

Pupil Premium and Covid Recovery Plan 2022/2023 (Evaluated

Estimated allocation	£34,685		
Impact Area	Rationale	Strategies to be employed	Approximate Spend
EYFS Catchup	Some of the children joining the school in Sep 22 have had disrupted EYFS provision due the Covid Lockdowns	Increased formal and informal opportunities for talk Conversation stations and Talk Boost made possible by increased support in class training. Children with additional needs which have been exacerbated by early Covid learning loss to be given additional TA support	4,900 additional support in the mornings
Support learning by helping children to maintain good self-esteem as learners	Children and families struggle to participate in important aspects of school life such as the residential visit or after-school clubs particularly in the current financial climate	Subsidised clubs, trips, school uniform and resources for families in receipt of Free School Meals.	£2500
Identifying barriers to learning	Children not making good progress need to be assessed professionally to identify those barriers and set targets to overcome them	Educational Psychology, ASD and behaviour consultants	£,2000 (professional assessments)
Year 5 Catchup	Current Year 5 has a very high percentage of SEND pupils (10/22 children 45%) who suffered disproportionately during the pandemic-focussed bespoke teaching needs to continue to ensure these children make accelerated progress and close the gap in their achievement with their peers	Additional TA support used to provide teacher planned targeted interventions <ul style="list-style-type: none"> Catch up Phonics Small group Talk for Writing Literacy group Small group maths (focussing on year 4 objectives) 	£6,800 additional morning TA support
Targeted specialist dyslexia support for disadvantaged children children identified with specific learning difficulties	Dyslexia is a significant barrier to learning. Children can learn specific strategies from a specialist tutor and accelerate progress as a result	Positive Leap service to be deployed for specific disadvantaged children.	£4,500
Additional targeted catchup specialist dyslexia support for otherwise vulnerable children	Some children with specific learning difficulties have suffered during lockdown and need additional specialist support as soon as possible	Dyslexia specialist to provide additional support	£1,200
Wellbeing interventions, Early Help and specialised interventions targeting emotional barriers to learning and difficulties in the family environment eg Young Carers, parenting team, ASD	Ofsted identify effective pastoral care as key in supporting the achievement of FSM and CLA children	Extensively trained wellbeing support worker intervention packages, support and guidance to children, including prompt access to external agencies that were best equipped to tackle social and emotional problems that affect learning via Early Help. Close partnership work with parents to establish positive working relationships leading to better outcomes for children	28 Hours/Week £15,500
Emotional regulation and inclusion	Traumatized young people identified as needing Play Therapy to significantly support inclusion and long term recovery from trauma	Play Therapy delivered by qualified resident Play Therapist	£600 for 10 sessions
Total			£38,000

Impact

Good progress in speak and language acquisition in cohort .

Positive feed back from families whose children have been able to take part in a wide range of activities which they may have struggled to fund without support. Evidence of greatly increased self esteem for Y5 children attending Arthog Outdoor Adventurous Week.

Reports have enabled ECHPs to be funded and other targeted additional support to be given to SEND children ensuring they make the best progress

Good progress in Phonics - all but 1 of Y5 pupils now off phonics programme and on banded reading . Accelerated progress in literacy fro Y5 SEN group – narrowing gap in attainment with peers. Accelerated progress for SEN yr 5 maths group (3 children previously SEN now judged on track)

Pupils reported feeling more confident with writing. Good progress in literacy from starting points for children receiving support.

As above

School records show huge amount of support put into families and well-being. Pupils and parents report feeling well supported pastorally by school (See Ofsted Report – Ofsted parents and pupil survey)

Pupils who experienced trauma have benefited from play therapy – pre and post assessments by practitioners and teachers show improved ability to self-regulate and deal with issues .

