



COVID-19 Recovery Premium Funding

The Castle School 2021/22

*****1st Stage of Planning*****

COVID-19 Recovery Premium Funding: summary

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.

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:

SUMMARY INFORMATION			
Total number of pupils eligible for Pupil Premium up to the age of 15:	51	Amount of recovery premium allocated per pupil:	£290
Total catch-up premium budget:	£14,790		

STRATEGY STATEMENT

Our vision is to create a happy, secure and stimulating learning environment which will encourage and challenge our learners to develop their skills and knowledge as far as they can and provide the best education possible.

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

The Castle School's Development Plan identifies the following themes as priority for recovery in this academic year:

Curriculum development – to ensure that our curriculum meets the needs of all learners at all points throughout their learning journey. To ensure that communication needs are fully supported in order to maintain progress. To ensure that staff training needs identified are met, being that some will have been delayed due to COVID-19 restrictions.

Mental Health and Wellbeing – To ensure that all our learners have resilience to be able to accept challenge in their learning and be successful at whatever they choose.

Preparation for Adulthood – To ensure that all our students are well prepared for the journey beyond The Castle School

Within Mental Health and Wellbeing and linked to curriculum development: To further enhance the support of Mental Health, wellbeing and resilience. Grow further the whole school approach that is underpinned by this through development understanding of Therapeutic Approach in school.

The overall aim of the COVID-19 Recovery Premium plan is to:

- Support the quality of teaching, through staff professional development
- Ensure feedback to learning and next step is fully impactful through effective communication
- To identify areas of focus for individual pupils based upon assessed progress with EHCP targets.
- To reduce attainment gaps caused by social and emotional barriers to learning

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Some pupils communication and interaction barriers due to significant disruptions to routines at school.
B	Staff development hindered due to COVID-19 restriction. Development of skills and knowledge of evidence based approaches and interventions gap
C	loss of sense of self and identity within and without the school community
D	increased anxieties around friendships, life/death, socialising, and school.
E	Loss of learning behaviours that lead to reduction in concentration and engagement

ADDITIONAL BARRIERS

External barriers:

F	Increased parental stresses, leading to increased anxieties.
G	Low attendance, and difficulty re-establishing attendance routines.
H	Reduced engagement with outside services and support due to COVID-19 restrictions.

1. Outcomes expected, with success criteria.		
a)	Pupils make good progress, as defined by tutors or subject coordinators, in their EHCP outcomes. Tutors monitor the progress; pupil and parent response to progress; leadership team to monitor and target support as needed; gather parent/pupil views on EHCP progress and reviews.	EHCP outcomes achieved 80% on average for each pupil.
b)	To participate and cooperate in lessons throughout the day, making good learning progress.	Monitor in Pupil Progress meetings, individual and group dynamic barriers to learning
c)	Communication and Interaction progress, throughout the school, is good as predicted by class teachers and Key Stage Leaders. Evidenced through pupil progress meetings, then fed back and reviewed in Extended Leadership meetings.	Over 80% of pupils in communication and interaction

Planned expenditure for current academic year

Primary 1					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p><u>PECs – Level 1 Training</u> – 2 full days - £330 per person</p> <p>2 teachers - £660</p> <p>Staff Cover costs £640</p> <p><u>DiR Floortime Training</u></p> <p>101- An introduction to DiR Floortime</p> <p>£1000 training costs</p> <p>Staff cover costs £640</p> <p><u>Intensive Interaction training</u> https://usinabus.org.uk/training/training/</p> <p>8 staff (from across 4 classes)</p> <p>£50 per person = £400</p> <p>Staff cover costs £640</p>	<p>For Primary 1 the main focus is;</p> <ul style="list-style-type: none"> -to support and develop the communication of our pupils -to provide effective play based learning for our pupils. To be able to achieve these aims we need to provide staff training that focuses on these areas. Therefore, the following CPD would support the teaching and learning across Primary 1. Across the school develop skills and implement approaches led by DiR Floortime techniques to support play based learning and intensive interactions. Development of communication and social interaction skills for a range of learners. 	<p>DfE Recover Premium Guide</p> <p>EEF – Intervention guidance</p> <p>Speech and Language Developmental stages training through SaLT</p> <p>Teacher led research</p>	<p>Reviewed through Team Leader/SLT meetings</p> <p>Fed back to wider SLT group</p> <p>Student impact through Pupil Progress Meetings</p> <p>Staff development impact through teacher appraisal</p>	<p>Liz Wiltshire Kate Mason</p>	<p>September 2022</p>
<p>Total projected cost £3980</p>					

Primary 2

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p><u>PECs – Level 1 Training</u> – 2 full days - £330 per person</p> <p>2 teachers - £660</p> <p>Staff Cover costs £640</p> <p>Procurement of Switch Adapted toys/equipment £500</p>	<ul style="list-style-type: none"> -to support and develop the communication of our pupils The movement of children who have PMLD to classes across the school has resulted in them not having access to a range of switch controlled toys. These toys would allow the children to: continue working on their targets around cause and effect, increase their understanding about the range of things they can have control over in their environment and enable them to take part in games with other children in their class. 	<p>DfE's catch-up premium guidance</p> <p>EEF's COVID-19 support guide for schools</p> <p>2019/2020 School progress data</p> <p>2020 Autumn Term compared to 2021 Summer Term Literacy baseline data</p>	<p>Reviewed through Team Leader/SLT meetings</p> <p>Fed back to wider SLT group</p> <p>Student impact through Pupil Progress Meetings</p> <p>Staff development impact through teacher appraisal</p>	<p>Rachel Wragg</p> <p>Will Harvey</p> <p>Kate Mason</p>	<p>Autumn 22</p>
<p>Total Projected Spend £1800</p>					

Secondary 1					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Targeted Intervention: Outward bound, confidence and self esteem development in a range of settings.</p> <p>Yulbury (Oxford) – 1 day, 2 activities, 4 groups of 12. £20 a pupil x 46 = £920(Abseiling, fire lighting, climbing, crate stacking)</p> <p>Runways End (Farnborough) – 1 day, 2 activities, 4 groups of 12. £25 a pupil x 46 = £1150(Archery, Kayaking, Abseiling, High Ropes)</p> <p>PGL (Swindon) – 1 day, 2 activities, 4 groups of 12.£28.50 a pupil x 46 = £1311</p>	<p>Our pupil's biggest need is developing their communication, social and emotional well-being. Therefore, for Secondary 1/KS3 I will be planning to use our funds to take the pupils on 1 or 2 (funding depending) outdoor adventurous days. During this time the pupils will be able to build on their communication skills, including instructions, supportive and emotions. They will have opportunity for team work and collaboration allowing development of social skills. Also building on trust, resilience, self-esteem and developing those problem-solving skills.</p>	<p>EEF's COVID-19 support guide for schools</p> <p>Direct intervention to promote confidence, resilience and self esteem as a learner</p>	<p>Review with SLT</p> <p>Impact upon students planned and reviewed through SAP Pupil Progress Meetings</p>	<p>Emma Bryant</p>	<p>Summer 22</p>
<p>Total Projected Spend £3381</p>					

Secondary 2					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Online Safety Training for staff National Online Safety Program £995</p> <p>Mental Health Awareness training for key stage 4 students. Through a workshop style program £800</p> <p>Drumming and Disabilities Training Training staff to facilitate strategies using music and rhythm with people with ASD £1000</p>	<p>Further enhance staff supporting young people who are developing more socially in virtual worlds of online gaming and social media. This has increased since lockdowns.</p> <p>Develop awareness of mental wellness and mental health. Increase communication around these issues and raise resilience.</p> <p>University of Chichester research program into strategies using music and rhythm with people with ASD</p>	<p>EEF's COVID-19 support guide for schools</p> <p>EEF's COVID-19 support guide for schools</p> <p>Direct intervention to promote confidence, resilience and self esteem as a learner</p>		<p>Jo Davis Hayley O'Donnell</p>	
Total Projected Spend £2795					
				Total planned spend	£11956

