Danecourt School COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	185	Amount of catch-up premium received per pupil:	£240.00
Total catch-up premium budget:	£36,240.00		

STRATEGY STATEMENT
Pupils 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. **'No child will be disadvantaged or left behind as a result of the Covid-19 pandemic.'** This will be achieved by: Ensuring that home learning is effectively taught and well resourced.

Ensuring that in school learning is staffed well to allow quality first teaching regardless of staffing levels. Ensuring that both academic and emotional support for our children are given equal credence. Ensuring that all interventions are well targeted, time limited and strategically planned. Ensuring that good practice learnt during lock down is continued in school. Ensuring that Danecourt school supports its community as a whole to build resilience.

Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of planned learning. Recall of basic skills has suffered – pupils are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.
Writing	Pupils have missed opportunities to practice writing in a range of contexts and missed out on essential practicing of writing skills.
Reading	Pupils are less fluent in their reading and the gap between those pupils that read widely and those pupils who don't is now increasingly wide.
Non-core and topic	There are now significant gaps in knowledge – whole units of work have not been taught meaning that pupils 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. Pupils have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.
Physical	A number of pupils have missed significant therapeutic input – such as OT and Physiotherapy. As a result of the lockdown children have also been significantly less active.
Speech, Language, Interaction and Communication	A number of pupils have missed significant therapeutic input from speech and language. The specialist nature of the AAC (Augmentative and Assistive technology) some pupils with emerging communication use daily mean that these are not available at home so progress has fallen behind. It is essential our pupils can communicate their needs and wants in a range of environments and with a range of communicative partners.
Sensory and Occupational Therapy needs	The delivery of many occupational therapy interventions requires access to shared specialist areas and equipment, access to which has been, and continues to be disrupted. Many of these interventions are not progressive but allow pupils to achieve an optimal state of readiness to learn.

Planned expenditure for current academic year

The headings below are grouped into categories outlined in the EEF coronavirus support guide for schools

Teaching and whole school strategies				
Intended outcome and success criteria	**Chosen action / approach**	**Impact (once reviewed)**	**Staff lead**	**Review Date**
Supporting Great Teaching				
Topics will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	Additional time and resources for teachers and TAs to plan and create physical resources including TEACCH and PECS resources		KR / MK / MH	May 2021
Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, to ensure that manipulatives are readily available to support the learning of concrete concepts.	Purchase of additional resources for classes and bubbles.		MH / MK	April 2021
Provide appropriate resources for allowing reading catch up through providing Phonics / whole word reading resources for use during 1:1 and small group interventions	Purchase of additional resources to support the teaching of phonics and whole word reading.		BC / DS	April 2021
Staff will receive training to ensure that they are able to use technology effectively to support pupils learning.	Additional training in the use of programs such as Clicker, Boardmaker, Evidence for Learning		LE / MK / MS	May 2021
Teaching assessment and feedback				
Teachers have a very clear understanding of what gaps in learning remain and use this to inform	Clear process for completion of assessment upon children's return to		MS	April 2021

assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.	school – additional time for teachers to complete. Purchase of additional iPads to access evidence for learning within Engage tracks. Additional needs identified through Pupil Progress Meetings.			
Transition support Pupils who are joining school from different settings or who are beginning their schooling with Danecourt School have an opportunity to become familiar and confident with the setting before they arrive.	A virtual tour of the school has been created and is shared with all new pupils prior to them starting at Danecourt. Time is also allocated for the teacher to meet virtually with the child and their family prior to them starting school.		DS	May 2021
			Total budgeted cost:	**£5000.00**

Targeted approaches				
Intended outcome and success criteria	**Chosen action / approach**	**Impact (once reviewed)**	**Staff lead**	**Review Date**
Targeted Interventions Identified pupils will have time accessing 1:1 / small group interventions with an experienced SEN TA / teacher. Interventions to include: ● Specific Maths and English interventions ● Emotional First Aid ● Rebound therapy ● Drawing and talking ● Friends	Children requiring this input will be identified through pupil progress meetings. This will be overseen by DS. The role of the TA will also be to cover other staff trained within specific interventions so that they can be released to work with pupils.		DS	May 2021

• Zones of regulation				
Speech, Language, Interaction and Communication Within the Engage track there is a focus on sensory based play and joint attention through the likes of strategies such as Attention Autism. Teachers focus on basic vocabulary and throughout the school there is an emphasis on a total communication approach.	Total communication resources and signage to fully support communication throughout the school.		LE	May 2021
Occupational Therapy Identified pupils require additional resources to access programs developed by OT and overseen by the therapy assistant. Individual packs of resources for some interventions will be developed to prevent the need for constant sanitization and quarantine. Decreased time to assess and implement sensory diets and limited access to specific sensory resources. This affects the pupil's wellbeing and ability to self-regulate	Additional sensory equipment and resources to be bought for every class. Therapy Assistant to work with identified pupils under the direction of the OT. Increased buy in of OT time to train staff and provide interventions.		LE	May 2021
Physical Needs Due to limited access to specialist sports areas, youth clubs and accessible play areas pupil's health and wellbeing has been affected. All pupils will have access to a wide range of physical activities throughout the day.	Additional specialist sports equipment, including accessible bikes and scooters to be purchased. Specialist sports equipment for targeted interventions to be sought.		JH	May 2021

Total budgeted cost:	**£26,000.00**

Wider strategies					
Intended outcome and success criteria		**Chosen action / approach**	**Impact (once reviewed)**	**Staff lead**	**Review Date**
Supporting Parents and Carers Pupils will have greater opportunities to access learning at home. Pupils have access to technology and appropriate stationery and paper based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning. Parent/Carer support group to offer support and access to outside agencies to parents / carers with the aim being to reduce the impact of lockdown, Covid-19 and the restrictions on home life.		Learning packs are printed and ready to distribute for all pupils. Resources are available in the event that that teacher / pupil is required to isolate to ensure consistency in delivery. Feedback sought from families about the support they would like from the school to be delivered through the parent / carer support group. Focus on planning for the summer holidays.		MS / MK / MH KF / ZS	May 2021 May 2021
Access to Technology To ensure that all children have access to technology to support their learning.		Purchase of additional hardware and software to improve facilities available at school to pupils		CF	March 2021
				Total budgeted cost:	**£4000.00**