

The Recovery Premium

Strategic Plan 2021 – 2022

In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery.

The recovery premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the [pupil premium](#), this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

The recovery premium will be allocated using the same data as the pupil premium. This means the following pupils will attract recovery premium funding to schools:

- pupils who are eligible for free school meals (FSM)
- pupils who have been eligible for free school meals at any point in the last 6 years
- children looked after by local authorities and referred to as looked-after children (LAC)
- post looked-after children (post-LAC)

Mainstream schools will get £145 for each eligible pupil. The recovery premium will be paid in 4 payments to schools during the 2021 to 2022 academic year.

At Lutterworth High School we have spent this premium on evidence-based approaches to support pupils. In line with the [Education Endowment Foundation's pupil premium guide](#), activities include those that:

- **support the quality of teaching, such as staff professional development**
- **provide targeted academic support, such as tutoring**
- **deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support**

Like the pupil premium, schools can:

- spend the recovery premium on a wider cohort of pupils than those who attract the funding
- direct recovery premium spending where they think the need is greatest

This report sets out the priorities for spending at Lutterworth High School and the impact they have had on students.

Recovery Plan – Strategy

The recovery plan is routed in the school's visions and values and we continue to work towards the goals outlined in our recovery plan 2020 – 2021 (See link below).



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The EEF guidance suggest three categories of support, which we have utilised at Lutterworth High School to ensure that the funding we receive provides good value for money and supports those most disadvantaged by the Covid-19 disruption.

1. Teaching and whole-school strategies

- Access to quality first teaching for all students
- Student assessment and feedback (academic and wellbeing)
- Professional development (with a specific focus on early career teachers)

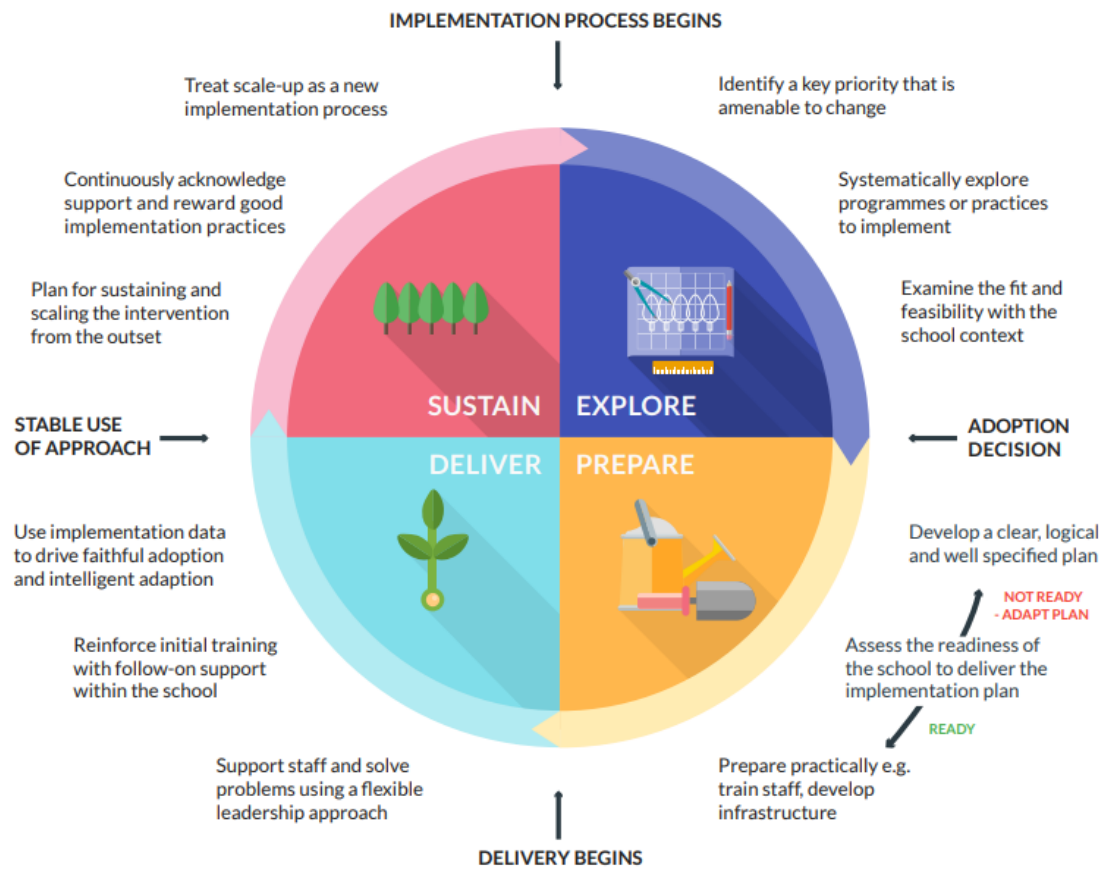
2. Targeted support

- High quality one to one and small-group tuition
- Structured interventions (with a specific focus on literacy and numeracy)
- Planning for pupils with SEND and SEMH
- Professional development for Teaching Assistants or volunteers that may be delivering tuition

3. Wider strategies

- Supporting students social, emotional and behavioural needs
- Pastoral support for students and their families
- Communication with and supporting parents and carers
- Supporting remote learning (devices and facilities in school)

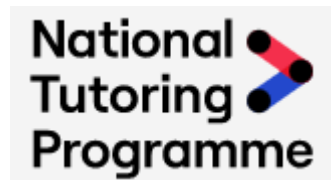
We use the [implementation guidance from EEF](#) to support the successful delivery of these strategies.



Targeted Academic Support

Tuition Partners

Partnered with The Brilliant Club and Equal Education. We have commissioned online tutoring for 86 students (15 hours, 1:3) in KS3 and KS4 in both maths and English through the Brilliant Club. We have also arranged bespoke 1 to 1 tutoring for six students with additional needs. These have been a hybrid of face-to-face and online working with Equal Education.



School-led Tuition

We have employed a KS2 teacher to deliver English tutoring for individuals in KS3.

Academic Coach

An academic coach has been employed to work with individual and small groups of students.