

Covid-19 Catch up Premium Report 2020-2021

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	395	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£94,800		

STRATEGY STATEMENT

Calthorpe Academy is a special school serving learners with ASC, SLD and PMLD. It is these disabilities which are the primary barrier to progress and achievement that we must support our pupils to overcome. As such, our approach is designed to ensure that we are able to provide an education that is evidence informed and tailored to the educational requirements of each individual pupil. We want our learners to gain every opportunity to develop the skills they need for life. We are committed to providing the highest quality education for all our learners regardless of background or barriers to learning in all aspect of school life.

Our priority is to ensure that pupils maximise their individual progress, in order to ensure that the impact of the time lost due to Covid-19 is minimised.

As such, our focus for the expenditure will be:

- Curriculum development (including implementing new blended/remote learning strategy.)
- The enhancement of classroom-based resources to ensure that we can focus on current educational priorities.
- Resources for off-site deployment to maintain continuity of learning in the event of sustained covid-19 related non-attendance.
- Additional specialist support – Behaviour and therapeutic welfare needs.
- Recruiting additional pastoral staff to maintain successful pastoral care programme

The Intended outcome is:

- To reduce the attainment gap between disadvantaged learners and their peers.
- To close the gap between pathways in English and Maths end of year progress.
- To raise the attainment of all learners and close the gaps created by non-attendance COVID-19 school closures.
- To provide additional layer of support to parents and carers to increase attendance and engagement in learning.

Barriers to learning

There are many barriers that can prevent our learners from achieving their full potential. The most obvious are; cognition and learning, social, emotional and mental health issues, speech and language issues, behaviour and deprivation. Regression in learning during their time off school due to the COVID 19 pandemic is also a barrier for our learners. Calthorpe Academy has thought about the most effective way to support our learners' ability to learn and close the gaps. The principles of our catch up strategy is based on educational evidence and parental, staff and learner views. The EEFs covid-19 support guide for schools alongside the DfEs catch up premium guidance has been used to make evidence based decisions on how best to utilise catch up funding for our learners.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low levels of progress in literacy and Maths for Learning for life pathway. Low attainment in Cognition and learning Foundations for life.
B	Access to additional specialist support.
C	Learners re-establishing routines and expectations at school and accessing curriculum and teaching and learning support.

ADDITIONAL BARRIERS

External barriers:

D	Supporting parents/carers – Pastoral package of support to support reintegration of learners to school. Attendance, wellbeing, communication.
E	Home learning and access to technology and resources.

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Cost	When will you review this?
<p>Bespoke Training for all teachers through online portals and specialist support (SALT) to improve pedagogy within all pathways.</p> <p>Literacy support enabling pupils to retain literacy skills during periods of covid-19 related absence.</p>	<p>Quality teaching that ensures the majority of pupils do not require any long-term interventions to catch up.</p> <p>Pupil's knowledge of phonics, ability to write, decoding, reading and comprehension will be assessed using reading tests and teacher assessment giving accurate data.</p>	<p>Teachers are best placed to know learners weaknesses and gaps on return to school. They will put in place classroom based support and plan specific actions to support learners.</p>	<p>CPD programme in place for pathways lead by CPD leader. Observations of teaching and learning and pupil progress through evidence for learning for each pathway. Assessment data.</p>	<p>£2000</p>	<p>Summer 2021</p>
<p>Curriculum development including implementing a bespoke recovery curriculum for all learners and purchasing additional resources to ensure risk of sharing equipment is minimized.</p>	<p>Pupils will access a specific curriculum Focusing on four key areas in order to restore learners' mental wealth.</p> <p>Additional resources purchased for pupils to access curriculum.</p>	<p>Recovery curriculum embedded to improve the quality of teaching across the whole academy having an impact on teaching and learning beyond Covid-19.</p>	<p>Pupils will have increased opportunities to rebuild relationships, understand their emotions and manage their feelings. Re-establish routines and structures, re-learn and engage with self-regulation strategies. Close gaps in lost learning and skills and support learners to re-engage with their physical health and wellbeing.</p>	<p>£10000</p>	<p>Termly</p>

The enhancement of classroom-based resources to ensure that we can focus on current educational priorities.	Pupils will have access to learning resources that engage and enthuse teaching and learning.	Resources used to support curriculum delivery and revisit any areas needed after Covid-19 related absence. Literacy and Numeracy resources replenished to ensure gaps in communication and cognition skills are prioritised for Learning for Life. Cognition resources for Foundations for life to ensure robust teaching of individual cognition targets.	Pupils have access to resources that support the learning and ensure that classrooms are equipped well to meet learner's needs.	£10000	Termly
The enhancement of ICT resources to support home learning and live online teaching.	Learners will not miss out on teaching time due to access to technology.	Additional hardware with additional accessories (cases headphones) will be purchased based on individualised needs of pupils.	Technology barriers to learning reduced for learners and engagement in live lessons and home learning tracked.	£7000	Ongoing as required by individual learner/family needs.
Total budgeted cost:					£30000
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Cost	When will you review this?
Additional Behaviour Support for Tier 3 learners to re-engage with school after periods of absence or in National/regional lockdown, illness etc.	Tier 3 learners and their families have additional support provided from Behavioral analyst to support learners to engage with self-regulation strategies and tools which help them to feel safe and calm.	Tier 3 Learners require additional support in order to reestablish routines and Positive Behaviour Support plans and additional strategies to be shared with parents.	Behaviour support team to plan and deliver additional support to families and individual learners. Behaviour data scrutiny, welfare calls.	£2000	Termly

Additional specialist Therapy support.					
Arts therapy support implemented using BCAT services to access professional arts therapy one day a week for targeted groups of pupils.	Professional HCPC registered arts therapist in place at Academy alongside a programme of therapeutic arts in health and wellbeing support.	Learners require additional support during the Covid-19 Pandemic and the direct impact of this on their mental Health and wellbeing, impacts within the family context and impacts within the role of education.	Working alongside BCAT to implement a bespoke package of support for our learners needs.	£9780	Termly
OT specialist support services for sensory processing.	Support and plans for targeted pupils in order to understand and support individual pupils needs.	Learners require additional Occupational Therapy support to reestablish needs and plans to regulate and engage in learning. (ready to learn behaviours)	Working alongside Occupational services to access sensory profiling for learners.	£28,940	Termly
Total budgeted cost:					£38,720
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Cost	When will you review this?
Recruit additional Pastoral staff.	Provide regular and supportive communications with parents focusing on increasing attendance and engagement in learning.	Learners families will need to have access to additional support and regular communication during Covid-19 related absence to increase attendance and engagement in learning. Additional staff to support the Pastoral team to maintain and ensure the physical and emotional welfare of learners.	Recruitment successful and pastoral team working to engage families supporting pupils return to school after Covid-19 related absence.	£24000	Summer 2021

Increase pastoral offer	Provide and complete regular home visits in line with attendance protocol – additional visits due to Clinically extremely vulnerable pupils, Shielding pupil and periods of National And regional lockdown.	Pupils who are accessing education at home, families will be supported with welfare calls and home visits to share work, support parents and continue home school liaison.	DSLs to meet weekly and share information regarding these learners. Action plans for return to school formulated when safe to do so for individual pupils.	£2000	
Total budgeted cost:				£26000	

ADDITIONAL INFORMATION

In this section you could annex or refer to additional information which you've used to support the sections above. For example:

Results of staff and pupil consultation – STAFF

- Analysis of attendance records Attendance prior to March 2020 was in line with our expectations and national average. Attendance started to decline in Spring 2 then lockdown from 23rd March saw further decline with attendance no longer required under law. The overall attendance figure for 19/20 year for the whole school (including leavers during the year and Y14s) was 89.0%

Recent school Ofsted report

Evidence from the EEF [Covid-19 support guide for schools.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/covid-19-support-guide-for-schools/)