

Statement of use of catch-up funding post pandemic St. Johns 2020-2021

Coronavirus (COVID-19) catch-up premium

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-support-guide-for-schools1>

A summary of their best practice is as follows:

Overall strategy area	Specific strategies
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 parents and carers Access to technology Summer support

As with all government funding, school leaders and governors must be able to account for how the money is being used. Therefore the impact and spending strategy for this catch-up premium will be reviewed at every Governors meeting throughout the 2020-2021 academic year. When Ofsted re-commence routine inspections; they will make judgements about the quality of education being provided which will include how you are using the funding to ensure the curriculum has a positive impact on all pupils.

1. Summary information					
School	St. John's School Seaford			Type of SEN	ASD
Academic Year	2020-2021	Total PP budget Total fund Autumn payment	£240 per pupil	Date of governor reviews	Sept/ Dec 2020
Total number of pupils	25	Number of pupils eligible	21	Date for next internal review of this strategy	February 2021

2. Gaps identified; barriers to learning; trends identified; specific to SEN learning needs	
Where we have stated 'ALL' or generalised the groups, we have identified the needs of individuals, through liaison with tutors, parents and pupil views. Interventions may be targeted, small groups or whole years, dependent on identified needs. These will be reassessed in December, April and July.	
In-school barriers	
i.	Primary: many pupils have sensory imbalances due to absence from routines at school.
ii.	All: Up to 50% of school population did not attend school for term 5 and 6 leading to regression in some skills and minimal progress in knowledge attainment.
iii.	All: loss of sense of self and identity within and without the school community
iv.	All: increased anxieties/fears around friendships, life/death, socialising, and school.

v.	Sixth Form: missed opportunities for formal examinations and in work experience and community cohesion.
External barriers	
vi.	Increased parental stresses, leading to increased anxieties. Difficulties in facilitating home learning, in order to keep the attainment gap at bay.

3. Outcomes expected, with success criteria.		
a)	Pupils make good progress, as defined by tutors or subject coordinators, in their EHCP outcomes. Tutors monitor the progress; pupil and parent response to progress; leadership team to monitor and target support as needed; gather parent/pupil views on EHCP progress and reviews.	CYPs to make 'Good' 13.3% progress each half term on Connecting Steps BSquared software. Weekly small step targets on IEPs- link directly to EHCP outcomes, which are also reviewed at Annual Review of progress meetings.
b)	For the CYPs to attend school full time as soon as possible. Monitor and analyse attendance data. CYPs feel confident in attending school.	Week 1 over 80% attendance Term 1- over 90% attendance
c)	To participate and cooperate in lessons throughout the day, making good learning progress. Monitored and analysed through high leadership team presence; teacher discussions; Evidence for Learning data; and Connecting steps data	Comparative incidents to same time last year. Aim to see a noticeable reduction in incidents as term progresses.
d)	To attain expected external accreditations, Evidenced externally through exam results, AQA awards, ADAN portfolios.	Data will show pupils' expected exam results are achieved.
e)	Reading progress, throughout the school, is good as predicted by tutors, literacy lead and teachers of English. Evidenced through tutor monitoring; leadership monitoring; baseline data and predicted attainment in reading.	Improved parental engagement in reading at home. Over 80% of pupils make good progress in reading. Active participation in Accelerated Reader programme and Reading eggs (purchase of the full Reading eggs software).
f)	Sixth Form students will attend a variety of work placements linked to their aspirations. Careers lead to evaluate effectiveness of placements and report to HT.	All post-16 students will have had least one placement linked to aspirations/vocational course by end of year 2021; and all will attend relevant work placements regularly. A careers fair will be arranged and internal work experience placements will be established.

G	<p>Parents and carers will become partners in supporting extended learning in the home environment. They will be taught how to support reading writing Social wellbeing resilience</p>	<p>Surveys will show that parents feel supported in how they support their CYPs.</p>
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4. Planned expenditure					
Academic year		2020- 2021			
The headings below enable schools to demonstrate how they are using the catch up funds to reduce the gaps in pupil learning, emotional and social well-being, and communication skills due to the 2020 pandemic.					
Details					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To attend school full time as soon as possible.	Expectation that CYPS attend school. No CYP is on a reduced timetable as a result of Covid -19.	Increased attendance will lead to increased opportunities for learning; improved friendships; build self- esteem; and develop sense of identity in their community.	Monitor attendance from day 1, and react quickly to implementing support, considering individual needs and anxieties.	Fran Pass	Dec/ April/ July Each week in Safeguarding meeting
Pupils make good progress, as defined by tutors or subject coordinators, in their EHCP outcomes	PSHE resources to focus around friendships- Jenny Workshop on resilience, specialist support - Therapists More time in timetable for tutor/pastoral sessions to discuss and address issues. All CYPs to be baseline tested in Accelerated Reader	To develop sense of community to reduce anxieties around self-esteem. Follow up tests will show increased reading ability.	Research into appropriate interventions which have been peer reviewed. Monitoring of impacts termly.	SLT	November / April/ July

<p>To participate and cooperate in lessons throughout the day, making good learning progress</p>	<p>Getting on with learning Outdoor games to encourage teamwork Stuart Therapy resources and Zones of Regulation to keep CYPs at baseline, supporting their sensory needs.</p>	<p>OT advice for individuals and groups. Speech and language advice for individuals and groups.</p> <p>Builds teamwork and participation which helps support a growth mindset. Theme days to bring the school together and promote an immersive curriculum. Continue to hold assemblies using Microsoft Teams.</p>	<p>Learning walks and observations. Day to day monitoring One to one sessions with subject leaders</p>	<p>Tutors/Subject leaders</p>	<p>November /February / July</p>
<p>To attain expected external accreditations</p>	<p>Provide laptops and wireless connections devices to all CYPs who don't have them at home. Ensure that selected apps and programmes are on them, for use in lessons and at home. Additional time given to GCSE English in the timetable.</p>	<p>Some pupils would benefit from using personal IT devices for extended writing.</p>	<p>SLT to monitor impacts in academic lessons; and, during remote learning.</p> <p>SLT assigned to deploy staff and monitor individual pupils' impacts.</p>	<p>Stuart Terry</p>	<p>November / April/ July</p>
<p>Reading progress, throughout the school, is improving as predicted by tutors, literacy lead and English teachers.</p>	<p>Improved access to whole class ICT, with appropriate literacy and numeracy apps Ted/ Alexander Wendt (Assistive technology consultant) Additional Phonics work for individuals</p>	<p>Research current IT to ensure we find the most up to date and future proof devices. Phonics sessions for small groups/ individuals, where gaps or regression has been identified through testing and assessment.</p>	<p>IT support will advise as to the best value and effective IT for classes.</p> <p>English/ reading SLT lead will monitor impacts and planned interventions where necessary.</p>	<p>Stuart Terry</p>	<p>November / April/ July</p>

<p>Older CYPs will attend a variety of work placements linked to their aspirations.</p>	<p>Visits out and about to local community resources (when allowed and safe) Specialist career advice with local knowledge. ASDAN Employability Skills Development programme to be delivered to the Upper School, to provide accredited learning whilst we are unable to establish and undertake external work placements.</p>	<p>To build children and young peoples' sense of identity, self-worth, knowledge of local community, through networking with local employers. Need for our young people to develop their employability skills; knowledge of opportunities; and increase their life opportunities.</p>	<p>Employability lead and careers lead will analyse impacts, through work placements attended; qualitative positive responses from being out and about; improved confidence being out and increased ability to be safe whilst out and about. All aspirations linked to EHCP outcomes.</p>	<p>Jenny Root</p>	<p>November / April/ July</p>
<p>Parents and carers will become partners in supporting extended learning in the home environment. They will be taught how to support reading, writing, social wellbeing and resilience.</p>	<p>Parents to be surveyed. Appoint person to oversee and coordinate Work with Clinical Psychologists to produce some home help.</p>	<p>We need to develop our parents and career as partners. This is a great opportunity and the right time to take this forward</p>	<p>Ensure that we have the right person leading in this intervention</p>	<p>Jenny Root</p>	<p>November- July 2021</p>
<p>Total budgeted cost</p>					

5. Review of expenditure				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils	Lessons learned (and whether you will continue with this approach)	Cost
Week 1 over 80% attendance Term 1- over 90% attendance	Use of LSWs to support pupils back into school Key workers to continue with the work done during lockdown with families to support pupils back into school.			SLT time
Research into appropriate interventions which have been peer reviewed. Monitoring of impacts termly.	PSHE resources to focus around friendships (Jenny) Workshops on resilience, specialist support Use of Clinical Psychologists			Already have in place Identified person to pull together 9 XXXXXX
EHCP outcomes achieved 80% on average for each pupil. Positive responses from parent/pupil questionnaires. Comparative incidents to same time last year noticeable reduction in incidents as term progresses. In subject areas (80%+).	Primary pupils focus on 'getting back to learning' Outdoor games to encourage teamwork Stuart Terry Therapy resources (Gareth, Amber, Emma, Chloe, Lucy)			Already costed Identified person to pull together coordinate

Data will show pupils' expected exam results are achieved	Loaning ICT to pupils with selected apps and programmes on them, for use in lessons and to facilitate learning at home. Use of additional phonics teacher time to deliver individual interventions			£ 300 per CYP X 5 £1500
Improved parental engagement in reading at home. Over 80% of pupils make good progress in reading.	Improved access to whole class ICT, with appropriate literacy and numeracy apps to focus on closing gaps identified in literacy.			Reading books £500 IT programmes £550
All post-16 students will have had least one placement linked to aspirations/vocational course by end of year; and all will attend relevant work placements regularly	Visits out and about to local community resources Specialist career advice with local knowledge.			Already in budget
Coordinate and develop parents as home learning partners.	Early Bird Plus and Teen Life training to support parents of autistic children and to see how this impacts their learning. Creation of a YouTube platform in order to provide instructional videos to support Phonics, reading and assessment across a real waking day curriculum.			Half a day = £67.32 = £93.00 3 hours per day = £50.49 = £70.00 2 hours per day = £33.66 = £47.00 2,730
			Total spend	4,230

