



Statement of use of recovery premium and national tutoring programme 2021- 2022

1. Summary information					
School	Chaffinch Brook			Type of SEN	ASD + challenging behaviour
Academic Year	2021-2022	Total catch up budget from last year	Recovery premium: £14,622.46 National tutoring programme: £17,848.17	Date of Croydon LGB governor reviews: tbc	July 2022
Total number of pupils	93	Number of pupils eligible		Date for next internal review of this strategy	Dec 2022

2. Outcomes expected, with success criteria.		
a)	Pupils make good progress, as defined by tutors or subject coordinators, in their EHCP outcomes. Tutors monitor the progress; pupil and parent response to progress; leadership team to monitor and target support as needed; gather parent/pupil views on EHCP progress and reviews.	EHCP outcomes achieved 80% on average for each pupil. Positive responses from parent/pupil questionnaires.
b)	To attend school full time as soon as possible. Monitor and analyze attendance data; phase leads to discuss support with attendance lead weekly.	At least 80% attendance for 1 st full week, and over 90% for term 1.
c)	To participate and cooperate in lessons throughout the day, making good learning progress. Monitored and analyzed through high leadership team presence; teacher discussions; Evidence for Learning data; and Arbor data-e.g. continuum of skill development, BSquared	Comparative incidents to same time last year (as measured through KPIs and Arbor data); noticeable reduction in incidents as term progresses.
d)	To attain expected external accreditations. Evidenced externally through exam results.	Data will show pupils' expected exam results are achieved. BSquared data and Arbor continuum of skills to show



	Range of interventions in place to reduce gaps in missed learning.	expected progress.
e)	Reading progress, throughout the school, is good as predicted by tutors, literacy lead and teachers of English. Evidenced through tutor monitoring; leadership monitoring; baseline data and predicted attainment in reading; questionnaires for parents/pupils.	Updated Math and English resources. Over 80% of pupils make good progress in reading. Trust Lead QA visits with feedback. Updated texts for curriculum and free reading.
f)	Robust range of careers related visits and guidance including workshops and presentations from external providers. Year 11 students receive a bespoke transition plan for their new post-16 placements.	All year 11 students to have visited and had a transition period at their chosen college/provision. All primary to secondary students receive comprehensive transition activities. This includes parents/ carers sessions.

3. Planned expenditure					
Academic year		2021- 2022			
The headings below enable schools to demonstrate how they are using the catch up funds to reduce the gaps in pupil learning, emotional and social well-being, and communication skills due to the 2020- 2021 pandemic.					
Details					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Cost	When will you review implementation?
To attend school full time as soon as possible.	SLT assigned to families to support pupils back into school. Employ an EWO service. Implemented graduated plans that include part timetables- monitored and reviewed by SLT	Increased attendance will lead to increased opportunities for learning; improved friendships; build self- esteem; and develop a sense of identity in their community.	Monitor attendance from day 1, and react quickly to implementing support, taking into account individual needs and anxieties. Assign SLT to lead in their areas.	EWO - SLA £3670	Dec/ April/ July



<p>Pupils make good progress in English, science and BTEC at KS4, and reach their expected targets.</p>	<p>Use of NTP- external tutoring in school.</p> <p>Tutor employed to run after school sessions with KS4 pupils. Focus is on preparing for GCSE exams/reducing gaps in learning.</p>	<p>Through the DFE recommended use of NTP.</p> <p>Tutors will work closely with subject teachers to identify gaps and set appropriate work.</p> <p>Pupils will be ready for their GCSE, BTEC and Functional Skills exams.</p>	<p>Research into appropriate interventions which have been peer reviewed. Monitoring of impacts termly.</p>	<p>Tuition costs (NTP)-£6000</p>	
<p>To participate and cooperate in lessons throughout the day, making good learning progress</p>	<p>For primary and secondary- Implement new measures of success which are pertinent and specific to our curriculum and the needs of pupils; Bsquared and evisense</p> <p>Parents to be familiar with new systems</p> <p>New sensory equipment as advised by the OT service</p> <p>Purchase of digital devices; each pupil has been given a Chromebook for homework and remote-learning</p> <p>Tablets to supplement Bsquared and Evisense</p>	<p>Trauma informed schools' approach as recommended through DFE.</p> <p>Nurture embedded throughout the school day, training provided to all.</p> <p>Pupils to be on track with their learning and expected outcomes</p>	<p>Pupil voice feedback EHCP feedback Parent/ carer feedback - Evisense shared with parents. SLT Learning walks</p>	<p>Evisense- £200</p> <p>Bsquared- £3000 (including SLT start up costs)</p> <p>Additional Chromebooks (including dongles)- £4000</p> <p>Tablets- £1500</p>	<p>Dec/ April/ July</p>
<p>To ensure year 11 pupils are college ready.</p>	<p>Traveling to careers related events. Attending college transition days. Rehearsing travel routes to prospective colleges.</p>	<p>Pupils all have a diagnosis of ASD and suffer from high levels of anxiety when confronted with change and transitions. Past experience suggests that pupils would significantly benefit from this.</p>	<p>Data analysis three times yearly.</p>	<p>cost of transport and mileage- £500</p>	<p>Dec/ April/ July</p>



<p>To ensure pupils receive the right level of support throughout their exams. (This is the first year of external exams in 3 years).</p>	<p>All staff to be trained as exam invigilators- SLT and exams office trainer</p> <p>All staff to be trained as access arrangements facilitators- SLT and exams office trainer</p> <p>SLT to be trained and briefed on exam compliances- Exams officer to lead</p> <p>School to become its own exam center- Exams officer to lead</p> <p>School to be ready for JCQ inspection</p> <p>Purchase dynamic learning licenses to support pupils prepare for their functional skills exams across English, Math and ICT</p> <p>Purchase CGP functional skills revision guides</p>	<p>All pupils have access arrangements (ranging from prompters to readers and scribes)</p> <p>Pupils require staff that they are familiar with to successfully sit their exams</p>	<p>Successful JCQ inspection .</p> <p>Reduced behaviour incidence associated with student anxiety.</p> <p>All students attending their exams.</p>	<p>Access arrangement training from exams office- £200</p> <p>Dynamic Learning digital licenses- £200</p> <p>CGP functional skills revision for each pupil guides - £500</p>
---	---	--	---	---



<p>Reading progress, throughout the school, is good as predicted by nurture group leads and teachers of English.</p>	<p>Nessy programme</p> <p>KS1/high needs- resources and materials to help pupils engage with reading</p> <p>New KS2 texts</p> <p>New more accessible + engaging KS3 texts + reading schemes.</p> <p>New centralized KS3 English resources cupboard.</p> <p>Targeted literacy interventions.</p> <p>Reading to a dog scheme (therapy)</p>	<p>External research (EEF) Recommended through use in other schools.</p> <p>Phonics sessions for small groups/ individuals, where gaps or regression has been identified through testing. (EEF) Recommended through DFE.</p>	<p>English/ reading SLT lead will monitor impacts.</p> <p>Feedback from deep dives by The Trust Q/A lead.</p> <p>SLT - learning walks + observations.</p> <p>Book scrutiny</p> <p>Pupil voice - feedback from students.</p>	<p>Updated KS1-3 texts + English resources including (high needs group materials) - £4500</p>	<p>Dec, April, July</p>
<p>Developing social and communication skills (socializing and interactive within the wider community)</p>	<p>Horse-riding for KS3 pupils</p> <p>Sailing lessons at Surrey Quays (with qualified sailing instructors)</p> <p>Whole school enrichment + engagement sessions - parent breakfasts, the big lunch, BBQ, parent art groups.</p> <p>Wall-climbing at Sutcliffe Park Sports Centre</p>	<p>All of our students have a diagnosis of autism and challenging behaviour. They all present difficulties with social communication and interaction. It is our intention to provide as many opportunities as possible for them to practise and rehearse these skills in real life situations.</p>	<p>Feedback from students.</p> <p>Decrease in PI across the schools.</p> <p>Feedback from parents/ carers about improvements with their child's capacity to manage social situations.</p>	<p>Horse riding £2000</p> <p>Sailing £1000 (includes travel costs)</p> <p>Enrichment costs: £2000</p> <p>Wall-climbing-£500</p>	<p>Dec/April / Jul</p>
<p>KS4 students will attend a variety of work placements linked to their aspirations.</p>	<p>Careers lead to develop a more robust programme.</p>	<p>To build young peoples' sense of identity, self worth, knowledge of their community, and networking with local employers. Need for our young people to develop their employment skills; knowledge of opportunities; and increase their life opportunities.</p>	<p>Sixth Form lead and careers lead will analyse impacts, through work placements attended; qualitative positive responses from being out and about; improved confidence being out and increased ability to be safe whilst out and about.</p>	<p>Travel costs + external speakers £1500</p>	<p>Dec/ April/ July</p>



Total budgeted cost

£31270



NATIONAL BUREAU OF ECONOMIC RESEARCH

1019 CENTRE STREET, CAMBRIDGE, MASSACHUSETTS 02138

TEL: 617 495 9800 FAX: 617 495 9450

WWW.NBER.ORG

© 2004 NATIONAL BUREAU OF ECONOMIC RESEARCH