



RECOVERY PREMIUM funding plan

Funding

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. Building on the pupil premium, this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

School allocations will be calculated on a per pupil basis.

£290 for each eligible pupil in a special unit

Additional weighting is provided to specialist provision recognising the significantly higher per pupil costs they face.

Using The Funding

Schools should spend this premium on evidence-based approaches to support pupils. In line with the Education Endowment Foundation'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
- 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

Accountability

Schools must show how they are using their recovery premium effectively:

- by reporting on their use of recovery premium as part of their pupil premium strategy statement
- through inspections by Ofsted - as part of these inspections, inspectors may discuss plans schools have to spend their recovery premium funding.

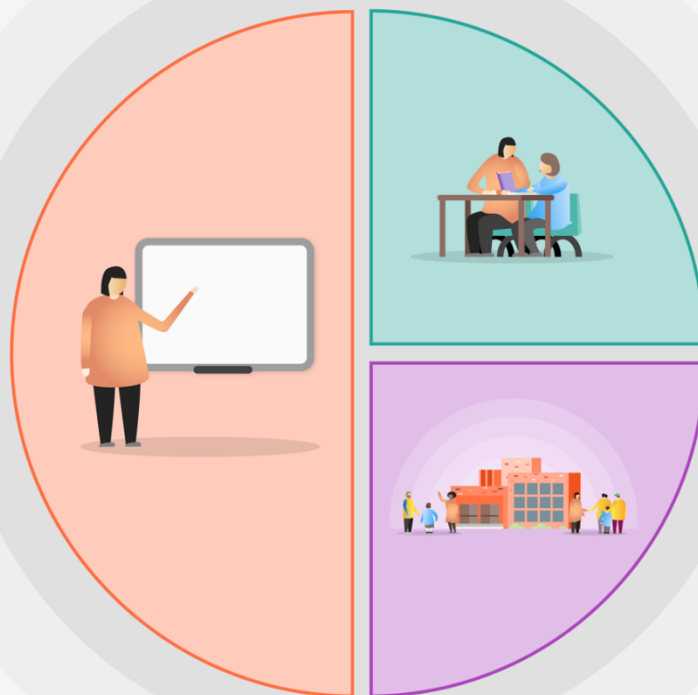
EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2022-23) – TIERED MODEL

Royal Cross Primary School

EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2022-23) – TIERED MODEL

1 Teaching

- Sustain professional development for teachers new to BSL through external professional BSL signing courses.
- Develop BSL assessment training for Deaf Tutor on site through external specialist organisations.
- Fund annual subscriptions to professional organisations to enable networking and continuous professional development.
- Opportunities for 1:1 in-class interventions
- Curriculum 'essentials' for language and communication across spoken and signed modes.
- An increased focus on a broad and engaging curriculum that focuses on the acquisition of signed vocabulary.



2 Targeted academic support

- Targeted support for Year 6 pupils through intervention for core curriculum areas.
- Enhanced curriculum to support focus on spoken and signed interventions by BSL tutor and specialist SALT staff.
- Individual specialist assessments to identify gaps in key BSL signed vocabulary to focus on gaps and track pupil progress.
- Provide specialist communication CPD to ensure high-quality teaching for Deaf pupils.

3 Wider strategies

- Sustaining parental engagement through access to BSL signing workshops.
- Social and emotional support for deaf/signing pupils at risk of social isolation through specialist BSL communication interventions.
- Ensure a suite of remote support is in place for all families wanting to learn BSL signing skills.
- Provide ongoing technical support to access remote online learning for families.
- An increased focus on communication skills for all staff working with pupils.

Recovery Premium plan – AUTUMN TERM 2022

School name:	Royal Cross Primary School	Total number of pupils on roll:	10 eligible (October 2022 census)
Academic year:	2022- 2023	Recovery Budget	£6,000
Date of review:	June 2023		

Context of the school and rationale for the strategy (With specific reference to the impact of COVID 19)

Focus of Recovery Premium

- **Support the quality of communication and language teaching, such as staff professional development** – professional CPD for all staff in BSL (external provider)
- **Support the quality of communication and language assessment, such as staff professional development** – professional CPD for Deaf Tutor in specialist BSL assessment systems (external provider)
- **Provide targeted academic support, such as tutoring** – top-up funding for National Tutoring Programme (NTP).

Context of school

- Royal Cross School has a mixed intake from many socio-economic backgrounds – 43% of our pupils are currently eligible for pupil premium funding.
- In addition, there are a significant number of children who are not available for funding but are still classed as 'vulnerable' due to multi risk factors.
- Royal Cross is Lancashire's community specialist provision for deaf children aged 2 -11. As a county wide provision, pupils travel from a wide area, including the whole of Lancashire and the neighbouring authorities.
- All pupils who enter Royal Cross from Reception upwards are required to have an Education Health and Care Plan in place, confirming the need for a special school placement due to the severity & impact of hearing impairment.
- Deafness has a long-standing impact on pupil's ability to access the national curriculum and access all aspects of language and communication. As a result of this all children follow a curriculum that is adapted in pace and delivery to suit their individual language, learning & communication needs.
- All lessons are taught through signed supported English and for some pupils there is additional teaching through BSL (British Sign Language) as needed.
- Some of our pupils come from an EAL (English as an Additional Language) background which can further impact upon their ability to access language.
- The 'loss' of signed social (BSL) interaction with friends was one of the major impacts of Covid 19 reported to school by families.
- Upon re-opening in September 2021, we had a good response to children coming back to school. Attendance was stable across all year groups upon return until the start of the Spring Term 2022 when there was a Covid outbreak.
- As a staff we have discussed the need for the use of consistent approach across all year groups and have focused on delivering the core curriculum in the mornings with an increased focus on outdoor education and physical activity/sport in the afternoons.

- The focus on a 'recovery curriculum' prioritised pupil wellbeing through PSHE/RHE and opportunities for 1:1 work with school's Pastoral Support lead.
- Access to a quality outdoor education (forest schools) alongside high quality PE and external coaching for tennis, yoga, Taekwondo ensured that any 'loss' of physical activity during lock down was addressed within school and through fun activities.
- A focus on physical activity also ensures that there is an improved awareness on pupil's mental health and wellbeing.
- As the staff come across gaps in the pupils understanding or whole areas of the curriculum which have been missed due to lockdown or irregular attendance these will be backfilled to ensure missing concepts and knowledge are taught.

Targeted Support (Teaching and Learning)

Barrier	Intent	Cost to date	Lead	Impact
<p><u>Staff BSL signing skills</u> We have a lot of new staff in Royal Cross who will need to develop their CPD in using/understanding BSL signed communication. BSL signed support is a key aspect of the total communication learning environment at Royal Cross and key to children's access to the core curriculum.</p> <p>Staff's CPD continues to develop and extend to support the older Deaf children as their Sign vocabulary develops, and does not remain at a basic, elementary level.</p>	<p>Support the quality of communication and language teaching, such as staff professional development – professional CPD for all staff in BSL (external provider)</p> <p>To provide staff and children with access to good quality signed communication to enhance all learning opportunities.</p> <p>Ensure that all staff involved in delivering learning have the skills, knowledge and understanding needed to support all children's developing communication needs.</p> <p>All staff confident in delivering language and communication opportunities with Deaf adults, families and Royal Cross pupils.</p> <p>All staff develop the key vocabulary to support older children as they progress through school and onto KS3.</p>	<p>Staffing Deaf Tutor</p>	<p><i>Headteacher</i></p> <p><i>School Business Manager</i></p>	<ul style="list-style-type: none"> • Signed communication has a raised profile across school. • A more inclusive communication learning environment has been developed. All pupils engaged in social and educational interactions. • New staff supported to enhance their own signing skills to better communicate with all children. • Staff feel supported financially to improve their signing skills. • New Deaf members of staff and Governors are included in all school life and feel valued. • Older children have access to high quality communication. • Young children in EYFS have good role models to develop their own signing skills and are better able to communicate.
<p><u>Specialist BSL assessment Training (Accreditation)</u> A newly appointed Deaf Tutor who will need to complete the external training to become an accredited assessor for BSL.</p>	<p>To provide staff and children with access to good quality specialist assessment systems fit for the purpose of individual language and communication assessments.</p>	<p>From school's training budget</p>	<p><i>External Provider</i></p>	<ul style="list-style-type: none"> • New member of staff feels valued and can develop his own teaching and learning skills. • This expertise cascades into school and further supports both

<p>This is the main assessment system to assess Deaf pupil's level of BSL reception/comprehension – needed to deliver appropriate individual programmes for BSL language development.</p>	<p>To ensure that all pupils have an appropriate programme of learning for BSL language and communication. Ensure that the newly appointed Deaf Tutor with planning, assessment and preparation commitments has access to appropriate training and resources.</p>			<p>pupil and staff signing / communication skills.</p> <ul style="list-style-type: none"> • School can support accurate assessments of signed communication and able to support outreach demands.
<p>KS2 Pupil Premium pupils had a loss of learning due to the pandemic and have lost opportunities to progress across the core curriculum areas of Literacy and Maths. They have a short period of time before the transfer to KS3 placements.</p>	<p>Provide targeted academic support, such as tutoring Year 6 pupils are better prepared for the transition into KS3 and the move into more structured learning within Literacy and Maths. The Year 6 pupils benefit from targeted support to mitigate the loss of learning.</p>		<p><i>School-led tutoring</i></p>	<ul style="list-style-type: none"> • KS2 pupils have access to high-quality tutoring in small / 1:1 groups. • KS2 pupils better prepared for a successful transition through a 'catch-up' programme for core subject areas.
<p>Total spend for the year 2022/2023:</p>		<p>£6,000</p>		

Whole School Support (Teaching & Learning)

Barrier	Intent	Cost	Staff lead	Impact
Some children have not had access to quality vocabulary exposure during lock down. Year 6 pupils lost out on valuable transition preparation for SALT as Deaf pupils.	<p>Support a qualified Teacher of the Deaf visits from Ashton Community Science College to work with Year 6 pupils.</p> <p>To better prepare year 6 pupils for transition to secondary education placements by intensive work on core curriculum areas with Key member of staff from Ashton Community Science College.</p> <p>To better prepare year 6 pupils for transition to secondary education placements by intensive work on core curriculum areas.</p>	<p>School's provision mapping.</p> <p>Recovery Premium funding.</p>	<i>Deputy Head Teacher</i>	<ul style="list-style-type: none"> Year 6 pupils will benefit from working with a key member of staff from a secondary provision. Key Stage 3 Teacher will benefit from getting to know and understand the learning needs of Deaf pupils with placement at Ashton School. Targeted support will lead to accelerated development for those children.
Pupils do not have the signed vocabulary to manage social inclusion with a wider peer group that will include hearing peers.	<p>Intensive BSL tuition in class support for year 6 pupils in summer term.</p> <p>To better prepare year 6 pupils for transition to secondary education placements by intensive work on BSL signed social vocabulary.</p>	<p>School's provision mapping.</p> <p>Recovery Premium funding.</p>	<i>Deaf Tutor</i>	<ul style="list-style-type: none"> Year 6 pupils will benefit from an intensive support for BSL signed vocabulary development. They will access a wide range of social signed vocabulary and are better prepared to mix with their Deaf signing peers at the secondary provision. Targeted support will lead to accelerated development for those children
Some hearing families have limited knowledge/skills in signed communication – parent workshops hosted by school (hybrid)	To develop specialist time for families to develop their BSL skills to communicate & support their Deaf children's emotional needs.	<p>Schools provision mapping.</p> <p>Recovery Premium funding.</p>	<i>Deaf Tutor</i>	<ul style="list-style-type: none"> Families/carers will gain confidence in managing signed communications and better manage learning opportunities at home.

Wider support

Barrier	Intent	Cost	Staff lead	Impact
<p>Deaf pupils have missed the BSL language opportunities to develop socially and emotionally due to losing the Deaf peer group within school and the interruption of learning.</p> <p>Families all reported that this loss of social communication was the biggest effect of successive lockdowns and loss of face to face learning.</p> <p>Pupils from hearing families haven't all had the same access to a signed communication environment for learning and for social interaction.</p> <p>Deaf children's emotional vocabulary has been impacted by Deafness and the impact this has on language acquisition. They will need support to develop the signed/spoken vocabulary and understanding of emotions and feelings. This will support them in expressing their ideas, feelings, worries and needs.</p>	<p>To provide our Deaf pupils' with opportunities to develop the signed expressive vocabulary to express their anxieties and emotions – lost due to time away from school.</p> <p>To prepare our Year 6 pupils to develop the BSL signing skills to be socially included with older Deaf children in KS3 with an understanding of evolving BSL vocabulary.</p> <p>To give our Deaf pupils support to speak/sign about the current situation through access to better skilled staff with more advanced skills in BSL.</p> <p>To ensure younger children have the opportunity to develop the emotional language needed to express themselves and understand the world.</p> <p>To develop better assessment system that accurately assess the language and communication needs of all our Deaf children.</p>	<p>Through schools PPG funding.</p>	<p><i>Curriculum Leaders</i></p> <p><i>School Librarian</i></p>	<ul style="list-style-type: none"> • The use of high-quality resources will enable all children to make sense of the world, especially against the backdrop of the current situation. • Children will have opportunity to discuss openly their worries and fears in a supportive communicative environment. • Children will have a positive and optimistic engagement with formal education and will demonstrate a keenness and readiness to learn. • The PSHE/RHE curriculum will be enhanced by additional resources that meet the needs of all key stages and will be reflective of the new focus on mental health and well-being. • All staff will have been involved in the discussion and purchase of new PSHE/RHE resources which have ensured staff 'ownership' of the curriculum. • Pupils wellbeing will have a high profile and focus across school.

Summary

What is the overall impact of spending?

The availability of 'Recovery' funding has complimented the Pupil Premium Grant funding in allowing school to target areas and to enhance the existing provision'. It has been a valuable addition to school's funding and enabled school to develop a level of staffing within key teams that is better able to meet the needs of a school community responding to an increased focus on personalised learning, communication, and wellbeing.

It has enabled school staff to focus on losses of learning opportunities and address strategies to begin to support recovery. It has also allowed school to provide additional in-class staff support for these children whose anxieties can often display as challenging behaviour. This 1:1 support has ensured that these children can have the appropriate support so that learning can continue to take place within a supportive programme.

Targeted support will lead to accelerated development for children.

The benefit of these funding streams to small schools has been invaluable in purchasing the additional quality resources needed for profoundly Deaf SEN children.

How will changes be communicated to parents and stakeholders?

Through publication on the school's web site for families and the wider catchment.

Through Headteacher Reports to Governors and shared by email.

Final spend: £6,000 into in-class staff support