

Recovery Premium: 2021–2022



The available recovery premium 2021–2022 will aim to:

- Support the quality of teaching
- Provide targeted academic support
- Deal with non-academic barriers to success, such as attendance, behaviour and social and emotional support

1. Summary Information:

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|---------------------------------------|------------------|---------------------------------------|--|--|
| School | Fairfield School | | Academic Year | 2021–2022 |
| Total number of pupils on roll | 121 | Total Recovery Premium Funding | £11,890 Instalment 1 Sept 2021 Instalment 2 Dec 2021 Instalment 3 April 22 Instalment 4 June 22 | Number of pupils eligible for PP 49 (40%) |
| | | | | Pupils eligible for PP (National average) 17.3% |

Key Priorities for 2021–2022 Recovery Premium

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| A | Consider individual programmes of SEMH support for students who have identified needs, as a result of the impact of the pandemic and lockdown, providing support with life outside school/for the wider family as required – additional staffing support |
| B | Additional staffing to ensure effective interventions and personalised learning e.g. physical interventions as hydrotherapy |
| C | Additional support and resources to support the areas of Communication and Interaction; including reading and the sensory curriculum which have been impacted greatly by the COVID-19 situation |

| Quality of Education – Personal Development and Well-Being | | | | | | |
|---|--|-----------------------------------|------------|---|---------------------------------|-----------------|
| Key Priority A | Sub Actions to ensure effective implementation | Estimated Spend | Staff lead | Rag Review Dec | Rag Review March | Rag Review July |
| Consider individual programmes of SEMH support for students who have identified needs, as a result of the impact of the pandemic and lockdown, | Additional staffing support for identified pupils with significant needs and to enhance the support for peer group whose learning is impacted through this (SH/LG) identified pupils | £600 x 6 weeks Sept – Oct 2021 | TI | Staff in place up to Oct half-term | | |
| Summary of impact | | | | | Planned Spend £3,600 | |
| Quality of Education – Recovery Curriculum | | | | | | |
| Key Priority B | Sub Actions to ensure effective implementation | Estimated Spend | Staff lead | Rag Review Dec | Rag Review March | Rag Review July |
| Recognition of regression in progress due to lack of effective interventions and personalised learning – focus on Recovery Curriculum for students re: physical interventions | Additional 2 days staffing support for the effective and consistent provision of hydrotherapy for the year | 25 weeks x 2 days (£60 a day) | AH | Additional staffing planned from Jan 2022 | | |
| Summary of impact | | | | | Planned Spend £6,000 | |
| Quality of Education – Identification of gaps and recovery curriculum | | | | | | |
| Key Priority C | Sub Actions to ensure effective implementation | Estimated Spend | Staff lead | Rag Review Dec | Rag Review March | Rag Review July |
| Additional support and resources to support the areas of Communication and Interaction; including reading and the sensory curriculum which have been impacted greatly by the COVID-19 situation | Enhance See and Learn resources for catch-up reading opportunities – includes Colourful Semantics | £300 | BS | Ordered and purchased | | |
| | Review of Reading/Literacy Policy and audit of current needs to enable catch up access and engagement – library enhancement – Kirklees English Lead consultation | £600 | RC/JP | 14 Dec meeting 15 Feb – SDM (Phonics) | | |

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| | Enhancement of phonics material and reading support | £1,390 | RC | | | |
| Summary of impact | | | | | | Planned Spend £2,290 |
| Total planned spending | | | | | | £11,890 |

| Barriers to future progress | | Desired Outcomes |
|------------------------------------|---|--|
| A | Pupils have been away from school for a significant and sustained period of time, which has made academic, physical and social reintegration challenging. Some identified pupils will have experienced some higher level of trauma and dysregulation during lockdown and closure. A planned period of transition and recovery is vital to re-establish routines and relationships | Recovery Curriculum and personal plans allow students to successfully reintegrate into school, with a clear understanding of expectations and routines. Staff identify students who may require additional emotional support early and these students are supported appropriately through the recovery curriculum and access to appropriate agencies where appropriate |
| B | Access to personalised learning has been significantly impacted through absence in lockdown – limited opportunities for physical therapies and specialised input | Gaps in physical provision are supported by additional staffing and enhanced interventions are in place to compensate for impact on progress and development |
| C | Reduced access to specialised interventions and resources within school have significantly impacted on personal development and specific key skill areas for development usually supported by a personalised curriculum | Students have access to enhanced resources and equipment which compensate for lack of intervention and access throughout lockdown (where progress and development have been impacted) |