

COVID CATCH UP FUNDING

SUMMARY INFORMATION

Total number of students:	98	Amount of catch-up premium received per student:	240
Total catch-up premium budget:	£23520		

STRATEGY STATEMENT

The school's priorities when spending the Covid Catch up funding is to ensure the needs of individual students are met and to raise the attainment of all students and to close the gap created by COVID-19 school closures or long-term absence.

Based on progress data and teacher discussions, gaps in progress for cognition and learning, communication and interaction, sensory and social and emotional mental health needs is identified.

Up to 50% of school population did not attend school in Summer 2020, and for periods during the school outbreak in Autumn 2020 and National lockdown Spring 2021, leading to regression in some skills and minimal progress and attainment in knowledge and skills

BARRIERS TO FUTURE ATTAINMENT

Academic barriers

A	Many students have sensory processing difficulties, which were exacerbated due to absence from routines at school.
B	Many student's communication needs could not be supported through specialist therapeutic due to remote engagement
C	Up to 50% of school, population did not attend school in Summer 2020, short periods during the outbreak in Autumn 2020 and Spring 2021 leading to regression in some skills and minimal progress in knowledge attainment
D	All: loss of sense of self, emotional and mental wellbeing within the school community
E	All: Increased anxieties around social interactions within the school environment
F	Sixth Form: missed opportunities in work experience and accessing the community

Planned expenditure for current academic year to improve classroom pedagogy, provide targeted support and support whole-school strategies.

Quality of teaching for all			
Action	Intended outcome and success criteria	Staff lead and Monitoring	When will you review this
Time allocated for Literacy and Numeracy subject teacher to re-baseline students	Students make good progress, as defined by tutors or subject lead, in their EHCP outcomes particularly to address the gap in progress for students at KS4 and KS5 by allowing staff time to gain current levels in English There will be up to date information on student's literacy and numeracy which will ensure that teachers are able to plan effectively to address any regression and/or gaps in knowledge and skills.	Subject Lead (KP) and subject teachers Monitoring: MV /NC Subject leads to hold regular meetings with subject teachers	Half termly £2400
Training of the Thrive Practitioner	To support additional interventions for students, particularly those related to regulation and mental wellbeing	TP and SLT	November 2021 £1700
Teacher support and whole school implementation of PLUSS curriculum pathway	All PLUSS teachers are able to facilitate learning at appropriate levels Students demonstrate expected progress toward their EHCP outcomes	SLT Curriculum mtgs, Monitoring, observations and drop ins	April 2021, June 2021, July 2021 £1200
Time allocated to all Lead to review CM	All subjects progress data and evidence for learning is moderated and reflect student's current attainment	Subject leads	£1200
Total spends			£6500
Targeted support			
Action	Intended outcome and success criteria	Staff lead and Monitoring	Review date

Purchasing of additional OT resources	Students have access to in class resources to support sensory integration activities through the day. Students sensory imbalances can be supported at a universal level in their classroom environment and throughout the day as needed.	OT	May 2021 £3000
Purchasing of additional SaLT resources	Students have access to in class resources to support sensory integration activities through the day. Students sensory imbalances can be supported at a universal level in their classroom environment and throughout the day as needed.	SaLT	May 2021 £2320
A part time speech and language support Assistant Time Speech and Language Therapist	Support the development of resources for additional specialist and targeted intervention. The additional support with the development of resources will enable increased number of students to access specialist interventions	SaLT	July 2021 £4000
Time allocation for Phonics development of RWI Functional Reading Scheme assessment, resources	Reading progress, throughout the school, is good as predicted by tutors, literacy lead and teachers of English. Some students will benefit from focused phonics intervention individually or in small groups.	Literacy Lead / SLT	June 2021 £500 £1200
Deployed a Level 3 SaLT assistant	Speech & Language Department so receives additional resource in order to develop and implement therapy provision for those students whose therapy, remote/on-site were impacted upon due to Covid related reasons	SaLT Assistant	£3000
Sixth Form students will undertake work experience and community skills	To build young peoples' sense of identity, self-worth, knowledge of their community, and networking with local employers to develop their employability skills	MV / NC QA of work placements, feedback from students - improved confidence being out and increased ability to be safe whilst out and about.	£200
Total budgeted cost:			11900

Other approaches

Action	Intended outcome and success criteria	Staff lead And Monitoring	When will you review this?
Further develop e - learning platforms	Seesaw platform facilitates with remote learning and tracking student progress and can be used in lessons to facilitate catchup and links with home	MV and CD – Develop framework for to support remote and extended learning.	£2400 £440 (student access)
Total budgeted cost:			£23520