



Tor View School - Recovery Premium Funding 2023-24



The recovery premium provides additional funding for schools in the 2023 to 2024 academic year. Building on the pupil premium, this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils. In line with the Education Endowment Foundation's (EEF's) 3-tiered approach, funding will prioritise:

- Support for high-quality teaching;
- Targeted academic support, such as tutoring;
- Tackle non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing

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 school 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 (CLA)
- Previously looked after children (P-LAC)

The rates for learners in SEN settings are:

- £290 per pupil in primary education
- £552 per pupil in secondary education

Payments will be sent to academy trusts and free schools on:

- 9 October 2023
- 9 January 2024
- 9 April 2024
- 8 July 2024

Overview for Tor View School	
Total number of students on roll (allocation taken from October census 22)	<p>Data from October census 2022 Number on roll: 232 Funding allocated for Primary: 69 (22 PP) Secondary: 110 (39 PP)</p> <p>Data year 23/24 Number on roll: 250 Primary: 85 (22PP) Secondary: 123(39PP)</p>
Total amount of funding received for Recovery Premium Fund	£82,774

Recovery Spending – Overall Proposed Spending

Proposed Area of Spending	Intended Strategy & Impact Research evidence	Total Cost	Actual impact
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<p>Enhanced pastoral offer - targeted intervention</p>	<p>2 x Senior Mental Health Leads to meet the demand for Pastoral/mental health and well-being requirements across school. HLTA costings: Bottom of scale: £15.70, Top of scale: £17.83</p> <p>Additional intervention groups in place for targeted pupils including small group and 1:1 targeted support.</p> <p>Social and emotional learning is a key priority for our learners due to the many benefits:</p> <ul style="list-style-type: none"> • Improved interaction with others; • Increased awareness of emotional wellbeing and self-management of emotions; • Impact on attitudes to learning and social relationships in school, resulting in increased engagement and accelerated progress and attainment; • Promotion of resilience and preparation learners for independence and adulthood. <p><i>“Social and emotional learning interventions seek to improve decision-making skills, interaction with others and their self-management of emotions, rather than focussing on the academic or cognitive elements of learning”</i> EEF – Social and Emotional Learning 2023</p>	<p>£37,000</p>	
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	<p><i>“The ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations”. EEF - Life Skills and Enrichment 2023</i></p>		
Academic interventions	<p>Regular and targeted interventions to be based on individual pupil needs and targets following liaison with class teacher.</p> <p><i>Teaching Assistant taught interventions have been seen to have a positive impact on the progress of pupils over time (+4 months).</i></p> <p><i>“Aspirations – the things young people hope to achieve for themselves in the future. To meet their aspirations about careers, (learners) require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment”. EEF – Aspirations Interventions 2023</i></p> <p><i>“Small group tuition is most likely to be effective if it is targeted at pupil’s specific needs”. EEF – Small Group Tuition 2023</i></p> <p><i>“Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and</i></p>	£7,000	

	<i>evaluating their learning</i> ". EEF – Mathematics 2023		
Sensory resources	<p>Purchase of resources to promote positive conduct and engagement across teaching and learning activities.</p> <p>Sensory diets have many benefits that include:</p> <ul style="list-style-type: none"> • Balanced state of regulation promoting increased educational and holistic development; • Promotion of tolerance for sensations that may otherwise be challenging; • Promotion of transitions between activities; • Regulation of alertness and arousal level; • Regulation of sensory seeking and sensory avoidant behaviours; • Reduced incidents of negative conduct and increased attendance. <p><i>"There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance."</i> EEF - Physical Activity 2024</p> <p><i>Research (Lydon,2017; Case-Smith et al., 2014) suggests that sensory intervention can support positive behavioural and educational outcomes.</i></p>	£10,000	

<p>Educational visits</p>	<p>Funded educational and cultural experiences to broaden knowledge and understanding of the wider world.</p> <p>Experiences will provide knowledge, behaviours and skills a pupil can draw upon, enhancing their learning opportunities and demonstrating their cultural awareness, skill generalisation and competence. Educational visits provide genuine experiences to support learners in becoming successful in society, careers and the world of work. Learners will gain opportunities to build confidence and resilience across contexts.</p> <p><i>‘Educational school visits can have extensive benefits for children with a range of special educational needs, including outcome-based affordances, learning engagement-related benefits and skill acquisition and development.’(JORSEN nasen, 2023)</i></p>	<p>£8000</p>	
<p>Outdoor play provision</p>	<p>Support friendships, group play, interaction and well-being.</p> <p><i>Playing outdoors allows children to develop self-confidence, independence and self-esteem.</i></p> <p><i>“There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits</i></p>	<p>£20,000</p>	

	have been reported such as improved attendance" EEF - Physical Activity 2024		
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Leadership Level:

1. Explore: The EEF suggests *'What problems are we seeking to solve in the academic year 2023-24. Are there adequate solutions, in the form of evidence informed practices or programmes?'*
2. Prepare: The EEF explains *'Do we have a clear, logical and well specified plan? Do staff fully understand what is being implemented and how? What is the readiness of the school and staff to undertake these changes?'*
3. Deliver: The EEF suggest *'How best can staff deliver upon new approaches? Are the mechanisms in place to improve their use over time? Can we reinforce our approaches with initial training and continuous wrap around support?'*
4. Sustain: The EEF state *'How do we best maintain new practices, for both staff and pupils across the full academic year? How we will nurture motivation and ensure that we acknowledge and support good practice?'*

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/Leverage Leadership Coaching
- ☒ Learning discussions with pupils about their work
- ☒ Support and challenge as required for individual teachers
- ☒ Regular external quality assurance
- ☒ Annual Catch Up reviews
- ☒ Ongoing case studies