

## Recruit Recover Raise Standards

### Grant Allocation:

- Total: £13,670
- TA appointed to work 20 hours in Key Stage 2

### Actions:

- Appointment of additional staff for catch up intervention (literacy and numeracy) and pastoral needs
- Pupils most affected by the impact of Covid are supported in lessons.

### Success Criteria:

- Identified pupils make at least expected progress in literacy and numeracy
- Identified pupils receive the appropriate well-being intervention

### Purpose:

- To augment the Recruit Recover Raise Standards funding where their staffing complement costs more than their current grant;
- To meet additional resource costs faced by schools in enhancing their provision to address the impacts of COVID19; and
- To meet new resource costs encountered in preparing for the requirements of the new curriculum.

### Priority Cohorts for Support and Funding Formula:

The funding will be routed to local authorities on the basis of the number of learners in the target groups in their schools. The funding formula that supports the allocation of funding has been based on:

1. Pupils in years up to and including year 10 in the current academic year.
2. Other relatively highly impacted children in those year groups including:
  - Number of children eligible for free school meals;
  - Number of ALN children;

- Number of Black Asian Minority Ethnic, and Gypsy Roma Traveller children in the school; and
- Number of pupils taught Welsh as a first language.

The funding model is based on a standard base per pupil funding formula. This funding is then augmented by a 25% uplift for learners in each of the four priority funding groups listed. More than one uplift can be applied, for example, a child with ALN who is also eligible for free school meals will receive two uplift allocations.

### **What the Funding Should be Used to Provide:**

This grant dedicates financial resources to support additional capacity in the education system to support learners in years up to and including year 10. The funding is provided to enable schools and local authorities to target the areas outlined as follows:

- the funding can be used to augment the Recruit Recover Raise Standards funding to offset any costs above the initial funding value that schools have incurred when increasing their capacity to support learners.
- schools can offset additional costs that they have already met in addressing the impact of the COVID 19 crisis. These are explicitly costs not already covered or claimed by other grant funding sources, including, for example, digital support and the Hardship fund.
- new costs encountered in preparing for the requirements of the new curriculum prior to the end of the current financial year.

Schools can determine how to allocate funding in each of the areas above. There is no formula or set ratio for the allocation, and no requirement to allocate funding to each area if costs have not been incurred in that area.

The funding is **eligible to be used** for the purchase of consumables and the provision of online support services such as tutoring, subscriptions to online services and/or provision of materials (online or hard copy) for students.

In utilising the funding, schools should be aware of guidance relating to other grant funding streams such as the Hardship Fund. Where funding can be claimed against the Hardship Fund it should be and this additional funding should not be used to displace such claims.

### **Monitoring & Reporting Requirements:**

The provision of such a significant amount of additional funding dictates we all ensure that the resources are deployed well and have the required impact. However, we all wish to minimise bureaucracy.

In keeping with these principles, you are required to update pre-existing 3RS proposals and combine reporting on this additional funding with the pre-existing arrangements. This means for example:

- Schools set out what they intend to do with the resources by simply updating their 3RS Plan to include this funding.
- Plans should indicate the use of the funding and confirm spend is eligible.
- LAs should report on the use of the funding at an aggregate level providing assurance on its use.
- The funding is supplied and must be committed to resources purchased in the 2021-22 financial year.
- School Governing Bodies must receive a report by end of the academic year 2021/22 on the use of the full 3RS fund including this additional allocation.

### **Purpose 2:**

Local authorities, working with funded non-maintained childcare settings in their area, are responsible for ensuring that funding impacts on key areas that will support the delivery of quality Foundation Phase Nursery provision. Depending on local need, funding can be used strategically by the local authority to provide support across settings or can be delegated to individual settings (or clusters of) should the authority consider that approach would have greater impact on quality provision.

The funding is eligible to be used to secure:

- additional human resource to support the development needs of young learners
- the provision of training to practitioners to improve the quality of that support
- the provision of support services and resources to develop quality provision that will improve the engagement of young children in their early education and which will support future learning.

The funding should focus on practitioner support and resources in key developmental areas which support the Foundation Phase pedagogical approach:

- emotional needs: Relationships are key for early years, having opportunities for meaningful, quality interactions is essential to learners. Placing an emphasis on building positive relationships to support communication and social skills. To do this it is essential that practitioners have the time and capacity to meet individual development needs.

- physical needs: Young children need to develop gross and fine motor skills and core stability to support physical development, cognition, flexibility, coordination and dexterity. These skills are developed through play based experiential learning. Adults should have a strong understanding of child development to ensure these developmental stages are not misguidedly rushed through. The benefits of outdoor learning cannot be underestimated to support these developmental needs.

- learning needs: Children need time to develop good speaking and listening skills. Language development should be a high priority with an emphasis placed on oracy. Early years practitioners must avoid jumping to 'catch-up' interventions because they feel obliged to show evidence of expected outcomes.

What the funding may be used to provide:

- Local authorities may appoint relevant qualified practitioners to support settings, in line with the individual settings understanding of learner needs
- New capacity may be full time or part time, or an increase in hours for an existing contract where those skills are necessary and might work across more than one setting where clusters of settings are working collaboratively
- The skill-sets of new colleagues will need to reflect the needs of learners
- The delivery model within which additional resources are provided will be specific to the needs of the settings and their learners
- Upskilling practitioners e.g. developing speech and language enabling settings to develop their own capacity to help ensure sustainability and reduce the need for specialist intervention
- Online subscriptions and learning support apps
- Supporting activities e.g. some training has accompanying activities or items for use with children after the training to maintain effective practice with learners
- Online and physical resources to support the key developmental areas identified above.

### **Monitoring and Reporting Requirements:**

You are required to provide a local authority level plan that sets out how you intend to deploy these additional resources in a simple and clear manner. This plan should indicate the number of additional practitioners deployed to support funded settings, the number of learners who will be impacted by the additional investment and the key child development areas on which the investment will be focused. The main principle

underpinning the distribution and use of this funding is it will be delegated in its entirety to support funded non-maintained settings delivering funded Foundation Phase.