

COVID-19

Catch-Up

Funding Plan

The Meadows School

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| **Summary information** | | | | | |
| **School** | The Meadows School | | | | |
| **Academic Year** | 2021-22 | **Total Catch-Up Premium** | £39,936 | **Number of pupils** | 208 |

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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 £192 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 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.**  **The following academic year 2020-21 was also significantly affected by COVID with a number of partial closures and a significant period of full school closure from January 2021 to March 2021.** | |
| **My Thinking** | Significant gaps in learning and stalled sequencing of cognitive development. Students’ appetite and curiosity has been eroded during Lockdowns 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 lockdowns 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 Lockdowns 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 cannot 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 lockdowns, 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 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 |
| **Total budgeted cost** | | | | **£** |

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| **ii. Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| 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** | | | | **£** |

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| **iii. Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Maximise educational outcomes by offering support of students’ Cognition and Learning and Social Emotional Wellbeing | Contribution towards 2 private Educational Psychologists for 8 hours per week  **£** |  | **GS** | July 2021 |
| **Total budgeted cost** | | | | **£** |
|  | | **Cost paid through Covid Catch-Up** | | **£** |
|  | | **Cost paid through school budget** | | **-** |
|  | | **TOTAL** | | **£** |