**Coronavirus Catch-Up Funding Statement**

The government is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year.

It aims to support pupils to catch up for lost learning so schools can meet the curriculum expectations for the next academic year.

COVID-19 catch-up premium spending: summary

| summary information | | | |
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| Hope High School | SEMH | Amount of catch-up premium received per pupil: | £240 |
| Total catch-up premium budget: | £19920 | Total number of pupils: | 83 |

COVID-19 catch-up premium spending: rationale

We will be using these funds to contribute towards the cost of improving the outdoor learning environment at Hope High School

All our pupils are vulnerable and have EHC plans, so learning from home may have been particularly challenging. In particular pupils with ADHD, social communication and interaction and sensory needs find a stagnant learning environment difficult to engage with. Pupils cognitive abilities are negatively affected my lack of visual and kinaesthetic engagement.

Many of our pupils come from deprived socio-economic backgrounds. Access to opportunities to engage with outdoor learning environments which meet individual needs may be limited.

Physical activity and opportunity to engage with sensory equipment will support the emotional wellbeing and positive mental health of all pupils.

Access to outdoor learning environment will enable pupils experience success in school early on: pupils will feel that what they do in school across the curriculum and in individual interventions supports all areas of their mental health and wellbeing- this will motivate them across the curriculum to continue to enable to access the learning environment appropriately.

**Outdoor workspace can support after school activities increasing what school can offer to the most vulnerable pupils and family offering respite and additional support by highly trained practitioners. Whilst avoiding adding to teacher workload and ensuring pupils are in the best possible mental state to access their learning**

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| barriers to future attainment | |
| Academic barriers: | |
| 1 | **Many pupils have sensory imbalances and kinesthetic needs which can impact learning** |
| 2 | **Many pupils with ADHD require access to targeted physical environment to enable them to access the learning environment successfully** |
| 3 | **Over 50% of school population did not attend school for term 5 and 6 2019-20 leading to regression in some skills and progress in knowledge attainment.** |
| 4 | **Loss of sense of self and identity within and without the school community** |
| 5 | **Increased anxieties around friendships, life/death, socialising, and school.** |

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| ADDITIONAL BARRIERS | |
| External barriers: | |
| 6 | **Increased parental stresses, leading to increased anxieties.** |
| 7 | **Loss of sense of self and identity within and without the school community** |
| 8 | **Increased anxieties around friendships, life/death, socialising, and school.** |

Planned expenditure for current academic year

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| 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? |
| All pupils to attend school full time as soon as possible. | Use of Keyworkers to support pupils back into school  SLT monitor and support pupils back into school. | Increased attendance will lead to increased opportunities for learning; improved friendships; build self- esteem; and develop sense of identity in their community. | Monitor attendance and react quickly to implementing support, taking into account individual needs and anxieties. | SLT | July |
| Pupils make good progress, as defined by tutors or subject coordinators, in their EHCP outcomes | The use of improved outdoor learning area and sensory therapy is well documented in supporting pupil achievements | To develop independent strategies in supporting physical and sensory needs to reduce anxieties and increase motivation to learn. | Research into appropriate interventions which have been peer reviewed. Monitoring of impacts termly. | SLT | July |
| To participate and cooperate fully in lessons throughout the day, making good learning progress | 1. Restoring sensory imbalances. 2. Outdoor activities to encourage teamwork and build self-esteem.   Environment to meet kinaesthetic needs and help modulate behaviours and improve independent skills. | OT advice for individuals.  Sensory integration advice from specialists  Support from intervention teams for targeted approach which meets individual need.  Builds teamwork and participation which helps support a growth mind-set. | Research into appropriate interventions which have been peer reviewed. Monitoring of impacts termly.  . | SLT | July |
| Total budgeted cost: | | | | | 19,920 |