

# Recovery Strategy Overview

## KEVI Balaam Wood Academy

### Summary information

<b>School</b>	KEVI Balaam Wood Academy				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£28,880 TBC	<b>Number of pupils</b>	284

### Guidance

Pupils and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

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.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

We believe that those from the most vulnerable and disadvantaged backgrounds in our school will be hardest hit. Since 74% of our intake are eligible for Pupil Premium whilst the national average is just 27%.

### Use of Funds

Schools should use this funding for 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.

### EEF Recommendations

The EEF advises the following:

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

### Key Questions and Considerations

What/who/were are the gaps?

What do we currently have in place?

What do faculties want?

Which year groups are we going to prioritise?

How are we going to balance using our own staff against using external providers?

Do we want an academic mentor?

Are we going to utilise any of the funds to support behaviour and attendance issues?

How are we going to monitor the impact of any intervention?

Who is going to oversee this work?



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### Actions already implemented

Provider	Catch up funding amount	Year Group	Number of pupils	Subject	Day/time	Notes
My Tutor	NA	10	15 (1:1)	Triple Science	Wednesday PM	15 sessions
My Tutor	£820	11	15 (3:1)	Science	Tuesday PM	15 sessions WC 30.11.20
My Tutor	£820	11	15 (3:1)	English	Thursday PM	15 sessions WC 30.11.20
<b>My Tutor</b>	£820	11	15 (3:1)	Maths	Monday	Agreed to further 15 places
<b>Devices</b>	£4800					

Summary	Our recovery plan is not about gimmick. It will not be rushed and follows very deliberate considered steps. Initially recovery will begin in the classroom and once gaps are identified specific and targeted support will be put into place in a timely manner.
<b>Next Steps</b>	<b>Details</b>
Reorientation of pupils in the classroom	Routines re-established. Quality teaching with a well planned and sequenced curriculum drawing on positives and lessons learned following remote learning Habits of learning embedded
Assessment Calendar	<b>Diagnose</b> learning gaps and identify the 'what' (what are the gaps in knowledge?) 'why' (why is it important that this knowledge is gained?) and 'How' (how are these gaps going to be addressed?) 1:1 with faculty leaders and DHT/LPR
External Collaboration	Work with an external consultant from Arthur Terry Trust around a strategic response to diagnostic information. Establish links and identify accurate and appropriate sources of support to help pupils in their recovery plan
Additional devices	As pupils return and family circumstances change additional support with access to digital devices.
Creation of additional learning time	Through the implementation of the revised home learning strategy. Pupils and parents to view home learning as an extension to learning hours. Home learning relaunched with the emphasis on key learning habits: 1. Organisation 2. Improving 3. Independence 4. Curiosity 5. Participation 6. Problem-Solving 7. Resilient