



Catch-Up Overview

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of response must match the scale of the challenge. (See [Park Community Academy \(PCA\) Pupil Premium Plan 2020-21 and PCA Transformational Curriculum](#))

Professional knowledge and expertise in the education system will ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible is critical to national recovery.

Eligibility

The £650 million of universal catch-up premium funding will be available for all state-funded mainstream and special schools, and alternative provision. It will cover: primary, middle, secondary and all through local authority-maintained schools, academies and free schools

Funding will be provided to local authorities for pupils with education, health and care (EHC) plans who are educated in independent special schools based on the number of such pupils in their area

Funding allocation

Schools' allocations will be calculated on a per pupil basis.

Special schools will be provided with £240 for each place for the 2020 to 2021 academic year.

Weighting has been applied to specialist settings, recognising the significantly higher per pupil costs they face.

Use of funds

As a school we must use this funding for specific activities to support pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

As a school we have the flexibility to spend the funding in the best way for our cohort and circumstances. (As identified within this plan)

To support us to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. As a school we will use this document to help direct the additional funding in the most effective way. This may include, for example:

- small group or one-to-one tuition
- summer programmes to help re-engage pupils or extra teaching capacity from September

Support is available to schools to implement catch-up plans effectively, as the EEF has published the [school planning guide: 2020 to 2021](#). This provides further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees will scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This will include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (Park Community Academy Catch up Plan will be shared with Governors).

Wider Strategies:

The EEF suggest 'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. These local needs and challenges will be different in every school community'. 'Re-establishing the routines of the classroom, and of school, will prove beneficial for pupils. Given the loss of routine, along with potential adverse experiences during partial school closures, attention on supporting pupils social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning'.

Supporting parents and carers

The EEF explains 'Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning'. There is a risk that high levels of absence after the summer pose a risk particularly for disadvantaged pupils'.

The EEF explains that 'Communication with parents will need to be monitored and supported. For example, are parental responses to messages home remaining high? Are meetings remotely well attended?' Five areas to concentrate on:

- Develop a clear plan for communications with families across the academic year. (See [PCA Communication Matrix](#))
- Audit current communications (especially with less involved families) to assess what has worked well and what has not during the period of school closures and the planned return. [PCA Communication Matrix was updated January 2021 to reflect current school closure.](#)
- Try to personalise messages as much as possible, being aware of parents varying literacy levels and need for any transition. [PCA have a good understanding of all families and the most suitable ways to communicate with them.](#)
- Reinforce simple encouraging messages around sustainable home learning, routines and study tips. Also remember to celebrate success with parents. (See [PCA Remote Education Document January 2021](#))

[We also run parental workshops via zoom, and continue to hold parents evenings and review meetings.](#)

- Avoid, where possible, complex communication about curriculum content, but focus support on self-regulation, such as establishing a quiet place of work, organisation or equipment, and work routines and habits'. (See [PCA Remote Education Document January 2021](#))

[At Park Community Academy there are a range of methods used for communication between home and school. These methods are utilised throughout the partial school closure. The use of email, phone calls, annual reviews, school website, face to face and via social media. \(See PCA Communication Matrix\) As part of Parks Communication Document feedback may also take place during weekly phone calls and safe and well checks which will take place fortnightly. Additional safe and well checks will take place by the Child and Family Support Workers when necessary. \(See Safeguarding Annex\) Park](#)

Community Academy annex to Safeguarding Annex clearly states the risk reduction strategies and risk reduction protocol following the RAG rated system.

1. Access to technology

The EEF suggest 'Pupils access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular lack of technology has been a barrier for many disadvantaged children'. 'To support learning, how technology is used matters most, ensuring the elements of effective teaching are present, for example, scaffolding, practice and feedback is more important than which form of technology is used'. 'In addition providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced'. At Park Community Academy a member of SLT has responsibility for this area of remote education. (See PCA Remote and Onsite Education Document). When pupils are on site lessons are tailored to provide pupils with the necessary skills and knowledge to access education platforms independently should school closure take place again, or in the event of self-isolation. At PCA we have actively engaged with the Government roll out of devices and have now secured a total of 75 laptops and 3 routers which have been distributed to families in need. In addition to this we have applied for R5 BT vouchers for data/internet allowance. Staff have also produced online videos and guides to assist families in the use of the technology and systems available.

2. Supporting social, emotional and behavioural needs

The EEF explain 'A large and often unrecognised part of teacher's work has always involved providing support for pupils social, emotional and behavioural needs. Understandably, the impact of COVID-19 closures means many schools are revisiting their approach'. 'As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils, social, emotional and behavioural needs. Once more meaningful and manageable assessment will be crucial'. At Park Community Academy interventions session have been implemented to support the mental health and well-being. Child and Family Support Team (CFST) are dedicated to having an overview of all pupils across school. At Park Community Academy a member of SLT has responsibility for this area. An area of Google Classroom has been dedicated to resources to support social and emotional well-being. The Learning Mentors play a pivotal role in providing support for pupils/families and work closely with all staff as part of the CFST. One of the Learning Mentors is a Mental Health First Aider, and an assembly session is dedicated to well-being. We are also growing our school therapy dog team to help further support pupil's well-being. Family support and engagement workshops have also been implemented to help strengthen our family relationships. Weekly virtual assemblies have been introduced to ensure our whole school community ethos is supported as we celebrate together as one. Our use of twitter and school blogs ensure pupils and families are kept up to date

and also signposted to key resources. Weekly phone calls and safe and well checks support pupils and families at home and ensure communication is supportive and effective on all levels.

Park Community Academy Focus Areas:

1. Attendance

The EEF explain 'Attendance may prove problematic in the upcoming academic year and have a disproportionate impact on disadvantaged pupils. Some parents and carers may be hesitant to send their children back to school, which will require sensitive, supportive action on the part of school. Staggered school returns or intermittent absences can prove more disruptive to pupils and prove harder for schools to manage. While there isn't much high quality evidence to support families and the necessity for the ongoing support of, and communication with, parents and carers will prove vital'.

- Daily Attendance and explanation sent to key staff daily following closure of registers.
 - At PCA all pupils requiring face to face education have been provided with full time provision in school
 - All clinically vulnerable pupils have been encouraged to attend.
 - Daily support for families
 - Children and family team working closely with the social workers. (See PCA Safeguarding Annex)
 - Attendance is reported to the Local Authority and The Department for Education. -----
- We operate a summerscheme-Year6-7 transition support which encourages pupils back to school.

2. CPD – High quality teaching

The EEF explain that 'Great teaching is the most important lever schools have to improve outcomes for their pupils, ensuring every teacher is supported and prepared is essential to achieving the best outcomes for pupils. Providing opportunities for professional development – for example, to support curriculum planning or focussed training on the effective use of technology, is likely to be valuable'. 'Almost all schools will have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school'.

- At Park Community Academy additional support for early career teachers has been implemented. CPD has been tailored to provide teachers, SSA's and ATA's with the necessary skills and knowledge to provide education within different circumstances.

- Ongoing CPD programme for all staff
- Working from home support for all staff
- National College courses available and signposted
- Targeted CPD on remote education
- Extra mentoring for RQT/NQT staff
- x3 support staff supported into their different routes into teaching courses using additional HLTA support to allow them to continue with their teaching training.
- Virtual NQT conference via Blackpool Teaching School Alliance
- Staff undertaking advanced qualifications supported.
- -Full induction for new members of staff
- -College course designed internally
- -Sensory equipment

Support teaching, planning and assessment. 1. Explicit teaching 2. Scaffolding 3. Cognitive and metacognitive strategies 4. Flexible grouping.

The EEF found that 'Explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components of high quality teaching and learning for pupils'. 'Having deep subject knowledge and a flexible understanding of the content being taught is clearly important'.

1. Explicit Teaching: The EEF explain 'Explicit teaching refers to a range of teacher-led approaches focussed on teacher demonstration followed by guided practice and independent practice.
2. Scaffolding: The EEF explain 'Scaffolding is a metaphor for temporary support that is removed when it is no longer required. Initially the teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of pupil's current capabilities. Support could be visual, verbal or written. The teacher will gradually remove the support (the scaffold) as the pupils become more able to complete the task independently'.
3. Cognitive and Metacognitive Strategies: The EEF explain 'Cognition is the mental process involved in knowing and understanding and learning. Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Cognitive strategies are fundamental to learning and are the 'bread and butter' of effective teaching'.

The EEF explain 'Metacognition refers to the ways in which pupils monitor and purposefully direct their thinking and learning. Metacognitive strategies are strategies we use to monitor or control cognition, such as checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task'.

4. Flexible grouping: The EEF state 'Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when purpose is met. It may be that a small group of pupils share the need for more explicit instruction to independently carry out a skill, remember a fact or understand a concept'. 'Allocating pupils to temporary groups can also allow teachers to set up opportunities for collaborative learning, research has indicated, for example, that collaborative learning can be effective in helping pupils to read history texts'

- Focussed training on effective teaching using technology.

The EEF explain 'Areas such as effective remote teaching may need to be revisited in professional development, thereby ensuring effective remote curriculum provision should unplanned school closures occur'.

At Park Community Academy CPD support sessions have been set up for staff to ensure Google classroom is embedded and effectively used to support remote learning across school. (See PCA Remote and Onsite Education Document January 2021)

- Pupil assessment and feedback.

- The EEF explain that 'Assessment can help teachers to determine how to most effectively support their pupils. Every pupil will have been affected differently by COVID-19. Setting time aside to enable teachers to assess pupils wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support'. 'Subject specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.' 'Providing pupils with high quality feedback, building on accurate assessment is likely to be a particularly promising approach'. Feedback will take place relevant to the platform used for remote learning. Feedback will be recorded in line with the method of delivery used. Feedback will also take place through weekly celebration assemblies. Feedback will also take place through photographs, videos and emails sent into school from home. Feedback will also take place through the school website on the blog. Feedback will always be appropriate to the age, stage and needs of pupils.

The EEF also suggest that 'High quality assessment is essential to great teaching, helping pupils to understand what they have, or have not learned'.

At Park Community Academy time and CPD at the start of the academic year was dedicated to baseline assessments. These assessments will take place again when school fully re-opens.

3. One to one and small group tuition.

The EEF explain that 'There is extensive evidence supporting the high impact of high quality one to one and small group tuition as a catch up strategy.' The EEF also explain that the tuition should be 'guided by school, linked to the curriculum and focussed on areas where pupils would benefit from additional practice or feedback'.

The EEF also suggest that 'Considering how classroom teachers, teaching assistants and external partners can provide targeted academic support, including how to link structured one to one small group intervention to classroom teaching, is likely to be a key component of effective planning for the new academic year'. 'Approach to one to one and small group tuition, require close attention to effective implementation, ensuring sessions are explicitly linked to the content of daily lessons and that effective feedback structures are in place. Such interventions are typically maintained over a sustained period and require careful timetabling and associated training so that delivery is consistent for staff and pupils'.

The EEF explain 'Where such interventions are necessary, schools should use structured interventions ideally with reliable evidence of effectiveness. Some of the common elements include:

- Sessions are often brief (15-45 minutes) occur regularly (example: 3-5 times per week) and are maintained over a sustained period of time (example: 8-20 weeks)
- Staff receive extensive training from experienced trainers or teachers.
- The Intervention has structured supporting resources and lesson plans with clear objectives.
- Teaching assistants or academic mentors follow the plan and structure for interventions.
- Assessments are used to identify appropriate pupils, guides for focus and track pupil progress.
- Connections are made between the out-of-class learning in the interventions and classroom teaching.

At Park Community Academy English and Maths has been targeted through interventions. In Maths, White Rose Maths, RM Maths and Frog Play is used and in English, Toe by Toe, Clickers, Nuffield, Clicker 8, NELI language programme and reading books have been used to support this area.

4. Intervention programmes

The EEF explains 'In order to support pupils who have fallen behind the furthest, structured interventions, which may be delivered one to one or in small groups, are likely to be necessary.' 'A particular focus on interventions is likely to be on literacy or numeracy.' 'Programmes are likely to have the greatest impact where they meet specific need such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are timetabled to enable consistent delivery'.

The EEF also suggest that 'Interventions might focus on other aspects of learning such as behaviour of pupils or social and emotional needs or focus on particular groups of pupils with identified special educational needs or disabilities'.

At Park Community Academy a range of interventions have been implemented, Educational Psychology, Speech and Language, and pastoral sessions, COVID 1:1, Wellbeing Wednesday, Feel Good Fridays, ELSA and GEMS, and the transformational curriculum.

5. Supporting remote learning

The EEF explains: 'Every school will have been affected by COVID-19 differently and school leaders are best placed to understand the needs of their school communities. The right way to support pupils will differ between schools and must be informed by the professional judgment of teachers and school leaders.' 'For many pupils, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that a single approach will be enough. It is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities.'

(See PCA Remote and Onsite Education Document January 2021)

Overview for Park Community Academy

Total number of students on roll	Funding allocated for 290 pupils
Amount of funding received per pupil	£240
Total amount of funding received for Catch-Up Premium Grant	£72,480

Catch Up Spending – Overall Proposed Spending

Proposed Area of Spending	Intended Strategy & Impact	Total Cost	Actual impact
Summer Scheme	<ul style="list-style-type: none"> To support mental Health and wellbeing of targeted pupils and families over the summer. Support transition back to school for targeted pupils. Target most vulnerable pupils, CLA,CP,CIN,PP 	£5640 (19-20) (20-21)	An average of 48 pupils attended summer scheme each day for 10 days. 3 new pupils and 22 Year 7 students gained transitional support through attendance at summer scheme. 92% of these students believe it helped their confidence in returning to school in September. Subject specialist teachers delivered tuition in English and Mathematics for most vulnerable CP, CIN, LAC, PP and other targeted pupils.

<p>Residentials</p>	<ul style="list-style-type: none"> Year pupils missed their first residential experience due to COVID. Their next opportunity would be in Year 9. Therefore, in order to celebrate the end of their primary phase and to support transition, life skills and independence. A Year 7 residential will be planned once Government guidelines allow. This will be fully funded to support families in difficulty. 	<p>Budget = £4000(fully funded , no parental contribution)</p> <ul style="list-style-type: none"> Yr 6/7 2x 1 day Tower Wood Yr 9 – Beacon Fell, Billy Bobs and Wallings Yr 7 – Overnight stay in BB plus pizza Yr 11- Bendrigg Residential – 3 nights DofE Bronze and Silver 	<p>A total of 124 pupils enhanced their confidence, independence, life-skills, personal and social communication skills, resilience and team work through a variety of education day trips and residential visits which included:</p> <p>Year 6 Canoe days on Lake Windermere Year 7 Canoe day on Lake Windermere Year 9 Outdoor day at Beacon Fell Year 9 Billy Bob’s activity day Year 7 ‘in school’ sleepover Year 11 Bendrigg Outdoor Education residential (4 days and 3 nights) D of E Bronze Expedition (2 days) D of E Silver practice expedition (2 days) D of E Silver expedition (3 days and 2 nights) to Rivington. D of E expeditions resulted in 20 Bronze award completions and 12 Silver.</p>
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<p>Year 12 Prom (previous Year 11)</p>	<ul style="list-style-type: none"> Last year's Year 11 their prom celebration due to COVID. Opportunity to rearrange a celebration for them this term. 	<p>Budget = £500 Planned yr 11/12 Prom cancelled due to extension of restrictions. However an enhanced leavers event was held at PCA</p>	<p>Pupils were so happy to be able to celebrate with their peers to mark the end of their PCA journey and they all had a fabulous time. They chose what they wanted as their alternative celebration so they also had a sense of achievement when they saw their ideas come to fruition. They all danced and partied with their peers which was a great enhancement of the social skills they had developed throughout the years at PCA and also helped to re-develop these for those who had become less confident when socialising following the periods of lockdown.</p>
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<p>Additional EP time</p>	<ul style="list-style-type: none"> This will be as required to support pupils displaying anxiety, significantly challenging behavior or an escalation of attachment following COVID. 	<p>Budget = £530 per day (5-6 sessions per pupil)</p> <p>6 days = £3180 1x pupil with COVID anxiety 1x pupil with selective mutism brought on by COVID anxiety</p> <p>EP time also used for staff training related to COVID anxiety and selective mutism due to Covid</p>	<p>Elvi Livesey and Jane Herod were both used to support pupils, their families and staff throughout the COVID pandemic. Elvi came into school and worked 1:1 with all pupils providing staff with resources, strategies and ideas to use with pupils during their time in class. ‘Dr Elvi helped me, she listened to me and let me colour when I was talking to her which helped me relax’. ‘She was the lady who gave me my wobbly monster, my teachers stuck it on the table to help me remember to stay calm when I was starting to get cross’. Elvi also supported staff with reports for referring pupils to the ND pathway. Jane worked closely with our KS2 pupils whose anxiety levels were high and for some appeared to cause selective mutism. Jane and the speech therapists provided staff with advice and strategies. Jane provided staff training based around COVID anxiety and selective mutism.</p>
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<p>Additional SALT time</p>	<ul style="list-style-type: none"> • This will be as required to support pupils displaying significant and increased speech delay or regression post COVID • Video recordings and f2f training for staff/parents in the case of SALT issues that have arisen due to COVID e.g. selective mutism 	<p>Budget = £100 per day</p> <p>Whole half term 6 weeks = 30 days = £3000</p> <p>Family prerecorded sessions and training</p>	<p>The SaLT team provided training videos for our families during the COVID lockdowns which were uploaded onto our website for all parents to access. The Therapists held virtual meetings with pupils and their families who were at home isolating or staying safe and when safe to do so they returned to face-to-face sessions on site. The Therapists continued to provide reports and sessions for pupils who were due their annual reviews and these continued to take place during lockdowns and COVID restrictions being in place. To ensure families and staff were able to support and further develop speaking and listening skills, the SaLT team contacted parents by phone to discuss their reports with them. The SaLT team provided drop in sessions and email contacts with all teachers that raised concerns about pupils progress in speaking and listening skills. They also completed additional classroom observations on the children's return from Lockdown, to ensure strategies were put in place to support any areas of</p>
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<p>CPD to support setting up of Google classroom</p>	<ul style="list-style-type: none"> CPD and support sessions offered to staff to ensure Google Classroom is embedded and effectively used to support remote learning across the school. 	<p>Budget = £500 Budget spent releasing staff to give 1:1 support in the setting up of remote learning.</p>	<p>To ensure all pupils were able to access appropriate work at home during the pandemic restrictions, Google classroom was introduced as a whole school strategy for accessing learning at home. Cover was provided for staff who had experience using Google classroom to provide training sessions for all teachers and support staff. Drop in sessions were also provided. Some staff became so passionate that they began recording live lessons to mirror their school day and uploading them onto Google Classroom for their pupils, this was appreciated by both pupils and their parents. It also allowed for teacher/pupil feedback and the marking of work to take place. As a school we were asked to provide examples of good practice to the local SEND team which we did and were commended on our standard of work. During lockdowns and throughout the pandemic, pupils were able to access their work on Google classroom and if they did not have devices, these were loaned out to pupils through the Government laptop</p>
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<p>Additional support for early career teachers</p>	<ul style="list-style-type: none"> • Mentoring will be extended into RQT year • Access to the ECT network • Additional PPA time for RQT and support around subject leadership 	<p>Budget HLTA Cover - £15.36 per hour</p> <p>To Easter 2021 – 1 day per week x 2staff</p> <p>To summer – 1 day per week – x2 staff</p> <p>£10,782.72</p>	<p>The ECT network and training sessions were all attended by Zoom. The extended support support for the RQT Teacher enabled her to adapt her teaching to remote learning and mixed age bubble classes with confidence. The NQT successfully completed her first year, achieving all the standards and set targets and provided a very detailed evidence file.</p> <p>'The additional support received during my RQT year was a great support to me and it enabled my teaching to develop further. This additional support included having the opportunity to observe a range of lessons in different classes and discuss strategies that were effective and then being supported to implement them into my own lessons.'</p> <p>'As an NQT, I benefited from having half termly observations from a range of teachers and of differing specialities. This allowed me to have a different focus on each lesson and fine tune my teaching style, from experienced teachers. Mentor meetings allowed me to check</p>
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<p>Enhanced family support</p>	<ul style="list-style-type: none"> • Sessions/coffee mornings run at PCA for parents/carers and families to support their wellbeing and address their attachment issues post COVID • Sessions will also cover how parents/career can support pupils learning at home and how to access the online platforms 	<p>Budget = £2000 Learning Mentor /family team delivered workshops = 1 per half term 6 x 4 hours (deleivered as live zoom sessions) Staff: £368 Resources: £150 Behaviour Management: 6 weeks/2hrs Staff: £184.32</p>	<p>Parental workshops and pre-recorded sessions were made available to our families. This had a particular focus on Mental Health and Well Being during lockdown and also a live workshop around Managing Behaviour. Family interactive assemblies made a huge impact of belonging across PCA community during a difficult time. Our Family Team were at hand to ensure all families were fully supported and ensured such funding and support was in place.</p>
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SRE	<ul style="list-style-type: none"> • Big Talk Education – SRE bespoke SEND catch up package. • Staff and pupils – how to keep children safe, happy and healthy • Enhance pastoral input 	<p>Budget =£1,000</p> <p>Budget (£1000)spent on a wide range of additional resources for primary and secondary</p>	<p>The package bought in for PSHE was excellent in giving staff a consistent approach to delivery and extra support in a very difficult year. All years received SRE that was both outstanding and consistent across the board which meant that the teaching and learning had a greater impact on students throughout the year. New resources led to a more engaged student body whereby early dialogue took place regarding SRE. Parents were consulted about SRE in school and the data gained will now inform this year's plans and subject development.</p>
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<p>College Courses (Photography, Horticulture, Sport and Leisure)</p>	<ul style="list-style-type: none"> Loss of external college experience and courses offered from lockdown and the new term – revised curriculum offer (Year 11 and Sixth Form pupils) 	<p>Budget = £5,000 Need an exact figure for spend on photographic equipment and horticulture Photography = £3000</p>	<p>Students gained a real insight into photography and produced some outstanding work. It motivated students in the midst of the pandemic and gave them a creative outlet that was accessible to all. 100% of students on the course gained an entry level certificate with the WJEC. This led to an increase in the total qualifications gained in the summer. The photography fed into the enterprise scheme as the students were involved in Christmas photo bundles using the equipment. The course will now be continued as a result of the initial outlay.</p>
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<p>Enhanced targeted English and Math's intervention support and resources (Resources listed above)</p>	<ul style="list-style-type: none"> Resources/packs and equipment purchased for pupils who are requiring additional support for academic 'catch up' Additional intervention groups in place for targeted pupils. 	<p>Phonics resources £2,300- Toe by Toe, Clicker 8 and additional staff training Elklan training - £3078</p>	<p>Elklan - Staff understanding of consistent approaches. Thus pupils having greater independence and understanding of expectations and behaviours caused by frustration.</p> <p>Staff empowered with knowledge to understand the processes of communication and be better equipped to reinforce and differentiate the key elements of supporting pupils with severe learning difficulties. Pupils had greater opportunity to make clear choices. Pupils with severe learning difficulties had greater independence in their learning and interaction between staff and pupils and peer interaction will be enhanced.</p> <p>The Rapid phonics scheme is fully embedded across the Primary and Secondary Department. Each department now has a library of decodable reading books for each phase of the phonics scheme which are available for teaching phonics in school and also to support pupils in reading at home. Each class in school has a set of</p>
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<p>Intervention for academic/pastoral reasons (any equipment purchased)</p>	<ul style="list-style-type: none"> Resources/ packs and equipment purchased for pupils who are requiring additional support for behavioural/pastoral/ academic 'catch up'. 	<p>Budget = £1500 Enhanced Key Stage Rewards budget - £1500 for year Individual Stationery & resource packs - £500</p>	<p>Family resource packs, wellbeing supplies and educational resources were provided to our families to support where possible in pastoral and academic support. These were greatly received by pupils and families. Further exam support packages were made and delivered to ensure pupils did not fall behind with examination coursework if working from home. All pupils in school have their own resource pencil case with the equipment they will need to avoid sharing of resources with peers, during the pandemic. This has also continued into the new academic year to ensure cleanliness for all. Families in need of funding for food and clothing was provided alongside our free school meal programme. This included extra half term food packages and family entertainment resources. Rewards system for positive behaviour was revisited – creating a weekly rewards shop to praise and support behaviour at an age appropriate level across the school. Pupils worked well to the instant</p>
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<p>Enhanced pastoral 1:1 targeted intervention / Mental Health and Well Being targeted support</p>	<ul style="list-style-type: none"> Resources/packs and equipment purchased for pupils who are requiring additional support for behavioural/pastoral 'catch up' Additional intervention groups in place for targeted pupils. 	<p>Budget =LM/HLTA is £15.36 per hour</p> <p>SBR 2 days per week LM - £6738.84</p> <p>Pals / OPAL project - £5441.20</p> <p>Grab and go resources - £1000</p>	<p>Increase in confidence for targeted pupils – pupils having another named adult to work with and talk to.</p> <p>Reduced number of behavior incidents over lunch time through PALS.</p> <p>Decrease in serious incidents for targeted pupils.</p> <p>Increased use of the new PHSE/ quiet area by all pupils instead of using the learning support room.</p> <p>Additional resources bought to deliver interventions which promoted confidence, team work and mental health.</p>
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Sensory Equipment	<ul style="list-style-type: none"> Pupils coming back to school with additional sensory needs, requiring equipment in class. 	<p>Budget =£2000 Zuma rocking chairs x5 @ £600 each -£3000</p>	<p>The sensory chairs and fidget toys were provided to help selected pupils during the pandemic to increase their attention and focus. The movement also enables some children to keep themselves regulated and also to help their body and thinking become more organised. The class teachers identified pupils that may benefit from these resources and they included children who had a diagnosis of ADHD and ASD. The SNAP form was used to evidence the impact and teachers were able to also see quite quickly an increase in each child's ability to engage in the learning activity during each lessons. All teachers noted an increase in attention, focus and engagement to the extent that this equipment will remain with each pupil until it is no longer required.</p>
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Therapy Dog		Budget = £3000 Daisy £2500, Training £260 Equip £100	We had seen first-hand that therapy dogs can reduce stress and provide a sense of connection in difficult situations. Given the impact therapy dogs can have on pupil well-being, we increased our therapy dog programs as a way of providing social and emotional support for our pupils. Daisy has provided in class support, 'walk and talk' therapy, as part of our reward system and has had a great impact on pupil behaviour. Daily check-ins with our Learning Mentor and the presence of Daisy has helped lower levels of stress and anxiety across all age ranges.
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Monitoring and Impact Evaluation

As part of our commitment to ensuring accountability we undertake regular monitoring and evaluation as follows:

- Data analysis
- Pupil progress meetings
- Moderation of assessment
- Learning walks
- Learning discussions with pupils about their work

- Support and challenge for individual teachers
- Regular external quality assurance
- Annual Catch Up reviews
- Ongoing case studies