

COVID-19 Catch-Up Premium Spending: Summary

SUMMARY INFORMATION			
Total number eligible of pupils:	306	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£49808.33	Total funding all grants (Catch up, tutoring, testing)	£106,966.77
STRATEGY STATEMENT			
<p>All pupils at St Nicholas School have Profound, Severe or Complex Learning difficulties and/or disabilities.</p> <p>100% of our pupils have an EHC with all four areas of need (from the SEND Code of Practice) – Communication & Interaction, Cognition & Learning, Social Emotional & Mental Health and Sensory & Physical. As all of our pupils have EHCPs they would have potentially met the criteria to attend school during the lockdown measures, but allowing this would not have helped to suppress the transmission of the virus. The Senior Leadership Team created a risk assessment which allowed the children of key workers and then create places for the most disadvantaged and/or vulnerable pupils (who wished to take up a place) to attend.</p> <p><i>Many of our pupils previously met the criteria to shield due to their clinically extremely vulnerable health conditions.</i></p> <ul style="list-style-type: none"> • Through an internal auditing process we have recognised that our priorities for catch-up are as follows – Reading/Phonics, Outdoor learning, Pupils' mental health and well-being, physical development, creative development and functional numeracy skills. • We have targeted the approaches of Forest School, Functional literacy and numeracy skills, mental health-approaches and specialist creative arts tuition in order to renew the missed learning caused by Coronavirus and remote-learning programmes. • The overall aims of your catch-up premium strategy: <ul style="list-style-type: none"> ○ To reduce the attainment gap between your disadvantaged pupils and their peers. ○ To raise the attainment of all pupils to close the gap created by COVID-19 school closures and (lockdown) measures. ○ To improve pupil attendance and engagement in learning for disadvantaged and Clinically Extremely Vulnerable learners. ○ To improve the well-being and mental health of learners affected by the COVID-19 pandemic ○ To introduce a range of curriculum activities and enhancement opportunities to mitigate the effects of COVID-19 measures on groups of learners. 			

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Reduced opportunities for pupils to learn English and Maths/Functional literacy and numeracy Skills
B	Reduced opportunities for pupils to develop their social skills in classroom/group situations
C	Increase in pupils' anxieties affecting their mental health and well-being

ADDITIONAL BARRIERS

External barriers:

D	Low attendance during the school year, creating a potential increase in school refusal behaviours.
E	Anxiety among our groups of parents concerning their children who are Clinically Extremely Vulnerable attending school during the pandemic, with high(er) levels of Coronavirus in the community.
F	Inconsistent home learning environments
G	Inconsistent SEND transport provision due to falling driver numbers due to COVID-19, creating a lack of access to schooling for disadvantaged pupils

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?
To provide additional high quality reading books into the primary and secondary library areas (inc. provision of new bag books, phonics CD and reading resources). £1000	Increased opportunities for pupils reading development. Pupils will show stable levels in their phonics assessment scores.	<ul style="list-style-type: none"> It has been reported by staff that pupils have returned to school since March 2021 with lower functional reading levels in some classes. EHC reviews have highlighted parental wish for reading practice 	Phonics and reading level assessments during terms 6 and term 2	JP/JD	Term 6 2021
To purchase additional materials for use in English, Maths, Social skills & independence (PSHE) development activities in all classes and in all departments (including amounts allocated to each satellite provision). £3500 – Primary (£2000)/Secondary (£1500)	For pupils to develop their daily functional English/literacy, Maths/numeracy and PSHE skills with high quality new class materials.	<ul style="list-style-type: none"> Pupils have returned to school without the use of functional reading, money and / or social interactions in the community due to lockdown restrictions. Student's opportunities to access the community and / or school-based social opportunities have been severely limited. EHC reviews have highlighted this need. 	Term 6 KSENT Core English and Maths assessments. New Mental Health Assessment data e.g. SDQs at years 1, 5, 7, 10 and 13 Quality of Accreditation scores	DJ EW CM	Term 6 2021
Total budgeted cost:					£4500

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?
Additional Mental Health provision for targeted pupils and groups, by increased Music Therapy to individual students and cohorts of pupils. 1 day per week MT with NB £15,600	Improved well-being, self-management of behavior and maintenance of peer relationships.	Individual planning for pupils who need support transitioning (back) into school post lockdowns 1 and 3. EHCS reporting that pupils Social, Emotional and Mental Health needs escalating due to COVID-19	SDQ or other mental health assessment information	NB EW	Term 6 2021
Additional Well-Being sensory resources for use in class or with individual pupils via therapy sessions, including bubble lamps, snow powder, moon festival resources, well-being tree, lego for lego therapy). £1500	Improved pupil moods, resilience and well-being.	Pupils low moods and heightened anxiety since COVID lockdowns. EHCS reporting a general backward progress in emotional resilience.	SDQ or other mental health assessment information	EW	Term 6 2021
Total budgeted cost:					£17,100

Other 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>Improved provision and second site for Forest School. Additional site for outdoor forest learning organised and resourced.</p> <p>£2500</p>	<p>Improved access to forest school learning environment.</p>	<p>COVID safe outdoor learning space/off-site alternative functional learning opportunity. Pupils' well-being and motivation to learn in this setting is at its greatest. Some vulnerable learners attended FS during restrictions, even when they/their parents felt the school was less safe so did not let them attend in class.</p>	<p>Pupils EHC target data in all areas</p>	<p>AZ</p>	<p>Term 6 2021</p>
<p>Improved provision for pupils' access to PE activities – due to the restriction in activity caused by lockdown or C-19 home schooling / remote learning.</p> <p>£1500</p>	<p>Pupils will have access to higher quality PE resources improving potential for physical development.</p>	<p>Pupils' kinaesthetic learning has been motivational.</p> <p>Physical activity in our large sports hall and outdoors is COVID safe and beneficial/</p>	<p>Pupils Sensory & Physical and/or KSENT core PE data</p>	<p>MH/SBry</p>	<p>Term 6 2021</p>

<p>Improved provision of music, drama and expressive arts teaching provision in both online and face to face situations.</p> <p>£7800 – for 1 day of T Cronin for expressive arts teaching opportunities within a range of classes.</p> <p>£1500 – for art and drama resources, some delegated for home use during the home learning periods and/or remote learning and online delivery.</p> <p>£500 – Music resources for remote learning and online delivery.</p>	<p>Greater access to creative learning activities, resources and opportunities.</p>	<p>Families requested access to the preferred teaching and delivery of our creative arts teachers. Either:</p> <ul style="list-style-type: none"> • In person (1-1) or in groups • In the home (via remote learning) • In videoed format for home or school access at any time via the school You Tube channel 	<p>KSENT Core Music, Art and Drama data</p>	<p>MB/AM</p>	<p>Term 6 2021</p>
<p>£4849.10 - Provision of school funded taxis to enable pupils from disadvantaged families (without cars or access to public transport) to attend school in Autumn term – whilst SEND transport is set up.</p>	<p>Access to learning is not delayed further post lockdown, despite a national shortage of D1 and PC D10 drivers</p>				
<p>£2278.31 – Provision of enhanced Moving and Handling equipment to help enable pupils with Physical Disabilities regain their motor skills in a safer fashion.</p>	<p>Access to safer - sitting, standing, walking and transferring - mobility skills, for both staff and pupils with PD.</p>				

<p>£5480.92 – Provision of air purifiers (and filters) for the most at risk pupils: 4 medical-grade purifiers for CEV pupils who need clean air but where cold temperatures may lead to a significant health risk. 4 purifiers for classes with more vulnerable learners (e.g. pupils with SEMH where good environmental ventilation may lead to other behavioural risks, including absconding).</p>					
<p>£1800 – Provision of the embracing arts project. A new external expressive arts initiative targeted towards classes that have had the fewest opportunities from within school.</p>					
<p>Total budgeted cost:</p>					<p>£25,708.33</p>

ADDITIONAL INFORMATION

Covid Recovery Catchup Premium Funding – 3 payments of £49,808.33 (Summer 2021 - £31,3200, Autumn 2021 – £8,047.50, Spring 2022 - £10,560.83).

School-Led Tutoring Grant – 2 payments totaling £20,048.44 (Autumn 2021 - £10,178.44 and Spring 2022 – £9,870.00) have been allocated to the establishment of a weekly programme of specialist functional skills and an initial 2-week programme of practical Science activities:

- Functional skills teaching (£15,497.60) – a specialist functional skills teacher has been for groups of Oak pathway pupils across the secondary. This will be delivered by a retired specialist functional Maths (numeracy) and English (literacy) teacher implementing a programme of study between January and April 2022. This is enabling our SEND learners to catch up on missed learning and have unique and new extension opportunities (that otherwise would not have been possible without this funding allocation).
- Science teaching (£2326.40) – a specialist science teacher will offer a roadshow of motivating and inspirational practical investigations and experiments to pupils across the whole school organisation (primary and secondary classes, on the main site and across all satellite provisions). This will take place as a 2 week programme during Term 4. This will enable our SEND learners to catch up on missed learning and have unique and new extension opportunities (that otherwise would not have been possible without this funding stream).

NB: There are plans in place to extend this Science programme further, during term 4 (2022) to build a support, guidance and advisory link between the specialist Science teacher, our 2 Primary/Secondary science leaders and inspire non-specialist class teachers with new ideas. It is our aim that we allocate the remaining £2224.44 of School-Led tutoring funding towards this goal, with the disbursement of this funding towards the implementation of an additional practical Science week before Easter 2022.

The school has also received 3 payments for the implementation of the National Testing Programme from 4 January 2021 to 23 July 2021 totaling £37,110. This was allocated to the staff costs incurred with the running the programme.