

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	99	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£23,730		

The government is providing funding to cover a one-off universal catch-up premium for the academic year 2020-21

The purpose is to support our pupils to catch-up on potential 'lost' learning and to ensure that their EHCP requirements can be fully addressed.

The key principles are:

Education is not optional

All pupils are entitled to a high quality education that promotes their development and prepares them for the opportunities, the realities and responsibilities of life.

The curriculum remains broad and balanced

All pupils continue to be taught a wide range of subjects

Remote learning

Where needed, there is access to high quality, safe, aligned learning.

At Gosberton House Academy we have adopted the Catch-up Curriculum ethos [Barry Carpenter] namely:

THE 5 LEVERS OF RECOVERY

LEVER 1: RELATIONSHIPS

We will not necessarily expect our children to return joyfully. Many of the relationships that were thriving, such as with friends, teachers, supporting adults may need to be invested in and restored. We will plan for this to happen, not assume that it will.

LEVER 2: COMMUNITY

We will recognise that your child's curriculum will have been based at home for a long time. We will listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

LEVER 3: TRANSPARENT CURRICULUM

Our children may well feel they have lost time with their learning at school and we want to show them that we understand this and that we will help them to become confident learners at school.

LEVER 4: METACOGNITION

In different environments, children will have been learning in different ways and may have developed different styles of learning. It is vital that we acknowledge this.

LEVER 5: SPACE - TO BE, TO REDISCOVER SELF, AND TO FIND THEIR VOICE ON LEARNING IN THIS ISSUE

It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

The core approaches and how these will contribute to helping pupils catch up missed learning

- SPELL- structured, positive, empathetic, low arousal, linked learning
- Early intervention and support
- Kinesthetic and visual mediation
- In addition to and different from approaches
- Over-learning, small step, precision teach, Lietner
- Effective parental, pupil, school support.
- Skills transference and generalisation - flexibility of thought and action
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.

The overall aims of the catch-up strategy

To reduce the attainment gap between disadvantaged pupils and their peers

To retain access to a broad and balanced curriculum for all

To enhance access to the 'in addition to and different from' entitlements as identified in EHCPs

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Active engagement
B	Making connection across learning
C	Flexibility of thought and action

ADDITIONAL BARRIERS

External barriers:

D	Physiological needs- sleep, self-help skills, nutritious food
E	Safety and security-health, family, stability, routine, consistency
F	Psychological needs- friendship, family, intimacy, esteem, confidence, well-being, emotional health, anxieties

Planned expenditure for 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 lead	Impact review July 2021
Consolidation of basic skills-social, emotional, communication, early reading, phonics, numeracy - identification of gaps and regression using strategies as identified EEF Teaching and Learning Toolkit namely enhanced metacognitive [behavior] support, oral language [visual language] support; parental engagement; learning outside the classroom; reading comprehension strategies including phonics;	Attainment will be in-line with pre-lockdown expectations across all aspects of the social and cognitive curriculum	Limited engagement with wider social and curricular learning during COVID	Attainment will be in-line with pre-lockdown expectations	Class Teacher supported by SLT	Preliminary national comparative data evidences that there is no discernable difference in En and minimal in maths. Families have actively engaged over lockdown periods. School has remained open to as many pupils as it can safely and provided bespoke approaches for home learning.

All pupils to have access to remote, bespoke learning [EEF Digital technology]	Tapestry access for all Active engagement with content	Some families struggle to engage during lockdown	Staff will monitor engagement and initiate enhanced [alternative] support for those who are struggling to engage[including the loan of equipment]	Class Teacher supported by SLT	Additional IT resources purchased; existing systems updated
Enhanced delivery of bespoke support as identified via EHCPs, reviews, external professional assessments; internal assessments [EEF Feedback, mastery learning]	Re-focus on working towards EHCP 'outcomes'	During the lockdown there was a reduced emphasis on EHCP outcomes progress [very limited external and internal assessment; bespoke and very little face to face programme delivery]	EHCP [IEP] bsquared assessment and monitoring by SLT and external therapy services	SLT	Fully re-established with online and face to face working. EHCP and IEP review analysis indicates progress across all areas at levels cognizant with previous patterns of learning Autism impact analysis indicates a reduction in progressing in social communication skills. This is a national trend. An increase in emotional regulation. This is particularly pleasing and indicative of the impact of enhanced emotional well-being support. We now need to devise a system to maintain this as we move towards 'living with covid.'
Total budgeted cost:					17K
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	Impact review July 2021
Enhance pupil attendance	Individual attendance is in line with or better than previous months	Increased self-esteem; sense of community; reestablishment of routine Optimising opportunities for social, emotional, and cognitive learning	Family liaison Multi- professional support Individual support	Class Teachers Supported by SLT	Pleasant increase enabled by supportive and personalised contacts; clarity of provision and supportive strategies; continuing enhanced covid protection strategies
Pupils are emotionally resilient and ready to learn [EEF Social and emotional learning]	Children are happy and feel secure and welcomed in school Sensory diet approaches Emotional well-being ethos	Children engage in outstanding social and cognitive learning when their emotional resilience is high.	Update all sensory profiles Revisit and update Autism bsquared levels Review EHCP/IEP targets Review individual RA's	PHSE lead Autism lead Class Teachers Supported by SLT	See progression data. Very pleasing upturn.
Pupils are able to maintain and develop their physiological and physical wellbeing	All children access high quality, health hot meals, breakfast and snacks All children have suitable clothing All children are actively engaged in enhanced physical activity	Children who do not have their basic physiological needs met are not able to learn effectively Pupils who are not physically active may be prone to more ailments; research evidences that physical health supports emotional well-being	Provision of hot meals, healthy snacks and drinks, clean, warm clothing and footwear Monitoring of timetables; pupil feedback; quality and provision of bespoke approaches; whole school engagement e.g. 'run to Lapland'; Tapestry monitoring;	SLT supported by:- PSHE, PE lead Class Teachers Infra-structure and Support Staff	See Progression data. No areas of concern- needs to be maintained and enhanced
					4.73K

Total budgeted cost:					
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	Impact review July 2021
Children will continue to develop their independence, interdependence and self-care skills	All children receive high quality, bespoke support	Increased attendance as emotional and physical health improves	Baseline, plan, do, review using Autism bsquared and bsquared assessments; IEP/ EHCP reviews and updates	PHSE lead Autism lead Class Teachers Supported by SLT	Attendance increased dramatically. Ongoing dialogue with families about how we can best support and how they can help to keep all children [and their extended families] as safe and well [well-being in the broadest sense] as possible.
					2K
Total budgeted cost:					23.730K

ADDITIONAL INFORMATION

- Internal assessment and reporting CASPA, Bsquared Autism; Bsquared Engagement analysis [in year and year to year comparisons]
 - Results of parental, pupil and staff surveys, daily communication records, CPOMS and emotional well-being and resilience feedback [including Team Teacch]
 - Analysis of attendance records
 - Analysis of engagement with Home Learning and Home Challenge activities
 - Engagement with internal and external Parental Support Programmes
 - Quality mark feedback Autumn 2020 QM English and Mathematics [formally Basic Skills QM]; Leading Parent Partnership Award
 - SLT members completed Wellbeing for Education Return as guided by DFE
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