

Covid 19 Recovery Premium Grant (RPG)	
Income 2022 - 2023	£36,369.50
Brought Forward 2021-2022	£12,107.50
Total	£48,477.00

Expenditure 2022-2023	£48,663.93
Balance	-£186.93

The Purpose of the premium

Recovery premium is part of the Government’s package of funding to support pupils whose education has been impacted by COVID-19. It is a time-limited grant providing over £300 million of additional funding for state-funded schools in the 2021/22 academic year and £1 billion across the 2022/23 and 2023/24 academic years.

It is focused on pupils who are eligible for pupil premium and pupils in specialist settings such as Special Schools, Special Units and Pupil Referral Units. This is because of the additional impact of the pandemic on these students.

Schools must use RPG funding for the purpose of supporting pupils’ educational recovery. In line with the 3-tiered approach in the Education Endowment Foundation’s (EEF’s) pupil premium guide, activities must be those that:

- **support the quality of teaching**
- **provide targeted academic support, and**
- **tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support**

To support schools to use RPG in line with the 3 tiers outlined above, DfE have published a ‘menu of approaches’, which has been informed by evidence of effective practice.

All eligible schools must use their RPG (and their pupil premium grant (PPG) funding) in line with this menu from the start of the 2022 to 2023 academic year. Schools are not required to allocate RPG to every approach on the menu, but any activity funded by RPG must fall under one of the approaches listed. Schools must be able to demonstrate how the activity they use their RPG to fund has been informed by research evidence, making reference to a range of sources, such as that published by the EEF. To comply with school information regulations, maintained schools are required to publish an updated pupil premium strategy statement annually. Schools are required to include information on how they have used their RPG in this statement.

Given their role in ensuring schools spend funding appropriately, and in holding schools to account for educational performance, governors should scrutinise schools’ statements, including their plans for use of their RPG and the outcomes achieved in the previous academic year. Schools are held accountable for the outcomes they achieve with all their funding, including through Ofsted inspections and by governors, and the RPG is no exception.

The Department for Education will undertake monitoring checks on a sample of schools' published statements. If the local authority or a school fails to comply with the terms set out in this document, the Secretary of State may recover some or all of the RPG funding that has been allocated. This will be notified in writing to the authority or school. Schools must spend all of the RPG they receive in the 2022 to 2023 academic year. RPG must not be carried forward to future academic years. Funding will be recovered where the department has identified that a school has not spent all of its RPG.

What have we spent the RPG on?

Training (£13092.39)

Under the conditions of grant, RPG can be spent to improve the quality of teaching through '**Developing high quality teaching...which responds to the needs of pupils**' and through '**professional development**'. We have used some of the grant to fund SEN specific training to support our staff development. This has resulted in a highly skilled teaching and support team. Courses undertaken include:

- TACPAC
- Special Yoga
- Intensive Interaction
- Positive Looking (Positive Eye)
- Hand, Arm, Foot and Leg Massage
- Curricula for Teaching children with severe PMLD
- Learning through play for pupils with PMLD
- Sensory stories for pupils with SEN
- Level 2 Food Hygiene
- Sensory Room training
- Level 4 Award in Supporting Pupils with SLCN
- ELSA training
- OUP Reading for Pleasure training
- Positive Eye Development of Visual Skills training
- 5 day Intervener course
- 'Charge Up' yoga course

*Professional development should be based on evidence-based approaches, for example, feedback, metacognition, reading comprehension, phonics or mastery learning.

Unfortunately, there is no evidence currently on what 'evidence-based approaches' should be used in a complex needs school, therefore, we have used our professional knowledge and judgement to undertake training in a range of approaches that we know are effective for the cohort of pupils at The Clare School.

Literacy (£1692.03)

In line with EEF guidance '**Interventions to support language development and literacy**' are an acceptable use of RPG. Therefore, we have used some of our RPG funding to develop our phonics teaching at The Clare School. Based upon the research available, we have

implemented a SSP programme (RWI) to support our pupils as they begin to read. We have also used the funding to buy more books to support a rich literacy environment for our learners. Due to the VI needs of our pupils, we have invested in a 3D printer to make books accessible and some recordable buttons to support pupils with their literacy learning (also an acceptable use of the grant due to being able to spend money on 'resources to meet the specific needs of disadvantaged pupils with SEND'). Resources purchased include:

- RWI resources
- Author visit (Grandad Wheels)
- Puppet making workshops
- Shadow play 'explore and make' workshop
- Books

Resources (£8104.97)

Under the menu of approved approaches from the EEF, we are allowed to spend money on purchasing '**resources to meet the specific needs of disadvantaged pupils with SEND**'. There is little research from the EEF about specifically supporting pupils in a highly complex needs school – most research is aimed at mainstream schools.

Therefore, we have purchased a specialist Trike for use by our pupils with cerebral palsy, those recovering from hip/leg surgery and for those who have to follow specific physiotherapy programmes. This trike will support a wide range of pupils to improve their mobility and flexibility. Specialist Trike - £3760

We have also purchased a height adjustable touch screen computer for our wheelchair users to use as part of their ICT/Computing curriculum work. We need technology that is accessible to all users, whether they are ambulant or they use a wheelchair. Touch Screen computer - £2540

As part of our on-going provision to support our pupils who have visual impairments, we have purchased a new 3D printer and some recordable buttons for our new 'mobility trail' around the school. (3D printer – £1443.47/ Recordable Buttons £361.50)

Music Therapy Provision (25,774.54)

This year we have used our RPG to fund a full-time music therapist. Under the EEF guidance we can use RPG for high quality teaching to '**develop a high-quality teaching, assessment and a curriculum which responds to the needs of the pupils**'. We are also allowed to use the RPG for targeted academic support to fund '**one to one and small group tuition**' and, under wider strategies, we can use it to '**support pupil's social, emotional and behavioural needs.**'

What is the impact of the RPG?

Please see PPG report for details of the impact of the Recovery Premium Grant 2022-2023.

July 2023