



COVID-19 Catch-Up Funding Plan The Meadows School

Summary information

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

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
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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 schools with evidence-based approaches to catch up for all students.</p> <p>Special, AP and hospital schools will get £240 for each place for the 2020 to 2021 academic year.</p> <p>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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programs

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, carers 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.

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 lead by Barry Carpenter £450		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		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		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		CA GS	July 2021
Total budgeted cost				£24,525

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		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		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		GS	July 2021
To improve PE provision and associated outcomes for VI students.	VI sports equipment £600		GC (QTVI) EH	Mar 2021
			Total budgeted cost	£5024

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		GS	July 2021
To maximise students' engagement and learning through the re-development of outdoor learning provision.	Integrated plan for outdoor classrooms £9000		SLT	July 2021
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			July 2021
			Total budgeted cost	£14851
			Cost paid through Covid Catch-Up	£44400
			Cost paid through school budget	-
			TOTAL	£44400

