

## Additional funding 2022-2023

For the 2022-2023 there are several additional funding streams provided to schools to mitigate the effects of the unique disruption caused by coronavirus, to help pupils catch up on lost learning and tackle the attainment gap. These funds need to be ring-fenced by finance leaders and only used for approved activities.

As with all government funding, school leaders and governors must be able to account for how the money is being used. Therefore, the impact and spending strategy for this additional funding will be reviewed regularly throughout the 2022-2023 academic year.



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| Funding source  | Funding Purpose   | Guidance Links   | Reporting Requirements  | Amount   |
|---|---|--|---|--|
| Recovery Premium Funding  | Funding for the purpose of supporting pupils' educational recovery on activities that: <ul style="list-style-type: none"> <li>Support the quality of teaching</li> <li>Provide targeted academic support</li> <li>Tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support</li> </ul> | <a href="#">Recovery Premium 2022 to 2023</a><br><br><a href="#">Pupil Premium Usage</a> – Recovery Premium to be used in line with menu of approaches on page 7 | <ul style="list-style-type: none"> <li>Strategy statement to be issued by 31 Dec 2022.</li> <li>Confirmation on the NTP year-end statement that this funding has been spent in line with the conditions.</li> </ul>                 | £8700  |
| National Tutoring Programme<br>(60% funded by DfE, 40% of total costs subsidised by school)<br><br>(Previously School Led Tutoring Funding) | Funding to spend on targeted academic support, delivered by trained and experienced tutors and mentors via three routes: <ul style="list-style-type: none"> <li>Academic mentors</li> <li>Tuition partners</li> <li>School led tutoring</li> </ul> 40% subsidy to be funded by school funds (not 22-23 Recovery Premium Funding).             | <a href="#">National Tutoring Programme 2022 to 2023</a>   | <ul style="list-style-type: none"> <li>Regular data returns via the termly school census (<i>please refer to census guidance</i>)</li> <li>2022-23 year end statement confirming total spend, number of pupils and hours</li> </ul> | £8910<br>(£5940 to be contributed through school funded-element) |
| Carried forward Recovery Premium from prior years   | <i>As per Recovery Premium Funding above</i>  | <a href="#">Recovery Premium 2021 to 2022</a>  | <i>As per Recovery Premium Funding above</i>  | £14,713  |
| 16-19 Tuition Funding   | Funding should be used to support tuition activity above and beyond what is already set out in the planned educational activity of the programme and should only be used for eligible students set out in linked guidance.  | <a href="#">16 to 19 Tuition Fund 2022 to 2023</a>   | <ul style="list-style-type: none"> <li>Submission of financial mid-year and end-of-year reports.</li> </ul>   | N/A  |
| CET Funding   | Funding to be only used for raising achievement in Y6 and Y11   | N/A  | <ul style="list-style-type: none"> <li>Updates via Strategy statement document</li> </ul>   | £5000  |
| <b>TOTAL Funding</b>  |   |  |   | <b>£37,323</b>   |

## Additional funding strategy outline

|   |                               |
|---|-------------------------------|
| <b>ACADEMY NAME</b>                       | Queen Eleanor Primary Academy |
| <b>PRINCIPAL/HEADTEACHER</b>              | Isaac Howarth                 |
| <b>CHAIR OF ACADEMY IMPROVEMENT BOARD</b> | Gwayne Webb                   |
| <b>AMOUNT OF ADDITIONAL FUNDING</b>       | £37,323                       |

| <b>Funding Source</b>                    | <b>Strategy Area</b>                 | <b>Specific strategy</b>                                      | <b>Success criteria</b>  | <b>Evaluation</b>  | <b>COST</b> | <b>Impact</b> |
|--|--------------------------------------|---|--|--------------------|-------------|---------------|
| Carried forward Recovery Funding Premium | Wider strategies                     | Additional pastoral support provided by Family Support Worker | Improved attendance for pupils on vulnerable list<br><br>Reduced behaviour incidents for identified pupils means more time spent on task | Partially complete | £14,713     |               |
| Recovery Funding Premium                 | Wider strategies                     | Rewards for raising attendance                                | School attendance is in line with national average or better<br><br>Persistent absenteeism is in line with national average or better    | Partially complete | £1000       |               |
| Recovery Funding Premium                 | Targeted approach                    | Additional release time for an additional phonics group       | Pupils initially in this group reach ARE by end of year  | Fully complete     | £4000       |               |
| Recovery Funding Premium                 | Teaching and whole-school strategies | Release time for phonics leader and additional training       | Regular monitoring shows that pupils are accurately grouped, and groups are regularly updated  | Partially complete | £2000       |               |

|                             |                                      |   |   |                    |       |  |
|-----------------------------|--------------------------------------|---|---|--------------------|-------|--|
|                             |                                      |   | Regular monitoring shows that teaching of phonics within each group is responsive to needs of that group  |                    |       |  |
| Recovery Funding Premium    | Teaching and whole-school strategies | Staff training on how to develop sentence structure within writing.<br><br>Additional support put in place for those still not showing improvement. | Regular monitoring shows that pupils below ARE in Writing show improving sentence structure<br><br>Regular monitoring shows that improved sentence structure leads to more coherent writing | Partially complete | £2000 |  |
| National Tutoring Programme | Targeted approach                    | School-led tutoring for identified pupils in Reading, Writing and Maths   | For identified pupils as a cohort, there will be a significant decrease in proportion who are in lowest 20% of attainment based on PiXL assessments   | Partially complete | £8500 |  |
| +500CET funding             | Targeted approach                    | CGP revision books  | Half-termly assessment shows increasing improvement in Reading, GPS and Maths<br><br>Pupil progress against target scaled score of n+4  | Fully complete     | £500  |  |
| CET funding                 | Targeted approach                    | Additional adult support in Year 6 for pupils with KS1 prior attainment in lowest PAGs  | Half-termly assessment shows increasing improvement in  | Partially complete | £4500 |  |

|                           |  |  |  |  |                |  |
|---------------------------|--|--|--|--|----------------|--|
|                           |  |  | Reading, GPS and Maths and Writing.<br><br>Pupil progress against target scaled score of n+4 |  |                |  |
| <b>TOTAL AMOUNT SPENT</b> |  |  |  |  | <b>£37,213</b> |  |

Additional comments/evaluations (if required):

Full cost of Family Support Worker is £18,000. The difference of £3287 provided through pupil premium funding because the Family Support Worker's role includes work with disadvantaged pupils.

Full cost of additional adult in Year 6 is £14,000. The difference of £9500 provided through salary budget.

Small contingency reserve of £110 will be deployed based on need to achieve specific strategies based on need identified through interim evaluation.