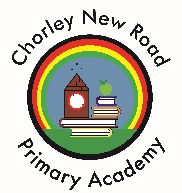
** Recovery Premium Funding Sept 2021**

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| **Rationale:** The government is providing funding to cover a one-off universal catch-up premium for the 2021 to 2022 academic year.  It aims to support pupils to catch up for lost learning so schools can meet the [curriculum expectations](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support) for the next academic year. The DFE are funding £145 per pupil will be allocated each term and for Chorley New Road will total £13,630  The grant may be spent in the following ways:   * For the purposes of the academy, that is, for the educational benefit of pupils registered at that school * For the benefit of pupils registered at other maintained schools or academies * On the community services whose provision furthers the benefit of pupils at the school   Schools must demonstrate how their decisions on recovery premium spend are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation’s toolkit. In line with the EEF’s Pupil Premium guide activities should include those that:   * Support the quality of teaching, such as staff professional development * Provide targeted academic support, such as tutoring * Tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support   ***Whatever the projected impact of Covid-19 on pupils’ learning and the continuing disruption to the daily work of schools, what matters now is how we respond in the upcoming academic year. An evidence-informed response can help in restoring vital learning routines and ensure both pupils and teachers will have the best chance of success in a school year unlike any other. (THE EEF GUIDE TO SUPPORTING SCHOOL PLANNING: A TIERED APPROACH TO 2020-21)*** | | | |
| **Barriers to learning**   1. Emotional and Social factors – Some children experience complex home and school issues which have the potential to act as   significant barriers to learning   1. Children across school have missed 6 months of learning in the classroom leading to gaps in knowledge and skills 2. Ensure disadvantaged pupils are supported to make progression and close any gaps 3. Children may possibly have to isolate and miss further face to face teaching in school   E ) Below and well-below average communication (Speech & Language) skills on entry to school.  F) Age-related attainment is well below average on-entry to school  - this has been made harder with many children not accessing nursery  provision due to Covid19 | | | |
| **Desired outcomes** | **Actions** | **Staff/ Provision / Cost** | **Review** |
| 1. Children are supported with their social and emotional needs.   *Rationale: A common misconception can be that pupils’ wellbeing and social emotional learning is separate from their academic, curriculum-based learning. There are many ways social and emotional learning (SEL) can be meaningfully combined with the academic curriculum. And this is necessary to support needs. (EEF*  *THE EEF GUIDE TO SUPPORTING SCHOOL PLANNING: A TIERED APPROACH TO 2020-21)* | -Explicitly define and target specific skills- PHSCE Focus sessions based around whole school themes: Self-efficacy, hope, courage, humility; being humble, empathy, mental well-being and kindness.  - More time throughout the day given to discuss worries, fears etc. SEL is embedded throughout school routines including regular emotion check-ins by AE.  -ML to create a mindfulness and self-massage resources which can be used to support well-being in class.  -Senior Mental Health Lead trained with Anna Freud  -EYFS staff devote further time to supporting social development.  -Well Being Ambassadors training pack bought  - Commando Joes in place to support upper key stage 2 – character education  -Class Dojo to be used to promote good behaviours and aid home/school communication  -Ladywood intervention package:  -controlling anger, identifying and regulating strategies in the classroom, developing early attention skills, developing emotional understanding and regulation, S&L, working memory, anxiety and understanding emotions.  -Ladywood intensive support package:  8-10 weeks intensive support to aid completion of EHCP for indentified child | Resources to supplement social and emotional curriculum including books, mirrors and candles. £300  Staff time to supplement the current PHSCE curriculum with social and emotional sessions  £2000 per term  £750  £1000  £2935 |  |
| 1. Children make academic progress   *Rationale: Planning effective assessment is integral to supporting great teaching. Schools will have to deploy their own assessment approaches to sensitively diagnose the actual impact that Covid-19 school closures may have had on their pupils.(EEF*  *THE EEF GUIDE TO SUPPORTING SCHOOL PLANNING: A TIERED APPROACH TO 2020-21)* | -All teachers to assess gaps in understanding in Sept/ Oct.  -High quality first teaching delivered throughout school.  -TAs and teachers deliver precision teaching sessions to identified groups  -TA to be used to support intervention – 5 afternoons per week focussed on Year 6 (first term and then to be monitored) .  -Teacher’s and TAs across school to support interventions and provide immediate catch up support as needed. This will be identified after assessments and discussed at regular pupil progress meetings.  -Reading Eggs scheme introduced throughout the school to support reading both in school and at home | £8,000  £2,242 |  |
| 1. Ensure disadvantaged pupils are supported to make progression and close any gaps.   *Rationale: Teacher’s must help disadvantaged children to catch up to their peers. Even with the best quality provision accessible to all students, many pupils from disadvantaged backgrounds will be facing challenges at home which will make it difficult for them to work. Putting in place ‘catch up’ provision will be especially important for these children, while also helping to mitigate the impacts of time away on the attainment gap for all disadvantaged pupils (Sutton trust Carl Cullinan et al April 2020)* | -Teacher to support interventions – 5 afternoons per week focussed on Year 6 (first term and then to be monitored) Many of these will be disadvantaged  -Deputy head teacher to teach children in yr 5 and support interventions during the pm- supporting a number of disadvantaged pupils.  -SEN tool kit to be used to support learning and a range of resources e.g. task organisers, Now and next frames etc to be used to support needs of children in class.  -Ladywood intervention package bought – 6 blocks of 6 weeks – 2 focussed on ensuring working memory skills are developed which seems to be an area of concern for many disadvantaged pupils | As above  £200  As above |  |
| 1. To ensure all children make progress by accessing a blended curriculum if required due to isolation   *Rationale: Supporting effective remote learning will mitigate the extent to which the gap widens.*  *Rob Coe et al 2020 EEF* | -All stakeholders communicating a clear and consistent message surrounding home learning  - Monitor progress of pupils and groups of pupils.  -Frequent phone calls to check on the progress of home learning and the wellbeing of both children and families.  -Contact via class dojo to support learning.  **-**Bedtime stories read by staff from school for EYFS and KS1– videoed which can be added to the learning platform. |  |  |
| E ) Improve communication and language development to ensure as many pupils catch up to the expected standard.  *Play-based therapy can have substantial beneﬁts for children who are identiﬁed as having social, emotional, or educational diﬃculties. EEF Early years toolkit* | -Speech and language programme- Speech Bubble – used to quickly identify needs and support early language and communication skills.  -Ensure a play based curriculum is utilised in nursery | £1600 |  |