

## Use of Government allocated funds:

### Recovery Plan for addressing the impact of covid 2020-2023

#### Issues

1. Children have missed periods of schooling and have missed aspects of content and subject knowledge. Children cannot apply knowledge successfully if there are gaps in their learning.
2. Children have missed important socialisation and therefore social skills have been impacted.
3. Children have not had the range of social interactions and this has impacted on their speech and language.
4. Some early identification of SEND has been missed due to having no Health Visitor visits, no contact with parent groups or wider family members and very limited face to face medical appointments.
5. Some SEND processes have been delayed due to limited professionals assessing the child.
6. Some children are demonstrating heightened behaviours and attitudes which may be attributed to trauma, anxiety, separation issues and disaffectedness.
7. Children's physical health and strength has been impacted due to lack of opportunity and more time spent at home.
8. Disadvantaged children have been more severely affected but all children have suffered setbacks.

Additional Government Funds received to date:

#### (2020-2021)

Fund	St Michael's
Catch-up Premium	£18,200

Actions taken to date with costing:

1. (2020-21) - 3 days per week Teacher for two terms to carry out interventions and catch up - £23,072

#### (2021-2022)

Fund	St Michael's
Catch-up Premium	£13,000
Recovery Premium (2 downloads)	£10,006
School-Led Tutoring (2021-22 -2 downloads)	£9,804
<b>Total to date</b>	<b>£32,810</b>

Funds expected in the next financial year:

**(2022-2023)**

Fund	St Michael's
School-Led Tutoring (2022-23 – 1 download) (dependent on numbers of PP children at census and a sliding variable % worked from there over 3 – 4 years)	£4,902 (+)
Recovery Premium (2 downloads) (subject to census reconciliation)	£10,006
<b>Total expected (minimum)</b>	<b>£14,908</b>

Proposed actions

1. To address “Children have missed periods of schooling and have missed aspects of content and subject knowledge. Children cannot apply knowledge successfully if there are gaps in their learning” – agreed approach: Use teachers as catch-up tutors for remaining part of the academic year and longer if required
2. To address “Children have missed important socialisation and therefore social skills have been impacted “– planned approach 1. to reintroduce Forest Schools. 2. To ensure regular lunchtime activities and opportunities to play and to do sport - Outdoor Education Leader annual cost with oncosts approx. £30,700 3. Develop school sites for creative play opportunities- additional funds tbc from main school budget
2. To address “Children have not had the range of social interactions, and this has impacted on their speech and language.” planned approach – We have signed up for an Oracy Project- Voice 21 - cost £2,500
3. To address “Some early identification of SEND has been missed due to having no Health Visitor visits, no contact with parent groups or wider family members and very limited face to face medical appointments.” Planned response – Additional Educational Psychologist hours. Purchase of additional Clinical Psychology hours. We have managed to claim considerable additional funds for SEND over the year and while this will support teaching in the form of TAs and other support staff, we should also look to our processes for early identification and timely assessments following covid.
4. To address “Some SEND processes have been delayed due to limited professionals assessing the child.” Planned approach - Additional Educational Psychologist hours. Additional Clinical Psychology hours.
5. To address “Some children are demonstrating heightened behaviours and attitudes which may be attributed to trauma, anxiety, separation issues and disaffectedness. ”Planned response – Set up a Hub (or Nurture group) facility led by a teacher with support from teaching assistants.
6. To address “Children’s physical health and strength has been impacted due to lack of opportunity and more time spent at home.” Planned response 1. Additional hours to be purchased at UEA Sportspark for all year groups to access swimming lessons.2. Forest Schools lessons 3. Outdoor Education Leader
7. To address “Disadvantaged children have been more severely affected but all children have suffered setbacks.” Planned response – ensure that the pupil premium and those known to be disadvantaged have reduced costs, early access and priority to any intervention, extra-curricular activity and support.

## Summary

	Actions	Cost implications
1	Use teachers as catch up tutors (in part) for remaining part of the academic year.	Teachers have been budgeted for the summer term 2022 to the sum of £10,900
2	<p>Reintroduce Forest Schools. All children to have regular sessions for outdoor learning with more for mentored children.</p> <p>Regular lunchtime activities and opportunities to play and to do sport.</p> <p>After school activities.</p> <p>Focus on learning outdoors and developing the school environment.</p> <p>Swimming lessons for all KS2 year groups</p>	<p>Outdoor Education Leaders' annual cost approx. £30,700 (instructor rate)</p> <p>Allocation for developing both school sites with creative play opportunities in mind – approx. £15,000 each.</p>
3	St Michael's only – Adoption of the oracy project- Voice 21	Cost £2,500
4	Purchase additional Educational Psychologist hours and Clinical Psychology hours in order to support EHCP applications following identification of needs.	Around £1000 per assessment.
5	Hub or Nurture group facility led by a teacher with support from teaching assistants.	<p>Teacher with part time responsibility -approx. £27,000</p> <p>2 x Teaching Assistant - approx. £17,500 x 2 = £35,000</p>
6	Use the future years Pupil Premium funding to specifically reflect the needs of the disadvantaged pupils following covid	To be discussed following pupil assessments and decision on most appropriate interventions