

COVID-19

Catch-Up

Funding Plan

The Meadows School

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| **Summary information** | | | | | |
| **School** | The Meadows School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £44,400 | **Number of pupils** | 186 |

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| **Guidance** | |
| Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). It is acknowledged that young people from the most vulnerable and disadvantaged backgrounds will be among those most heavily impacted. The Meadows is located in one of the most deprived boroughs in the country and caters for some of the most complex students in the Sandwell.  The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.  Barry Carpenter (Et al 2020) Professor of Mental Health in Education and leading figure in SEND, highlights 5 areas of loss experienced by our students:   * of Routine … e.g. regression toilet training. * of Structure … e.g. pencil grip, holding a knife and fork. * of Friendship … e.g. children playing in silence. * of Opportunity … e.g. self harm/eating disorders. * of Freedom … e.g. loss of stamina and of physical fitness.   Barry states “The five losses can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated. It will cause a rapid erosion of the mental health state in our children.” This analysis is validated by OFSTED in its Outcomes Report November 2020.  We have used Barry’s work to adapt our The Meadows’ curriculum to a Recovery Curriculum and shape our response to the shifting challenges created by the pandemic. | |
| **Use of Funds** | **EEF Recommendations** |
| Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance  on [curriculum expectations for the next academic year.](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support)  Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.  To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus (COVID-19) support guide for](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) [schools](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) with evidence-based approaches to catch up for all students.  Special, AP and hospital schools will get £240 for each place for the 2020 to 2021 academic year.  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 EEF advises the following: Teaching and whole school strategies   * Supporting great teaching * Pupil assessment and feedback * Transition support   Targeted approaches   * One to one and small group tuition * Intervention programs |

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| Identified impact of lockdown on students learning and Mental wellbeing. | |
| **From March 2020 to the end of the academic year, the vast majority of students were unable to access on-site provision. Due to the severe nature of our students’ SEND, the effectiveness of our remote learning offer was minimal, compared to the specialist provision we offer on-site.** | |
| **My Thinking** | Significant gaps in learning and stalled sequencing of cognitive development. Students’ appetite and curiosity has been eroded during Lockdown due to loss of routine and environment. Their skills of problem-solving, exploring, investigating and discovering need to be reignited. The vast majority of our students have not engaged in active learning because the majority of our families do not have the tools and time. |
| **My Communication** | For many of our students who use alternative and augmentative communication systems in school, the lockdown has resulted in very little use or development of these systems. Colleagues have reported a definite regression of skills, leading to increased levels of frustration as students struggle to express basic needs and wants.  For many of our more able students, the fluency, spontaneity and mean length of utterance of their verbal language has reduced. This has had a negative impact on students’ independence and social interaction. |
| **My Lifestyle** | The Lockdown has resulted in the students’ loss of relationships with the peers and adults they would have interacted with on a daily basis in school. Many students have only communicated with their immediate family members.  Our students have lost all their opportunities to go out in the community: to receive respite, to go to prayer, to see their grandparents... They have only experienced the same people, activities and rooms in their homes.  Our complex ASC students, who need physical activity and sensory input, went from accessing a huge range of resources and apparatus in school and the wider community, to just their back gardens (if they were lucky enough to have one). Many of our students still can’t access the community, as parents are unable to give the support, they need to stay safe.  In short, our students have led very monotonous lifestyles during lockdown; they have become less confident, less curious and more anxious. |
| **My Independence** | Many parents worked from home over lockdown, trying to balance being employees, cares and new home-educators. Understandably, lack of time meant that many tasks were done for our students as it was easier and quicker.  Students had to stay at home and were unable to access the community where they would develop and embed their independence skills, especially for our Post16 students. They are used to accessing a curriculum with a strong emphasis on community participation. |
| **My Body** | Gyms have been shut, community spaces closed and Jo wicks on the iPad means very little to the majority of our young people.  PMLD students have pressure sores and loss of mobility.  Complex ASC students have communicated their frustrations by putting holes in their bedroom walls, hitting out at their carers and developing socially inappropriate mechanism to regulate their emotions and find stimulation.  The impact of the loss of the school’s physical development provision has been most keenly felt by our PMLD students. Students have sadly lost function and some have experienced tissue breakdown due to lack of movement and positional changes. |

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| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) | | | | |
| **i. Teaching and whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| To sensitively reintegrate learners back into school routines, environment and relationships. | Recovery Curriculum INSET led by Barry Carpenter  **£450** | * Inset session delivered and successfully received * Used as basis for Recovery Curriculum | EP | Monthly |
| To recapture and improve social, emotional and physical skills through enhanced PE provision. | Employ a full-time sports coach to plan, teach and assess PE lessons within the Semi and Formal Pathways.  ***£21,000 salary costs***  ***£300 resources*** | * Harry Smith appointed as Sports Coach. Experienced practitioner from West Bromwich Albion Foundation with existing relationships and knowledge of school community * HS quickly made positive impact * Strong evidence of improved outcomes captured within school’s assessment system | KH | July 2021 |
| Through the deployment of the Sports Coach, time will be created for class staff to delivery targeted intervention sessions that address gaps in students’ learning. | Costs link to interventions  **£300** | * Range of interventions facilitated by school’s Sports Coach * Captured and tagged within Evidence for Learning * Success of interventions demonstrated through strong attainment data bounce-back (see Governor data reports) | GS | On-going |
| Promote students’ mental well-being and communication skills.  Provide a safe environment to express feelings and emotions. | Increasing The Birmingham Rep provision by one day  **£2475** | * Third day was established at the beginning of the academic year enabling all classes to access this excellent provision * Student impact captured and tagged within Evidence for Learning * Consistently reported as a highlight of the students’ weekly provision | CA GS | July 2021 |
| **Total budgeted cost** | | | | **£24,525** |

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| **ii. Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| To increase support for students with potential barriers to learning, using the engagement model | 2 half day Engagement Model training sessions led Beverley Cockbill, plus two twilights  **£620** | * Inset and twilight sessions delivered and successfully received * Used as a springboard for the introduction of the Engagement Model within the Preformal Pathway | EP GS | Feb 2021 |
| Students have new opportunities to communicate and express their emotions / feelings. | Art therapy sessions for individual students across the school.  **£1404** | * 8 sessions delivered at £646 due to procurement difficulties * Therapists worked with two students identified as experiencing acute difficulties due to COVID through the Vulnerability Assessments | EP GS | July 2021 |
| To improve the remote learning provision for our Complex ASC Learners.  To improve interaction between carers/parents and their children. | Motivators packs with Symbols supplies to the families of all Complex ASC Learners.  ***60 learners x £40***  **£2400** | * 51 packs of sensory resources were sent to families to support home-learning during school closures * Remote learning sessions were initiated to maximize the effectiveness of these resources * Complex ASC learners were provided with developmentally appropriate resources as an attempt to maintain their learning and stimulation | GS | July 2021 |
| To improve PE provision and associated outcomes for VI students. | VI sports equipment  ***£600*** | * Resources selected by newly-qualified QTVI teacher * These resources were incorporated into PE sessions to ensure learners with visual impairment were fully included and catered for | GC (QTVI)  EH | Mar 2021 |
| **Total budgeted cost** | | | | **£5024** |

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| **iii. Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Staff will be able to deploy resources to directly address the remote learning needs of individual students | Fund for staff to request personalised provision.  **£2151** | * Teachers had the facility to trigger the purchase of bespoke resources to support their individual students during full and partial school closures * Some examples of these personalized resources were; wedges, consumable sensory materials | **GS** | July 2021 |
| To maximise students’ engagement and learning through the re-development of outdoor learning provision. | Integrated plan for outdoor classrooms    **£9000** | * Across the academic year, there was significant improvement made to the outdoor learning space by Pentagon Play. * COVID catch-up contributed £9000 to the total overall upgrade of £70,000+ * Young people are now motivated to access the outdoor areas and an increased level of outdoor learning is evident | SLT | July 2021 |
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| To reduce the negative impact on students’ outcomes during periods of self-isolation / school closure / national lockdown.  To improve students’ IT skills and independent learning. | Laptops and corresponding dongles purchased for Formal Learners.  **£3700** | * During the academic year, it was identified that this spend was not required due to the Government School Laptop Purchase Scheme * These funds were absorbed into other areas to support general curriculum spends |  | July 2021 |
| **Total budgeted cost** | | | | **£14851** |
|  | | **Cost paid through Covid Catch-Up** | | **£44400** |
|  | | **Cost paid through school budget** | | **-** |
|  | | **TOTAL** | | **£44400** |