At each DP, review and measure impact. Make changes where necessary or where the relationship has broken down. |

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| | | | <ul style="list-style-type: none"> • Elimination of paperwork to ensure that the interactions are purposeful. | | |
| Drop-Down Days | B1, B2, B9 KP1, KP2 | To close gaps in knowledge in Open subjects in year 11 through developing interventions to proactively meet the needs of our learners to ensure a positive P8 score. | <ul style="list-style-type: none"> • Once per ½ term for targeted pupils in Open basket subjects. • Pupils provided with opportunity to work with experts in Open subjects all day to ensure longer pieces of work are completed to high standard. | BGi | Each half term. |
| Subject AIMS | B1, B2, B9 KP1, KP2 | To enable the tailoring of intervention to specific subject areas and barriers to ensure a positive P8 score. | <ul style="list-style-type: none"> • Regular Core and Subject AIM meetings to challenge/support CLTs and provide guidance for intervention. • Clear guidance provided for CTLs and SLT line managers before meeting. • Principal and VP to run meetings to ensure consistency. | BGi | After PPEs. At each data point entry. |
| Year 11 PPE exams | B1, B2, B5, B9 KP1, KP2, KP5 | Provide accurate data to allow identification of gaps in knowledge to ensure that intervention outlined above is timely and targeted. | <ul style="list-style-type: none"> • 2 sets of PPEs for year 11. • Clear communication with pupils and parents/carers re: expectations and arrangements. • Parental engagement events to link to each PPE (see 'Wider Strategies' section below). • Subject AIMS to follow PPE to ensure intervention is timely and targeted. | BGi | After each set of PPEs. |
| | | | | Cost | £66,024 |

| Wider strategies | | | | | |
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| Action | Barrier/KP | Intended outcome | Implementation | Staff lead | Review |
| Parent/carer support programme | B5 KP2 | Increase parental engagement in the GCSE process and understanding of how to help their child succeed at both key stages. | <ul style="list-style-type: none"> • 'How to help your child succeed' evening for y11 in October 2021 to provide range of guidance and information about exams and expectations of y11. • 'Preparing to succeed' evening for y11 in April 2022 to provide a marketplace style event for revision strategies and support for both parents/carers and pupils. • Yr10 'Preparing for success in year 11' event to run in July 2022. • 'Supporting success' event to run for each year group. | BGi/SCa | After each parental event. |
| Access to technology and remote learning for all | B7 KP2, KP3 | To ensure that pupils are accessing and engaging within remote learning. | <ul style="list-style-type: none"> • Audit the need for additional laptops and access to ICT. • Ensure that provision of laptops identifies the most vulnerable pupils. • Development of Pupil SharePoint and Teams to aid engagement of pupils. | NAs | Engagement of pupils using the ICT provision Monitor pupils' feedback and act accordingly. |
| Out of school support programme | B1, B2, B9 KP1, KP2 | To close gaps in knowledge in subjects in year 11 through out of school interventions to proactively meet the needs of our learners to ensure a positive P8 score. | <ul style="list-style-type: none"> • Identification of targeted pupils following Subject AIM and PPEs for involvement in Easter College out of school support programme. • Identification of targeted pupils following Subject AIM and PPEs for involvement in Spring Bank out of school support programme. • Clear communication to pupils and parents/carers to ensure high take up of both programmes. | BGi | After data points. |
| | | | | Cost | £0 |
| | | | | Overall cost | £66,024 |