



Park Community Academy - Recovery Premium Funding 2021-22



The recovery premium provides additional funding for schools in the 2021 to 2022 academic year. Building on the pupil premium, this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

Pupil eligibility

The recovery premium will be allocated using the same data as the pupil premium. This means the following pupils will attract recovery premium funding to schools:

- pupils who are eligible for free schools meals (FSM)
- pupils who have been eligible for free school meals at any point in the last 6 years
- children looked after by local authorities and referred to as looked-after children (LAC)
- post-looked after children (post-LAC)

Overview for Park Community Academy	
Total number of students on roll	318 Funding allocated for - 157
Amount of funding received per pupil	£290
Total amount of funding received for Recovery Premium Fund	£45,530

Catch Up Spending – Overall Proposed Spending

Proposed Area of Spending	Intended Strategy & Impact	Total Cost	Actual impact
Enhanced pastoral - targeted intervention / Mental Health and Well Being targeted support 1:1	<p>Additional intervention groups in place for targeted pupils. (Headstart – 1:1 sessions)</p> <p><i>Social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</i></p>	£2,000	The 1:1 resilience coach sessions have given 18 identified pupils from across the school, mental health support. This has resulted in both a decrease in behavioural incidents (CPOMs analysis/case studies), referrals for further external support, interventions in school to support and individual pupil needs being met.
Enhanced resilience – targeted group intervention	<p>Team work/building, promote mental health/well-being.</p> <p><i>Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success.</i></p>	£260 (per session)	Commando Rugby sessions supported specific classes that struggled with working with others after the lockdown. A pupil voice evaluation highlighted that 100% of pupils felt that it improved their resilience and 100% of students thought it was a worthwhile experience.

<p>Purposeful 'time out' learning mentor space (medical room)</p>	<p>Create additional break out zone on KS3 corridor to support learning mentor interventions, well-being and behavior.</p> <p>Create additional space for the Learning Mentors to use as a base for interventions/workshops</p> <p><i>The PCA Learning Mentors deal with a large number of reactive situations/restorative work on a daily basis as well as supporting pupils on a One to One and group/workshop timetabled activity.</i></p>	<p>£5,000</p> <p>£5,000</p>	<p>The new safe space has been used frequently throughout each day for pupils as a 'safe' time out area to refocus or to complete some restorative practice in.</p> <p>The school learning mentors have used the numerous times to both facilitate interventions and support students on a 1:1 reactive basis, in a calm environment.</p>
<p>Well being Author – KS2</p>	<p>Author Jessica Bowers – Well Being session</p> <p><i>Social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</i></p>	<p>£300</p>	<p>The primary wellbeing day led by Jessica Bowers had a positive impact with pupils commenting that: "I feel like I can help myself and others more" and, "I remember now to be kind to others". Teachers also reported an increase in superhero role play in class and on the playgrounds where pupils talked about facing their fears and acted out helping others to face their fears.</p>
<p>GCSE Subway Maths and Art Boosters</p>	<p>Target group / catch up for GCSE Maths</p> <p><i>Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success.</i></p>	<p>£1500</p>	<p>All pupils have been able to complete many questions on practise maths exam papers as a result of attending twice weekly booster sessions since</p>

			October. Pupils confidently sat their GCSE exams.
Maths interventions / resources	<p>Resource materials</p> <p><i>Pupils vocabulary / understanding of number is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently – supporting independence and life skills.</i></p>	£1000	<p>Pupils have enjoyed “mathematical moments” outside of planned maths activities both in and outside the classroom, providing an increase in opportunities for “mathematical talk”. This has enabled pupils to experience maths in a more functional and meaningful capacity, often at unexpected times. Maths has been observed more explicitly embedded within all areas of the curriculum and school life.</p>
English reading catch up – targeted	<p>Resource materials</p> <p>Pupils vocabulary / understanding of number is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently – supporting independence and life skills.</p>	£3000	<p>School led tutor for English delivering 1:1 and small group intervention sessions. Pupils identified if below progress in reading and/or writing from B Squared and termly assessments. Interventions also link closely to each individual child’s EHCP targets and progress is tracked and interventions recorded and evidenced. Pupils have shown progress throughout the</p>

			interventions in reading and/or writing.
Sensory resources	Additional sensory needs, requiring equipment in class.	£3000	Providing Sensory equipment has supported children to meet their sensory needs allowing them to be regulated and ready to learn. The benefits of students using such equipment in class has had an impact on cognitive stimulation. Social interaction, self regulation, self calming and self comforting. Improved self awareness, creating further opportunities to develop fine and gross motor skills.
Enhanced family support	Sessions/coffee mornings run at PCA for parents/carers and families to support their wellbeing and address their attachment issues post COVID Academic support/courses	£5000	Successful support has been given to parents regarding mental health and wellbeing through numerous workshops led by external providers alongside PCA staff. Parental feedback has been consistently positive following the events. Parents have also accessed an accredited course with an IT focus at PCA.
Secondary Outdoor 'play' equipment	Support friendships, group play, interaction and well-being.	£5,000	Equipment has been purchased for outside, including 5 new picnic benches for pupils to sit

	<i>Playing outdoors allows children to develop self-confidence, independence and self-esteem.</i>		at and interact. These have proven popular with pupils who just want to sit and chat with their friends and now the weather is getting better board games and card games such as UNO are also taking places which has helped improve communication, interaction and well being of pupils, as well as having helped in decreasing negative behaviours with our more challenging pupils.
OPAL Training Primary	Support friendships, group play, interaction and well-being <i>OPAL is an award-winning, mentor supported school improvement programme that addresses all the areas to strategically and sustainably improve the quality of children's play opportunities.</i>	£2,500	Pupils are having the opportunity to become more physically active during lunch times. Pupils are recommended to have 60 minutes of exercise each day. Pupils are learning to develop social skills such as turn taking, sharing and language skills.
Mental Health and Well Being	Learning Mentor resources to support interventions <i>Children's emotional wellbeing is just as important as their physical health. Good mental health helps them develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults.</i>	£1,000	Resources have been purchased for 'The Nest', where learning mentors have an area in which they conduct interventions to support the varying individual needs of our pupils on a daily basis.

Forest School	<p>Mental Health and well-being, outside/fresh air, LOTC</p> <p><i>Well-being is important for children and young people for a number of reasons: it is fundamental to their overall physical and mental health. Supporting them to overcome difficulties, helping support positive relationships with other children, young people and adults.</i></p>	£1,000	Resources have been bought to enhance our LOTC for the curriculum and further enrichment. We have seen a positive impact on mental health as the pupils have engaged well with lessons outdoors/fresh air more than usual.
Rewards	<p>Support positive behaviour, well being</p> <p><i>Positive reinforcement reinforces what the child is doing right rather than concentrating on what the child is doing wrong. It increases the likelihood that the behaviour will be repeated. It supports the child's positive deeds and qualities through enthusiasm, descriptive encouragement, and natural, logical rewards.</i></p>	£3,000	Pupils have been driven by the rewards initiatives at PCA. The impact of the new PCA Way weekly rewards alongside the class dojo rewards have reminded pupils of the importance of being the best they can be and enabling them to have an understanding of how to be successful learners, resilient individuals and respectful citizens. Pupils have benefitted from termly wellbeing/rewards days when behaving appropriately.
Enhanced pastoral / medical 1:1 targeted interventions	<p>Resources/packs and equipment purchased for pupils who are requiring additional support for behavioural/pastoral 'catch up'</p> <p>Additional intervention in place for identified / targeted pupils.</p>	£3,000	Additional resilience coach sessions implemented for primary pupils identified in PIMs meetings.

Additional support for ECT's	Mentoring will be extended Access to the ECT network Additional PPA time and support around subject leadership	£1,000	ECTs have had an extensive training programme leading to progress in teaching standards. this has ensured a good/outstanding impact on teaching and learning. They have been able to observe other specialist teachers leading to progress in subject knowledge. Regular mentor meetings have ensured theoretical studies have been implemented into the classroom ensuring effective practice.
Enhanced residential opportunities	Enhances confidence, independence, life-skills, personal and social communication skills, resilience and teamwork through a variety of education day trips and residential visits to support loss of social skills/life experiences.	£1,000	After residential experiences pupils feel more self confident and resilient. They are proud of their successes and it enables them to be more aspirational in their future choices.
Additional EP support	Support pupils displaying anxiety, significantly challenging behaviour or an escalation of attachment following COVID.	£1,000	The EP has worked with a number of additional pupils this year including 2 complex pupils who are displaying significantly challenging behaviour and anxieties. SHe has attended meetings with parents, multi agency meetings to ensure all parties are working collaboratively and has completed 1:1 sessions with the pupils, giving staff a

			number of strategies to help pupils in school. Strategies have proved supportive and are embedded into practice.
Additional SALT	Support pupils displaying significant and increased speech delay or regression post COVID	£1,000	SaLT have completed assessments, small group interventions and 1:1 sessions with our pupils who have had the most regression in communication since COVID. A number of strategies, exercises and resources are now in place for these pupils including various communication aids. They have also taken the time to complete 1:1 training with staff whose pupils require communication aids and meetings have taken place between SaLT and senior members of staff.

Funding Left and to be taken into 2022 – 2023

£15,000 – This money will be put towards a Sensory Swing in September 22

Monitoring and Impact Evaluation

As part of our commitment to ensuring accountability we undertake regular monitoring and evaluation as follows:

- Data analysis
- Pupil progress meetings

- Moderation of assessment
- Learning walks
- Learning discussions with pupils about their work
- Support and challenge for individual teachers
- Regular external quality assurance
- Annual Catch Up reviews
- Ongoing case studies