

OUR COVID 19 CATCH-UP PREMIUM STRATEGY 2020/21

What is the Covid 19 Catch up Premium Grant?

The government provides funding for a one-off universal catch-up premium for the 2020 to 2021 academic year. It aims to support pupils to catch up on lost learning so schools can help them to meet their expected progress for the next academic year. All our pupils have Severe Learning Difficulties. Pupils with SLD may progress in different ways across each EHCP area, this can be in a linear, lateral or latent way, depending on their category of need. This means that progress may be forwards, broadened out sideways and applied in different ways, or it can be seen through preventing further deterioration, but is still defined as progress.

Who is eligible for this grant?

All pupils can benefit from this grant if their progress has slowed or they have fallen back due to the impact of lockdown or COVID 19. The pandemic has affected children and families in very different ways. This means that pupils may present with different needs on return to school. These needs may be physical, emotional, social or educational, or a combination of all four. Some pupils have fared well with the excellent remote learning provision offered by St John's and found little difficulty settling back in full time. Some may have had very little time in school due to shielding. Other pupils have attended regularly throughout, but, for any child, the transition and sensory impact of moving back to full opening can be very challenging for them. They can express this in different ways.

This plan shows how we plan to use this funding to support the whole school, targeted, or individual areas. Schools can carry this funding over to the next year. This plan will be audited formally at the end of each term and then in our School Development Plan audit, in July 2021.

Teaching and Whole School Strategies

- Support pupil's engagement in books and enable them to catch up with lost reading skills by purchasing appropriate additional Reading materials to read at school and home
- Support pupils to catch up with lost phonics skills by purchasing appropriate phonics based reading books
- Support communication skills of pupils with PMLD through purchase of bespoke equipment eg switches, special equipment
- Support development of lost physical skills, address weight gain, increase pupil access to the physical and sensory curriculum by purchasing additional

bespoke equipment eg sensory resources, moving and handling equipment eg Acheeva beds, Trampettes, bubbles.

- Support Pupil Wellbeing and Physical Development and access to essential hydrotherapy by using additional swimming teacher and lifeguard so that no sessions are missed due to COVID staff absence and high quality experiences support physical progress, fitness and wellbeing. Sessions had been halved due to working in bubbles so essential to ensure that none were missed.
- Employ High Quality trusted agency staff to cover staff absence that cannot be covered in house to support pupil behaviour, wellbeing and access to school.
- Support accurate assessment and joint family and school assessment through purchasing Tablets loaded with assessment package "evidence me". This will support accurate evidence gathering against IEP targets and capture small steps of progress

Targeted and Individual Strategies

- All support for pupils is individualised according to assessment of need and dictated by baseline assessments carried out on pupil's return to school site risk assessment. Most of our pupils attended school for at least some time during lockdown. Remote learning was offered to the others. These baseline assessments cover the four EHCP areas of Sensory and Physical, Communication and Interaction, Cognition and Learning and Social, Emotional and Mental Health.
- We have a deep knowledge of the child's and family needs so are ideally placed to target support appropriately from a suitable menu provided as a result of leaders' assessment of requirements.
- The Family Support Lead Professional coordinates support for families on an individual basis.
- A catch up plan dictates provision for each pupil based on reduced progress across any of the EHCP areas. This is negotiated between the Assistant Heads and the Class Teacher and based on detailed in class assessment. It will be followed up half termly to assess impact. Effectiveness of catch up plans are assessed at Pupil Progress meetings each term. Judgements are moderated across the school, across the Trust and more widely across other special schools
- Regular reviews of individuals are carried out. Classes are screened through a sensory needs assessment to identify pupils with acute sensory needs so that appropriate physical and sensory resources and strategies can be used.
- Regular progress reviews against IEP targets, carried out by all education staff ensure that no pupil is missed

COVID Catch Up Premium expenditure 2020/21

