



Spending Plan for Recruit, Recover and Raise Standards funding

- This plan should indicate the number of pupils included and an outline of the curriculum and staffing solutions proposed.
- Where schools are working in collaborative partnerships or cluster arrangements a single plan will be acceptable

School	School Name / cluster of schools: Ysgol Bro Gwaun Lead Head teacher: Paul Edwards Contact email: paul.edwards@ysgolbrogwaun.com	
Number of pupils included	609	
Family schools	Bro Gwaun	
Focus Area as determined by the criteria in the Grant Terms and Conditions (provided separately)	<p>The expectation of the funding is to help schools meet the demands of the COVID-19 pandemic through the Recruit, Recover, Raise Standards (RRRS) programme.</p> <p>During the pandemic, it has become clear that many learners have not progressed as much as they might in terms of their progress in learning, some learners having been impacted more seriously than others have. This RRRS funding enables investment in schools to allow them to recruit and deploy additional human capacity to support learners in addressing their needs following the COVID-19 crisis and the related periods of school closure.</p>	
Total Grant		£37,146
Ensure that the priorities match the Focus Area and also comply with any funding criteria. Priorities must meet the grant criteria and be linked to your SDP. This will take account of any recommendations arising from categorisation. A full breakdown of costs against each activity must be included.		Costs
Priority 1 : Development of independent learning skills, motivation and enjoyment of learning, to enable and encourage learners in all groups to make accelerated progress and, where appropriate by working more effectively alone and out of school		Total - £ 10,080
<u>Activities to meet priority 1:</u> <ul style="list-style-type: none"> • Out of school hours Higher order reading sessions to support pupils' understanding of different texts across the curriculum (Eng and Cym) • Out of school hours Writing skills sessions to support pupils' writing skills including developing independent writing; extended writing for different purposes and audiences; use of language to present material appropriately with an emphasis on SPAG. (Eng and Cym) • Out of school hours Numeracy sessions • Out of school hours DCF sessions (age appropriate) 		<u>Breakdown of costs</u> 3 sessions per day x 3 days a week x 30 weeks @ £30 per session = £8,100 plus Additional holiday revision sessions in Easter and Whitsun– estimate cost: EASTER: £1,440 (6 x sessions per day x 8 days x £30 per session) WHITSUN: £540 (6 x sessions per day x 3 days x £30 per session)



<p>Priority 2 : Literacy including oracy, numeracy and digital competence developed and applied within a broad, balanced and engaging curriculum – for the qualifications years. This will include higher order reading and writing skills, high level mathematics where relevant, and digital competence at the appropriate level and as relevant to learners progressing with their qualifications</p>	<p>Total - £26,150</p>	
<p><u>Activities to meet priority 2:</u></p> <p>Learning Coach to support pupils with Literacy across the school. This includes support for higher order reading in-line with the School Improvement Priorities, and implementation of ARROW reading programme.</p>	<p><u>Breakdown of costs</u> salary cost including all on-costs Sept 22 -end of March 23 = £26,150</p>	
<p>Priority 3 : Support and engagement through coaching – this in recognition that learners may need coaching, emotional support and relationship building as well as support for examination preparation and skills for those undertaking qualifications.</p>	<p>Total - £4,070</p>	
<p><u>Activities to meet priority 3:</u></p> <p>Mindfulness and Wellbeing Coaching sessions on the following key areas:</p> <p>Practical organisational skills - Revision and homework timetables, school (work) / life balance, organising workspace / bedroom, equipment and resources.</p> <p>Establishing routines for wellbeing - Night time routine - Importance of sleep on the adolescent brain (effect of phones / blue light before bed), mindfulness exercises to relax body and mind to aid sleep. Healthy morning routines - Basic hydration, nutrition, 5 mins movement - Setting a healthy circadian rhythm so that the body and brain can perform at their best each day.</p> <p>Growth Mindset - Brain training - developing positive mindsets, building motivational attitudes.</p> <p>Mindfulness - Training the muscle of your mind for greater focus, concentration and performance. Recognising worry - noticing how your mind plays tricks on you and what to do about it. Metacognition - Distancing self from thoughts / stepping away from the drama of the storytelling mind. Making better choices - From reacting to responding.</p> <p>Relationships - Building better relationships with self and others - Communicating concerns (maturely) with staff, peers and parents to limit drama and stress.</p> <p>Physical health - Simple movement exercises to release stress from the body (Trauma aware schools), Simple (realistic) choices for good nutrition to aid mental and physical performance (linked with routines for wellbeing).</p>	<p><u>Breakdown of costs</u></p> <p>1 day per week for period 3rd Oct 2022 until end of financial year @ £185 per day = £4,070 (22 sessions x £185)</p>	
<p>Total Spend including additional funds allocated by the schools £40,300 (£3154 school contribution)</p>		
<p>School Head teacher (at planning stage)</p>	<p>Paul Edwards</p>	<p>Date: 24.06.2022</p>



Please insert date that the plan has been approved by the governing body

Date: Finance Committee meeting held on 30/06/2022

- In all cases the plans should be signed off by the school's Governing Body and details of the school's approach should be made available to parents and the wider community.

We would recommend that where the school has one the plan is published on the schools website, if not then please keep a copy at the school.

Please note the following pages do not need to be completed at the planning stage, these will be requested at a later date.

Evaluation of Impact

School Evaluation

The evaluation should note

- to what extent has the activity impacted on learner outcomes
- to what extent has the activity impacted on provision in the school
- note any areas that remain a priority for improvement.

Priority 1

Priority 2

Priority 3

Final Value for Money Evaluation

Did the school meet the intended, agreed brief?



Is the school able to demonstrate impact on pupil outcomes and provision?	
Is the school able to demonstrate gains above the optimum expectation?	
Has the school demonstrated that it has made good use of the funding it received?	
Has the school demonstrated efficiency whilst ensuring impact?	
Has the school incorporated succession planning and professional capacity in order to ensure continuous and sustainable impact?	
Has the funding allocated all been spent in line with the above priorities and the terms and conditions of the grant?	

Please confirm that there is no underspend on the funding received	
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Authorisation will be accepted as a wet signature, electronic signature or direct email from the relevant authorised individual

School Head teacher (at evaluation stage)		Date:
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