

Forge Valley School



Covid Recovery Premium Spending Statement 2022-23

Covid-19 Recovery Strategy - Introduction

The recovery premium grant is part of the government's package of funding to support pupils whose education has been impacted by coronavirus (COVID-19).

It is a time-limited grant providing over £300m of additional funding for state-funded schools in the 2021 to 2022 academic year and £1bn across the 2022 to 2023 and 2023 to 2024 academic years.

It is focused on pupil premium eligible pupils and pupils in specialist settings such as special schools, special units and pupil referral units (PRUs). This is because of the additional impact of the pandemic on these students.

Funding Allocation – Forge Valley School

Based on headcount from the October 2021 census

Establishment Name – Forge Valley School	Pupil Numbers ³	Rate per pupil	Provisional Allocation academic year 2022 to 2023	Carry forward and new allocation for academic year 2022-23
Covid-19 Recovery Premium	1210	£305.00	£98,714	£98,714 + £35,644
Total				£134,358

DfE quarterly instalments by:

- 10 October 2022
- 10 January 2023
- 21 April 2023
- 10 July 2023

Please note the following plan outlined is exactly that – a plan. The strategy for effectively using the Covid-19 recovery fund is constantly under review and therefore the plan is potentially subject to change.

Covid-19 Recovery Strategy – Planned Impact & Spending Statement

Catch-Up Spending – Targeted Intervention					
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>To employ up to 2 Reading mentors who can support with reading, comprehension and writing interventions on a short-term basis.</p> <p>Staffing: £22,500 x2 (£45,000)</p>	<p>The gaps in learning should close with targeted academic support to improve reading, writing and comprehension.</p>	<p>- Evidence strongly suggests that small group interventions run by a subject specialist can have huge impact on academic development: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>Some interventions are more impactful than others. They should use diagnostic assessment to identify issues and track progress. Key points highlighted within the EEF document on improving outcomes for PP pupils include:</p> <ul style="list-style-type: none"> - Learning in one to one and small groups is carefully linked with classroom teaching. - For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained. <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p>	<ul style="list-style-type: none"> - Training for colleagues in delivering effective interventions. - Use of pupil voice with cohorts to identify times to complete interventions. - To identify gaps in knowledge, there needs to be thorough diagnostic assessment. - Parental buy in will be crucial. 	<p>AHU, DBA</p>	<p>Each HT</p>
<p>NGRT testing (£7896) + retesting (approx. £2,000)</p>	<p>The data helps not only to assess the progress and impact of intervention from the back end of 2021/22 but also highlights other students for intervention</p> <p>Embed thinking reading as a strategy to tackle reading disfluency and ensure all PP pupils can</p>	<p>Thinking Reading highlights NGRT as the most accurate way of tracking reading ages of pupils at secondary level.</p>		<p>AHU/JWA</p>	<p>Start of process (x2) Sept-Dec 2022 and end of process Sept 2023 with probing throughout year</p>

Thinking Reading (£10,000)	read fluently by the time they reach KS4.	Thinking Reading is an evidence-based approach which clearly identifies issues with reading. Thinking Reading use rigorous diagnostic assessment to identify specific reading issues and focus on which decoding issue pupils may struggle with, focuses in on this and practices until pupils have moved met specific targets. Thinking reading claims to make 4 months progress per 30-minute session.			
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Catch-Up Spending – Wider Strategies					
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>To employ Assistant Year Managers x5 - Total - £17,500 (inc TLR 3 + cover costs)</p>	<p>To work with pupils in support of the role of Heads of Year.</p>	<p>The aim of the TLR is to provide further capacity to our pastoral staffing and to further strengthen our links between home and school so that all pupils can access learning and sustain good progress</p>	<p>Weekly meetings with HoYs</p> <p>Impact assessment will be completed every 5 weeks as part of routing critical analysis/impact analysis</p> <p>Staff training for AHOYs</p> <p>The use of pupil voice to identify how groups of pupils need to be supported</p>	<p>DBA, MB, AHA</p>	<p>Each HT</p>
<p>Employ a colleague to run and manage the step-in programme £25,000 – 50% paid for from here the additional amount payable through the PP funding (see spending strategy)</p>	<p>Pupils will follow a 16 week programme and be gradually integrated into mainstream school through academic and emotional support. Pupils will have a clear timeline of support available and gradual reintroduction to school.</p>	<p>Experience tells us that some pupils will not take a brave step of engaging with a full-time timetable due to personal barriers they experience and require a more nurturing approach. As a result of their absence:</p> <ul style="list-style-type: none"> • They are missing out on learning • Their absence cannot be authorised • External agencies have not successfully improved the consistency of their attendance. <p>The STEP-IN programme offers a bespoke solution for each child where their wishes and feelings are considered and a pastoral and academic programme is put into place which serves to tackle their barriers. Pupils gradually increase the number of lessons they attend and are brought back into normal school life. It is an intervention that will typically only be offered once.</p>	<p>Review regularly to evaluate impact and make changes where required. Identify individual pupil needs and produce bespoke timetable.</p>	<p>GS/MB</p>	<p>Each HT with formal review at end of 16 week period</p>

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Academic Mentoring Programme					
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>To implement and use the government's academic mentoring programme to effectively embed an intervention timetable in Maths and English.</p> <p>£17,500 pro-rata 40% DFE funding. (covering 60% of wage) Cost of tax, NI and Pension contributions</p>	<p>To ensure that the disadvantaged and vulnerable pupils who require it are given academic support to close the gap between advantaged and disadvantaged outcomes.</p> <p>GS to be fully trained in Thinking Reading and embedding the programme effectively over time.</p>	<p>- Evidence strongly suggests that small group interventions run by a subject specialist can have huge impact on academic development: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>Some interventions are more impactful than others. They should use diagnostic assessment to identify issues and track progress. Key points highlighted within the EEF document on improving outcomes for PP pupils include:</p> <ul style="list-style-type: none"> - Learning in one to one and small groups is carefully linked with classroom teaching. - For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained. - Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. 	<p>DL to line manage GS and RB and regularly check in on their sessions.</p> <p>DL and RB to send weekly updates to DL regarding progress.</p> <p>DoLs and DL to monitor progress pupils are making in the lessons which the interventions are happening for.</p> <p>Effectively identify, monitor and evaluate the pupils' outcomes and any changes required to support these outcomes further.</p>	AHA/ SO/CM	Each HT
Overall Total					£124,896

Summary of Funding	Current Position - allocation for academic year 2022-23	Total Expenditure 2022-23
Covid Catch Up Funding	£134,358	-£124,896
Surplus/Carry Forward		£9,462