

Churchill Special School

COVID Catch-Up Premium Report 2020/21

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year.

Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the EEF has published a support guide:

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-supportguide-for-schools1>

COVID catch-up premium spending summary

SUMMARY INFORMATION			
Total number of pupils:	66	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£15,840		

Overview of the school's catch-up premium strategy:

Catch-Up priorities:

- Pupils who experience specific attendance issues as a result of Covid 19 are appropriately supported to return to full time school
- Gaps in learning and curriculum are identified by teachers and subject leader
- Pupils are identified who require accelerated academic progress
- Early and responsive targeted interventions are in place for those pupils who require support to address learning gaps
- To ensure that if there is a period of school closure, students have appropriate access to a high-quality curriculum that can be completed at home
- Ensuring all pupils can access and engage with online learning at home
- To continue to develop pupil's resilience and independence skills

Core approaches the school is implementing and how these will contribute to helping pupils catch up on missed learning:

- The use of subject-specific assessments to identify areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations e.g. GL Assessments
- The use of assessments in literacy or numeracy used to identify pupils who would benefit from additional catch-up support e.g. YARC and WRAT 5.
- Teacher's providing quality verbal and written feedback to pupil's daily.
- One-to-one and small group tuition delivered by qualified teachers and teaching assistants to identified pupils
- Targeted academic, social and emotional intervention programmes delivered by qualified teachers and teaching assistants to identified pupils
- Providing additional resources to such as revision books to support pupils to engage with learning
- Access to technology to improve facilities in school and pupil's access at home

Aims of the school's catch-up premium strategy:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To provide effective emotional well-being support for pupils, meeting their varied needs in a changing world

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Attainment and progress in reading, writing and spelling in KS2 and 3 as identified by baseline assessments in September 2020
B	Gaps in pupil knowledge in English, maths and science in KS2, 3 and 4 as identified by baseline assessments in September 2020
C	Access to technology and quality remote learning during periods of isolation and/ or school closures

ADDITIONAL BARRIERS	
External barriers:	
D	Pupils mental health and wellbeing
E	Pupil's independence skills and resilience
F	Pupils engagement in learning at home

Planned expenditure for the current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Leads	When will you review this?
To produce a high quality sequenced curriculum with clear planning and sequencing to ensure that pupils will have a strong grasp and retention of key knowledge	<p>Quality First Teaching supported by evidence-informed CPD for teachers and support staff.</p> <p>Regular subject planning and development meetings</p> <p>A broad, balanced and engaging curriculum.</p> <p>All subject leaders are clear about and can competently articulate the progression of their subject throughout Key Stage 2, 3 and 4</p>	<p>Teachers are best placed to know children's weaknesses and put in place specific actions to support them</p> <p>A strategy that improves the quality of teaching across the whole school will have wide ranging impact on teaching and learning beyond Covid-19.</p>	<p>Regular review of practice enhances the service as adjustments are made.</p> <p>Outcomes of GL Assessments completed in the Autumn term 2020 and Summer term 2021.</p> <p>Lesson observations</p> <p>Key Stage 2, 3 and 4 curriculum maps are updated as required.</p>	Headteacher and Deputy Headteacher	July 2021

<p>Ensure the teaching of reading fluency and comprehension is embedded across subject areas.</p>	<p>Staff received specific and targeted CPD.</p> <p>Staff are trained to teach reading fluency and comprehension in relation to the subjects they teach.</p> <p>All staff feel confident about teaching reading fluency and comprehension in relation to their subject specialism.</p>	<p>Baseline assessments take place for all pupils within expected timeframes during the Autumn term 2020.</p> <p>All data is analysed and used to identify those pupils who require specific targeted interventions (Gap analysis)</p> <p>Pupils access appropriate approach to the teaching of reading that is responsive to their learning needs.</p> <p>Evidence based comprehension strategies CPD</p>	<p>Staff are trained to teach reading fluency and comprehension in relation to the subjects they teach.</p> <p>Assessments take place for all pupils within expected timeframes</p> <p>All data is analysed and used to identify those pupils who require specific targeted interventions.</p>	<p>Headteacher, Deputy Headteacher and Subject Leaders</p>	<p>July 2021</p>
Total budgeted cost:					£3000
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

1:1 and small group tuition, including enrichment activities Period 6.	Close gaps in knowledge of identified pupils in English, maths & science.	Information and data collected during Pupil Progress meetings in the Summer and Autumn terms of 2020 and 2021. Baseline assessments take place for all pupils within expected timeframes during the Autumn term 2020. All data is analysed and used to identify those pupils who require specific targeted interventions (Gap analysis)	Follow-up assessments in Spring term 2021 to evaluate progress.	Deputy Headteacher	July 2021
Specific intervention programmes led by teachers and teaching assistants.	Early and responsive targeted interventions are timetabled for those pupils who require support to address misconceptions and fill learning gaps.	Baseline assessments take place for all pupils within expected timeframes during the Autumn term 2020. All data is analysed and used to identify those pupils who require specific targeted interventions.	Follow-up assessments in Spring term 2021 to evaluate progress.	SENCOs	July 2021
Total budgeted cost:					£4290
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Purchase of additional laptops, software and revision aids.</p>	<p>To ensure that if there is a period of school closure, students have appropriate access to a high-quality curriculum that can be completed at home.</p> <p>Pupils (particularly those identified as disadvantaged) are confident using IT under all circumstances</p>	<p>Whilst we do not know if there will be another lockdown for schools or how many classes will be required to self-isolate, devices can be used to enhance the learning within school and pupils can develop their confidence and skills using them.</p> <p>In the event of remote learning being used, pupils who have immediate access to devices and are comfortable using them, are more likely to access work.</p> <p>This will be reviewed in light of any further lockdowns.</p>	<p>Monitoring data and engagement for those pupils who are allocated resources.</p>	<p>Deputy Headteacher, ICT Lead and Subject Leaders</p>	<p>April 2021</p>
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Wellbeing and emotional support for pupils	<p>Appropriate interventions are put in place which meet the additional needs of all pupils in the school.</p> <p>The impact of interventions is monitored through use of</p> <ul style="list-style-type: none"> • Assessments • Observations 	<p>Intervention requests and triangulation sheets, following Professionals Meeting in the Autumn term 2021, completed by staff to support intervention lead and assessment lead to provide interventions to target the correct children with the correct support.</p> <p>Evidence-based interventions</p> <p>Knowledge and expertise of staff in school.</p> <p>Interventions chosen due to data in school.</p>	<p>Analysis of data throughout the year and observations informs appropriate intervention selection</p> <p>The impact of interventions is monitored and recorded.</p>	Deputy Headteacher, SENCOs, Pupil Support Team	April 2021
Increased regulation strategies and resources	Pupils engage positively with school and their learning	Occupational Therapy assessments Discussions between therapy and class-based staff and parents	Review and monitoring half- termly or depending on the length of intervention.	Therapy Team	
Total budgeted cost:					£8550

ADDITIONAL INFORMATION

When producing this report, the school consulted the following things to inform decisions:

- Evidence from the EEF
- Results of staff, parent and pupil consultation regarding engagement with remote learning and access to devices utilising questionnaires
- School contextual data
- Analysis of attendance records

Monitoring for impact:

We will monitor how catch-up funding is being spent to ensure the curriculum and quality of education being provided has a positive impact on outcomes for all pupils. Senior leaders and Governors will monitor how school leaders are using their Catch-Up Premium to provide value for money and ensure the curriculum and quality of education being provided has a positive impact on outcomes for all pupils.