



Spending Plan for Recruit, Recover and Raise Standards funding

(To be used in 2021-22)

- 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 Penrhyn Dewi Lead Head teacher: Mr D Haynes, Mrs R Thomas Contact email:
Family schools	
Focus Area as determined by the criteria in the Grant Terms and Conditions (provided separately)	The expectation of the funding is to help schools meet the demands of the Recruit, Recover, Raise Standards: Accelerating Learning Programme as announced by the Minister for Education on the 9 July 2020. The primary purpose of the funding is therefore to enable investment in schools to allow them to recruit and deploy additional human capacity to support learners in addressing their needs following the initial COVID-19 crisis and period of school closure
Total Grant	
	£36,726
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 : Literacy, numeracy and digital competence within a broad and balanced curriculum (please include the number of pupils included and outline of curriculum and staffing solutions proposed)	Total - £ 30,066
<u>Activities to meet priority 1:</u>	<u>Breakdown of costs</u>
Providing extra capacity within maths to enable KS4 learners in the lower third of cohort to reach their potential.	£4,849
0.7FTE LSA to support the numeracy and literacy progress of the Foundation phase pupils in their first term of the 2021-22 school year.	£3,670
Deputy Head working with skills co-ordinators to monitor pupil progress and implementing appropriate intervention strategies to allow pupils to achieve or exceed expected levels of progress. Line managing staff who co-ordinate interventions as part of a whole school project including Momentum and Development phases.	£7,933
HLTA working one-to-one with pupils in Momentum and Fulfilment Phases including RADY learners, to improve their Numeracy and Literacy. This will comprise four sessions over a fortnight.	£2,553



Provision of super-numerary maths sessions by qualified maths teacher during the winter term	£9,808
Senior Teacher for Teaching & Learning monitoring progress of RADY pupils in Foundation & Development phases	£1,253



Priority 2 : Development of independent learning skills <i>(please include the number of pupils included and outline of curriculum and staffing solutions proposed)</i>	Total -
<u>Activities to meet priority 2:</u> Mentoring sessions promote independent skills (see below)	<u>Breakdown of costs</u>
Priority 3 : Support and engagement through coaching <i>(please include the number of pupils included and outline of curriculum and staffing solutions proposed)</i>	Total - £7,227
<u>Activities to meet priority 3:</u> Mentoring sessions for year 11 learners to prepare them for examinations and provide ongoing academic support. Delivery of the Sweet programme to pupils - the expected outcome will be an increase in pupil attendance & increased CAPPED 9 score of lower third of cohort.	<u>Breakdown of costs</u> £5,508 £1,719

Total Spend including additional funds allocated by the schools	£37,293
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School Head teacher (at planning stage)	Mrs R Thomas	Date: 20.9.21
School Challenge Advisor (at planning stage)		Date:

Please insert date that the plan has been approved by the governing body	Agreed by D Halse, Chair of Governors 22.9.21
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- This plan should be agreed by the school's Challenge Advisor in the case of schools currently designated as requiring red and amber levels of support from their regional educational consortia.
- 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	
<p>School Evaluation</p> <p>The evaluation should note</p> <ul style="list-style-type: none"> • 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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