

# COVID catch-up premium report



Prepare and flourish

## COVID catch-up premium spending: summary

SUMMARY INFORMATION			
<b>Total number of pupils:</b>	<b>69</b>	<b>Amount of catch-up premium received per pupil:</b>	<b>£240</b>
<b>Total catch-up premium budget:</b>	<b>£16,560</b>		

STRATEGY STATEMENT
<p>The overall aims and priorities of this catch-up premium strategy are:</p> <ul style="list-style-type: none"><li><b>Priority 1:</b> To reduce the attainment gap between our disadvantaged pupils and their peers</li><li><b>Priority 2:</b> To rapidly repair the regression in speech, language and communication areas</li><li><b>Priority 3:</b> To raise the attainment of all pupils within our '4' areas of the curriculum to close the gap created by COVID-19 school closures</li><li><b>Priority 4:</b> To improve resilience and wellbeing of pupils and their families</li></ul>

BARRIERS TO FUTURE ATTAINMENT	
Internal barriers:	
A	A regression in some skills associated with speech, language and communication, including sensory imbalances due to absence from school routines.
B	Loss of sense of self and identity within the school community.

C	Increase level of anxieties around friendships, life/death, socializing and school attendance expectations.
D	Missed opportunities in terms of work based placements and community cohesion activities in line with their preparation for life and work.
E	Gaps in curriculum and knowledge as identified by academic year 2019 -2020 class teachers and SLT.
F	Limited access to the local community which prepares our learners for their pathways to adulthood.
G	Our limiting space for learning and operation in terms of successfully maintaining a 'Covid Secure' environment and minimising isolation situations.

External barriers	
H	Increase in parental pressures and stresses, leading to increased anxieties and a requirement for interventional support.
I	Loss of sense of self and identity within the local community.
J	Ensuring that all students can access learning remotely at home successfully taking into consideration their home setup and abilities levels.
K	Maintaining a high attendance % for all students taking into consideration the medical needs of students and their families.
L	Ensuring parental engagement levels are maintained due to the expectations around moving to remote meeting approaches.

## Planned expenditure for current academic year

Quality of teaching for all					
Priority:	Barriers addressed:	Desired Outcome:	Action:	Intended Impact:	Cost:
1, 2, 3	A, E, J	To improve the reading and comprehension levels of ALL students across ALL curriculum offers.	To effectively and consistently train all staff in the leadership and teaching of reading throughout the school at all stages of reading.	All staff will be effectively trained and the approach to teaching reading will be fully consistent across the school and curriculum offers, providing consistency for students and greater opportunity to make progress within reading regardless of reading stage.	£3250
			Purchase of high quality reading resources for Guided and independent reading.	A love of reading will be promoted throughout all curriculum offers and at all stages of reading, staff training will ensure that resources are effectively utilised.	£2582
			Purchase an online phonics programme to support the delivery of 'early stage' reading across the school and at home.	All classes will utilise the same approach towards phonics resulting in a consistent method of teaching and assessing phonic knowledge.	£250
1, 2, 3, 4	A, C, E, J	To increase the accessibility to 'good quality' remote learning applications for IPADS.	Purchase of eBooks and associated online assessment software to improve access to reading remotely at home.	Students have access to high quality reading material at home and in school to ensure consistency in being able to effectively continue to read.	£408

			<p>Purchase of 'Picture News' to improve speaking and listening and offer debate/discussion opportunities within school and remotely at home.</p>	<p>Improving the speaking and listening skills are learners and providing 'true news' to students during an anxious period.</p>	<p>£190</p>
			<p>Purchase Doodle Maths and English to offer a personalised interventional approach.</p>	<p>Student's individual gaps identified in skills and knowledge can be addressed via a personalised intervention plan on Doodle Maths and English, this can be accessed remotely at home and in school.</p>	<p>£756</p>

1, 2, 3, 4	A, B, C, D, E, F, H, I, J, K, L	<p>To adjust our school operation procedures to ensure that we maintain as much 'Daily School Life' opportunities in relation to students, staff and parents that is physically possible within the Government Guidance.</p>	<p>Make system and procedure changes to the following to ensure we can continue our roles in effectively meeting the needs of our students:</p> <ul style="list-style-type: none"> <li>- Remote learning and IT strategy</li> <li>- Quality Assurance and assessment processes</li> <li>- Operation processes changed in relation to EHCP reviews and multi-agency working</li> <li>- Therapy and specialist input approaches</li> <li>- School calendar events</li> <li>- Parent/home communication platforms and processes</li> </ul>	<p>That students and their families continue to feel part of our Crosshill family and gain the good quality education and support they did pre covid, removing all barriers to being as 'normal' as we possibly can to remove anxieties and transition back to pre covid.</p>	£0
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1, 2, 3, 4	A, B, C, D, E, F, I,	To ensure that all gaps in knowledge and skills have been identified and captured.	Introduce the 'My Recovery Plan' approach ensuring that gaps across all 4 areas of the curriculum are captured effectively to identify interventional requirements.	That the 'My Recovery Plan' clearly identifies the gaps across all 4 areas of the curriculum for each individual child, intervention programmes are provided to fill the gaps from our academic and pastoral teams where relevant.	£0
Targeted support					
Priority:	Barriers addressed:	Desired Outcome:	Action:	Intended Impact:	Cost:
1, 2, 3, 4	A, B, C, F, H, I, J, K,	To remove socially economic barriers for our students and their families, eliminating stress and anxiety where required and utilising our community links to access suitable support.	Appoint a Family Support Worker – part time	To offer community based family interventional support under the BwD Safeguarding offer. Working to remove barriers related to social and situational deprivation in a proactive/responsive approach.	£5000
			Increase capacity in our pastoral team structure to 1 pastoral manager per curriculum offer	Ensuring that all students and families have a direct link to someone who can support them in addressing 'low level' welfare needs and support referral into higher level interventions where required.	£0

1, 3, 4	B, C, E, H, I, J, K, L	That our disadvantaged students have suitable resources too successfully access remote learning.	Purchasing additional IT resources to provide to disadvantaged students.	That disadvantaged students have suitable remote access to learning in the event of isolation or lockdown situations.	£2500
2, 4	A, B, C, H,	That students who have been directed impacted by COVID in terms of mental health gain suitable therapeutic input from a specialist play therapist.	Allocate additional hours to our play therapist to support in COVID related trauma or bereavements.	That students have direct access to play therapist support in COVID related trauma or bereavement situations.	£1624
<b>Other approaches</b>					
Priority:	Barriers addressed:	Desired Outcome:	Action:	Intended Impact:	Cost:
1, 2, 3, 4	G	To proactively seek further accommodation to support our need to remain COVID secure as successfully as possible.	Work with CEO, DfE, BwD in locating additional space for Crosshill School.	That students will have appropriate space for us to continue to successfully meet their needs moving forward, particularly within the COVID restrictions in terms of social distancing and ventilation.	£0
Total Spending	£16560				