

COVID-19 Catch-up Premium Report 2020-21

Covid-19 catch up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	118	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£28320		

STRATEGY STATEMENT

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 our response must match the scale of the challenge.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

The aim of our COVID-19 spend in the 2020-21 academic year is to diminish the difference in progress gaps between 'All pupils'. The catch-up premium has been designed to mitigate the effects of the unique disruption caused by (COVID-19). As a school we recognise the need to maintain a high standard of education for all and we strive to ensure outstanding teaching and learning across all areas. As a result of these aims our catch up funding plan is based on a tiered spending plan in three key areas:

- Quality Teaching for all
- Targeted academic support
- Wider strategies

The school has used research and supporting evidence from The Education Endowment Fund to develop this plan. The EEF recommends that great teaching is the most important lever schools have to improve outcomes for their pupils. Many of the most effective ways to raise attainment will benefit all groups of pupils.

Barriers to learning

Disadvantaged Pupils Barriers to Success

Outcomes and progress can be impacted by several factors:

- All pupils at Pioneer House have an Education Health Care Plan, and some pupils have a diagnosis of autism or additional complex learning difficulties.
- Pupils can also have additional social and emotional mental health difficulties.
- As a school we have a strong focus on identifying barriers that each pupil may face.
- The impact of Covid-19 has been significant for many of our families
- Erratic attendance due to changing or challenging home circumstances

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Mathematics - Specific content has been missed, leading to gaps in learning and stalled sequencing of topic areas and mathematical concepts. The skills that have already been taught to scaffold and introduce other topics may also need recapping
B	English - Specific content has been missed, leading to gaps in learning and stalled sequencing of topic areas and mathematical concepts. The skills that have already been taught to scaffold and introduce other topics may also need recapping.
C	All subjects - There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

ADDITIONAL BARRIERS

External barriers:

D	Attendance – attendance around those parents/carers who have anxiety over the current situation of the pandemic as well as those children who are self-isolating due to a positive result or a close contact.
E	Mental Health and Wellbeing – Both staff and children mental health have been significantly impacted due to the impact of lockdowns, isolation and changes to guidance around their job roles and routines.
F	Remote Learning/Access to technology – Children accessing a mirrored curriculum approach through a robust and accessible learning platform to ensure the impact of and periods of isolation and/or lockdown.

Planned expenditure for current academic year

Quality of teaching for all					
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?
<p>1. QUALITY FIRST TEACHING</p> <p>A significant investment of time and money in to the staff CPD programme. Rigorous but supportive QA processes in place to monitor and assure quality of education. Targeted intervention sessions (Via Support for Learning Team) for students who require</p>	<p>All students (Inc. pupil premium students) can meet or exceed their end of year targets as they receive quality first teaching every day.</p>	<p>'Improving teaching quality generally leads to greater improvements' EEF (Education Endowment Foundation). 'There is particularly good evidence around the potential impact of teacher professional development' (EEF). 'Whilst it is true that each school is unique, it is equally true that outstanding teaching and leadership and a relentless focus on improvement will make a real difference – whatever the context, or degree of challenge facing a school'. (Effective pupil premium reviews. A guide developed by the Teaching Schools Council).</p>	<p>Ongoing quality assurance including learning walks and work scrutiny.</p> <p>Targeted CPD on QFT and wave approaches in conjunction with Support for Learning Team.</p> <p>Staff feedback on the CPD programme.</p>	<p>CP/MW/KD</p>	<p>July 2021</p>

<p>additional support to make expected progress. Collaborative MAT work to share best practice for teaching and learning</p>			<p>Peer development; planning, teaching, assessment, reviews</p> <p>External QA</p> <p>Work with MAT T&L group</p>		
<p>2. SUPPORT FOR LEARNING – TEACHING & LEARNING</p> <p>Support for Learning and waves of intervention offer established to ensure consistent high quality teaching across all classes with a clear referral process and wave response of support for pupils needing additional support, to include: SALT OT Music Therapy</p>	<p>All students (Inc. pupil premium students) can meet or exceed their end of year targets as they receive quality first teaching every day.</p>	<p>‘Improving teaching quality generally leads to greater improvements’ EEF (Education Endowment Foundation). ‘There is particularly good evidence around the potential impact of teacher professional development’ (EEF). ‘Whilst it is true that each school is unique, it is equally true that outstanding teaching and leadership and a relentless focus on improvement will make a real difference – whatever the context, or degree of challenge facing a school’. (Effective pupil premium reviews. A guide developed by the Teaching Schools Council).</p>	<p>Ongoing quality assurance including learning walks and work scrutiny.</p> <p>Targeted CPD on wave approaches in conjunction with T&L team</p> <p>Peer development; planning, teaching, assessment, reviews</p> <p>External QA</p> <p>Establishes action plans for learning and SEMH, leads in place and performance management targets aligned to outcomes</p> <p>SALT and OT timetables and referral process established</p>	<p>CP/KD</p>	<p>July 2021</p>
<p>3. READING</p> <p>Provide engaging, free to all reading material via the</p>	<p>To ensure that PP student reading ages do not regress at a rapid</p>		<p>Transformation of hygiene room to reading space</p>	<p>AC/MW</p>	<p>July 2021</p>

<p>creation of a reading retreat and moving and virtual library.</p>	<p>rate</p>		<p>Purchase furniture and reading materials</p> <p>Establish virtual books and online texts to access from home</p> <p>Build moving library based on reading ages and parental feedback from forum</p>		
<p>4. REMOTE OFFER To ensure that all students have access to the very best remote learning via constant review, agreed lesson structures, weekly QA, rewards for effort and attainment and quality feedback</p>	<p>Children have seamless access to a mirrored robust provision in the event of self-isolation or further periods of lockdown.</p> <p>Success Criteria – Progress is reflective of adjusted rates of progress in the schools SIP subjects and EHCP targets.</p>	<p>Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months’ positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings. However, there are also examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental engagement to improve their children’s attainment is challenging and needs careful monitoring and evaluation.</p> <p>(EEF Toolkit)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p>	<p>CPD sessions for staff to ensure no teacher is left behind.</p> <p>Agreed online lesson structure for remote lessons to be followed consistently</p> <p>Frequent quality assurance of remote lessons and live lessons to ensure consistent high quality offer.</p> <p>Weekly completion of the student engagement tracker by all teaching staff.</p> <p>Weekly phone calls home to every student working at home to celebrate their engagement with the work or to advise about what they could do better next time</p>	<p>CP/MW/DC</p>	<p>Half termly</p>

			Ensure that GDPR and Online safety is at the heart of the solution		
<p>5. NEW CURRICULUM</p> <p>To ensure that curriculum changes continue to be considered thoroughly and implemented effectively.</p>	<p>Students are settled, confident and have the best chance of catching up on any lost learning time. The curriculum offers opportunity for depth and breadth, developing skills and knowledge in a way that is accessible for all students.</p> <p>Documented overview of curriculum adaptations for each subject area</p>	<p>EEF - Covid-19 support guide for schools ‘For many pupils, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that one single approach will be enough’. EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 ‘Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning’.</p>	<p>Curriculum coordinators to continue research and module writing in line with rolling plans.</p> <p>Appropriate resourcing purchased and environment adapted.</p>	All SLT/Curriculum coordinators	July 2021
<p>6. EARLY CAREER TEACHERS</p> <p>To support early career teachers to catch up on lost time in NQT year due to lockdown.</p>	<p>Newly qualified and recently qualified teachers have confidence in the classroom and feel able to cope with the demands of face-to-face as well as the remote teaching of students.</p> <p>Positive feedback from early careers teachers about CPD support on offer</p>	<p>EEF - Effective use of the pupil premium, November 2019 ‘Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention’. EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 ‘We must ensure that every teacher is supported and prepared for the new year’.</p>	<p>All staff have a dedicated staff mentor whom they meet at specific times of the year to discuss personal development targets.</p> <p>Bespoke and targeted CPD for early careers teachers</p>	CP/Dai	July 2021

	Retention of early careers staff at year-end is positive. Students make progress in classes and are supported well with their learning and behaviour				
<p>7. STUDENT WELLBEING</p> <p>To ensure that students at risk of disengagement and/or wellbeing concerns have weekly contact with a trusted adult.</p>	That students remain as engaged as possible with school staff and school work. That they speak to a trusted adult each week about	Covid 19 support guide for schools: EEF (June 2020) 'Setting aside time 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.'	<p>Students identified early form original RAG document from 19-20</p> <p>Daily safeguarding briefing with staff teaching remote offer</p> <p>Additional one to one session and small group work timetabled with Mind practitioner, SEMH TA and communication group TAs</p> <p>Parental welfare calls</p> <p>Daily CPOMs monitoring</p>	CP/SA	Half termly
<p>8. ACCESS TO FOOD</p> <p>To ensure that the most disadvantaged/vulnerable families do not go hungry during lockdown by providing weekly food</p>	Staff confident that no family is without food and students remain happy and healthy.	<p>EEF statement: Re-publication of the evaluation of school breakfast clubs, Dec 2019</p> <p>'Schools considering implementing free breakfast provision should also consider the multiple positive impacts of the approach, including improved pupil behaviour and improved attendance'.</p>	<p>Continued work with breakfast provider</p> <p>Finalise costings for school funded breakfast items.</p>	LG/CP/SA	Half termly

parcels, breakfast and supporting families with government voucher scheme.			<p>Ensure that a healthy and free breakfast option is available for students every day.</p> <p>Use any surplus breakfast items for delivery to most vulnerable families via food bag deliveries each week.</p> <p>FSM students monitored weekly, vouchers delivered electronically or by hand</p>		
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Total budgeted cost: £15000

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?
<p>9. ACCESS TO TECHNOLOGY</p> <p>To ensure that disadvantaged students have access to a laptop at home.</p>	All students have full access to high quality work on SeeSaw	<p>Remote learning: rapid evidence assessment (EEF, April 2020)</p> <p>'Ensuring access to technology is key, particularly for Disadvantaged pupils'.</p>	<p>Audit of all technology in every household on file</p> <p>DfE laptops applied for when more available</p> <p>Sign in and out and delivery system in place</p>	AC/CP/SA	Half Termly

			and agreements for all those who need completed and on file to ensure timely allocation		
<p>10. SEMH INTERVENTIONS</p> <p>To improve pupils ability to self- manage behaviours and emotions which may have a negative impact upon their learning.</p>	<p>Students are able to manage their emotions and draw upon their toolkit to manage themselves and their mental health.</p>	<p>EEF - Covid-19 support guide for schools, Sept 2020</p> <p>‘Interventions might focus on other aspects of learning, such as behaviour or pupil’s social and emotional needs’.</p> <p>DfE - Guidance for full re-opening of schools</p> <p>‘Schools should work with those pupils who may struggle to re-engage in school and are at risk of being absent or persistently disruptive’.</p>	<p>Behaviour TA4 happy and settled in role.</p> <p>Re-developed reflective behaviour programmes using Boxall profiling.</p> <p>Development of Support for Learning action plan to ensure referral process, sessions and monitoring have impact.</p>	CP/DA/JA	March 2021
<p>11. CAREERS</p> <p>To ensure that students at risk of becoming NEET are tracked and supported effectively.</p>	<p>Most at risk students (PP/PP+ and SEN) are encouraged to attend the school and have high quality personalized careers support plus access to employers work experience where possible</p>	<p>‘Employers are seeking 32% fewer entrants on apprentice or school leaver programmes than originally planned for this year’. (Institute for student employers, June 2020)</p>	<p>Accreditation based learning to continue via specialist team</p> <p>Enhanced access to careers support with additional hours bought this year</p> <p>Personal transition plan for all potential leavers</p>	DAi	March 2021
Total budgeted cost:					£9535
Wider approaches					

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?
<p>12. STAFF WELLBEING</p> <p>Staff support and training around psychological and mental health wellbeing</p>	<p>Staff to be confident in managing their own mental health and emotional wellbeing as well as recognizing key signs and symptoms of mental health issues in children.</p> <p>Success Criteria –</p> <p>High quality CPD will be reflected in the ethos of the school environment and evidenced through learning walks and observations of teaching and learning.</p>	<p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</p> <p>SEL approaches have been found to be effective in primary and secondary schools, and early years settings.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	<p>High quality training to be sourced</p> <p>The development of a dedicated learning hub for staff</p> <p>Support for parents to be included within the approach to support home-school working</p> <p>Ensure that a positive culture is adopted around the use of terminology of mental health</p> <p>The purchase of high quality resources to help support mental health</p> <p>Multi-agency working with other professionals (e.g. CAMHS) if needed</p>	AC/MB	July 2021
<p>13. SENSORY SELF REGULATION</p> <p>Self-Regulation boxes to be implemented that link to Zones of Regulation.</p>	<p>Children will have access to bespoke equipment to help in sensory deficits that will help them to self-regulate as well as</p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>These strategies are usually more effective when taught in</p>	<p>Staff training around sensory deficits and needs</p> <p>Purchasing high quality resources to support the</p>	CP/KD/CC	July 2021

	<p>supporting metacognition. Success Criteria – Children incidents will be monitored and remain low in respect to any sensory seeking behaviours that may present themselves.</p>	<p>collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>The potential impact of these approaches is high, but can be difficult to achieve in practice as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p>(EEF Toolkit)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p>	<p>interventions</p> <p>Collaborative working with the schools occupational therapist</p> <p>Ensure that Zones of Regulation is an embedded practice across all areas of the school</p>		
Total budgeted cost:					£3785

ADDITIONAL INFORMATION

The statement above is a working document and may be updated at any time.

It has been written with reference to:

- Internal experience
- Internal data
- End of year outcomes analysis
- Education Endowment Foundation, 'Closing the attainment gap' (Dec 2017)
- DfE Pupil Premium reports and guidance (various)
- National College for Teaching and Leadership, 'Effective pupil premium reviews' (Feb 2018)
- National Governance Association, 'Spotlight on Disadvantage' (April 2018)
- National Foundation for Educational Research, 'The Building Blocks of Success' (Jan 2017)
- Education Policy Institute report on Disadvantage Gap (July 2016)
- Remote learning: rapid evidence assessment (EEF, April 2020)
- Impact of school closures on the attainment gap summary: EEF (April 2020)
- Covid 19 support guide for schools: EEF (June 2020)
- Actions for schools during the Coronavirus outbreak: DfE (July 2020)