



PensMeadowSchool

Living, Growing, Learning

Covid Catch up Reporting

SEPTEMBER 2021

NEXT REVIEW DATE: TERMLY

Staff Responsible: Headteacher

COVID-19 catch-up premium spending:

Academic year 2020 - 21

Total Number of Pupils eligible: 108

Amount of catch-up premium received per pupil in special schools: £240

Total catch-up premium budget: £25,920

Total catch-up recovery premium budget: £6,670

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each special school with a total of £240 for each eligible pupil.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

An additional allocation of recovery funding has been identified for 2021-2022 of £290 per pupil in special schools eligible for pupil premium. This is for 23 pupils at Pens Meadow, an additional amount of £6670.

Use of Funds:

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

EEF Recommendations:

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Barriers to Learning:

Families reported that lockdown and Covid restrictions exacerbated the challenges already presented by living with children with severe and complex needs as many of the support services were unable to work effectively in ways which would have been of benefit.

This resulted in greater isolation, increased anxiety for families and, in many cases, life being reduced to within four walls for extended periods of time.

Therefore, transition back to full time school has presented additional challenges for our families and pupils.

School Priority 1:

In accordance with our school ethos of placing the child at the centre of provision and recognising the impact of Covid, our agreed priority is emotional health and wellbeing. Taking into account the complex communication challenges our pupils face, we are investing in speech and language therapy and occupational therapy support as detailed below:

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review Date
All staff will be trained in how to use appropriate expressive communication strategies. Monitored by TLR staff in Autumn 2 2020	Whole school training by Soundswell 23.10.20 £1000	Clear evidence through TLR monitoring of staff understanding, resource preparation and use and pupil progress – TLR monitoring identified next steps	DHT	Dec 2020 – completed and further actions identified
Specialist speech and language therapy advice will improve pupil ability to communicate effectively. Measured by increased achievement of IEP communication targets each term	The delivery of a range of interventions for those children identified as needing management/treatment Autumn Term 2020 £2 650 Spring Term 2021 £2 800 Summer Term £2 800	Lockdown impacted on delivery of full provision. All classes identified intervention strategies for progress in April 2021 HLTA time; 1 day weekly to deliver individual interventions. Monitor for impact Summer Term 2021 Increased achievement of Communication IEP outcomes	TLRs DHT	Feb 2021 May 2021 July 2021
The school communicative environment will support pupil ability to communicate, therefore reducing frustration and incidences of unwanted behaviour and so improving well being. Monitored by BfLL, TAC and progress measures	Teacher working group established to lead on approach 4 x teachers. 1 day cover per term: £2000	Meetings scheduled and two held December with clear actions, timescales and accountability. Further meetings supporting consistent environments, monitored by TLRs Evidenced by working party minutes	TLRs	Dec 2020 April 2021 July 2021
As knowledge gaps are identified by Soundswell therapists, targeted staff training will be delivered ensuring all staff can effectively support progress towards outcomes for all pupils	Small group and individual training Cost £350 per day x 6 days: £2100	Whole school training day delivered by Soundswell May 2021	DHT	July 2021

Soundswell therapists, by working alongside staff to support pupils identified as requiring specialist intervention, will increase knowledge and skills of school staff, which will have a positive impact on a wider range of pupils	Additional half day per week Soundswell Therapist support £250 x 24: £6000 Commencing September 2021		DHT	
Evidence gathered during summer Term 2021 identified pupils finding difficulty in adjusting to school expectations, therefore additional OT time purchased to support staff in providing strategies for pupils to regulate, thus improving wellbeing	Additional half day per week OT support £200 x 24: £4800 Commencing September 2021			

School Priority 2:

The impact of Covid is ongoing, affecting pupil attendance and access to school. Some of our extremely clinically vulnerable pupils have been shielding, or have very reduced attendance. Positive cases and isolation impacts on school attendance regularly. Therefore it is essential we are able to support access to learning remotely and flexibly as below:

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review Date
All pupils will be able to access learning through a personalised and flexible approach from a team of staff.	Change of focus from Family Outreach Team to support as required during time unable to deliver workshops and face to face meetings Cost: to be identified if required	Family Outreach CPOMS entries demonstrate impact for families	Strategic Lead Family Support	Dec 2020 April 2021 July 2021
Outreach to be offered to pupils unable to access school safely to ensure they continue to make good progress towards outcomes	Additional staffing resource required to support staff delivering outreach to follow risk assessments. £1000 per term: £3000	Family Outreach supporting flexibly One pupil, having received outreach, integrating back into school Autumn 2021	DHT	Dec 2020 April 2021 July 2021
Access to technology will be relevant and motivating for all pupils to enable them to be included in the school community even if not present at school	Additional ipads purchased to ensure all teachers and HLTAs can provide remote accessible learning for pupils ICT hardware and software as appropriate £2000	Ipads / laptops ordered and distributed as per priority list, supplemented by DfE allocation	SBM	Dec 2020 April 2021 July 2021