

COVID-19 Catch-Up Premium Plan

Ifield School



Summary information					
School	Ifield School				
Academic Year	2020-21	Total COVID-19 Catch-Up Premium	£60000	Number of pupils	250 (x£240)

Guidance

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.

Schools' allocations will be calculated on a per pupil basis, providing each special school with funding of £240 per commissioned place.

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.

Use of Funds	EEF Recommendations
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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](#).

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 schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

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 programmes
- Extended school time

Wider strategies

- Supporting parent and carers

- Access to technology
- Summer support

Assessing the Impact

The impact of our use of COVID-19 catch up premium will be assessed in the following ways:

- Pupil Asset – academic assessment in English and maths
- MOVE targets – Assessed through Evidence for Learning using the pupils individual MOVE targets
- Health – Through physical education and documented on the Evidence for Learning framework
- SLIC – Speech and Language interventions are linked to EHCP outcomes and targets and will be assessed by Ifield’s qualified Speech and Language Therapists
- Occupational Therapy (OT) – OT interventions are linked to EHCP outcomes and targets and impact will be assessed by a qualified OT and pupils’ academic progress.

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. This is reflected in arithmetic assessments.
Writing	Pupils have missed opportunities to practice writing in a range of contexts and missed out on essential practising of writing skills. Those who have maintained writing throughout lockdown are less affected, however those who evidently did not write regularly, have had to work additionally hard on writing stamina and handwriting.
Reading	Pupils accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, pupils are less fluent in their reading and the gap between those pupils that read widely and those pupils who do not 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. offsite learning opportunities, visitors and powerful curriculum moments.
Physical	A number of pupils have missed significant therapeutic input. This includes having no access to physiotherapy, hydrotherapy or specialist equipment. This has impacted their progress against their MOVE targets.

Speech, Language, Interaction and Communication	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/ OT 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 - 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	Staff lead	Review date?
<p><u>Supporting Great Teaching:</u></p> <p>The Cornerstones 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.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in maths to support the learning of concrete concepts.</p> <p>Provide appropriate resources for allowing reading catch up through providing Phonics resources for use during 1:1 and small group interventions.</p>	<p><i>Additional time and resources for teachers and TAs to plan and create physical resources including TEACCH and PECS resources</i></p> <p style="text-align: right;">(£2000)</p> <p><i>Purchase additional maths manipulatives for EYFS/Key Stage 1</i></p> <p style="text-align: right;">(£2500)</p> <p><i>Maths Scheme for Key Stage 3/4</i></p> <p style="text-align: right;">(£2600)</p> <p><i>Purchase additional maths manipulatives for Secondary aged pupils</i></p> <p style="text-align: right;">(£2600)</p>	<p>All topics now planned and resourced. Teaching Assistants produced resources folders for each topic sorted by key stage. This has ensured a consistent approach to delivery.</p> <p>Maths manipulatives distributed to classes. Maths scheme implemented in Key Stage 3's Accreditation pathway. Number of pupils currently assessed at "working below expected progress" in maths in Key Stage 3 is low. Impact will be fully evaluated at the end of term 4.</p>	<p>AB</p> <p>ED</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching Assessment and Feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Purchase and implementation of Evidence for Learning Software, cases and the management licenses for iPads</i></p> <p style="text-align: right;">(£1350)</p> <p><i>Additional frameworks to be written to ensure full coverage of Ifield curriculum provision (Time)</i></p> <p style="text-align: right;">(£800)</p>	<p>Evidence for Learning is now embedded in every classroom with the provision of at least 2 iPads per class to capture evidence more readily.</p> <p>Moderation occurs each term. Ifield specific frameworks added for SCERTS and SLIC.</p>	<p>JW</p>	<p>July 21</p>
<p><u>Transition Support</u></p> <p>Pupils who are joining school from different settings or who are beginning their schooling with Ifield School have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A virtual tour of Ifield School has been created and will be shared with all new pupils and prospective parents. Additional time is made to cover the teacher so that they can experience a virtual meeting with their new starter so that the pupils is confident when joining Ifield</i></p>	<p>This is complete and on website. Initially used to support transition of new pupils into school whilst visits were limited. This continues to be accessed.</p>	<p>MS</p>	<p>Ongoing</p>

	<i>(ICT Time £609)</i>			
Total budgeted cost				£12459

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 Maths and English Interventions</u> Identified pupils will have significant time accessing 1:1 interventions with a fully qualified and experienced SEN teacher.	<i>A teacher will be identified to plan, deliver and assess interventions across the school</i> <i>(£5000)</i>	No pupils in SLD pathways fell behind expected learning outcomes.	ED	Feb 21
	<i>Additional PPE (Perspex Screen) to create a COVID-19 secure area to conduct interventions</i> <i>(£200)</i>	Perspex screens mitigated the risk of COVID-19 during 1:1 interventions.	CR	Feb 21
	<i>Specific sets of maths and literacy resources for dedicated intervention use for SLD including joint attention and interaction</i> <i>(£2000)</i>	Resources held centrally and regularly used by support staff to deliver small group interventions.	ED	Feb 21
<u>SLIC Intervention Programme</u> An appropriate SLIC (speech and Language) intervention, to catch up missed opportunities for developing communication skills using AAC.	<i>Additional PPE (Perspex Screen) to create a COVID-19 secure area to conduct interventions</i> <i>(£200)</i> <i>SLIC staff to develop training system for AAC users. Staff within all key stages are trained and they are able to deliver the intervention confidently</i> <i>(£1080)</i> <i>Total Communication signage to facilitate communication across the school</i> <i>(£1500)</i>	Perspex screens mitigated the risk of 1:1 interventions. Training took place and equipment rolled out for use with specific pupils. Signs in place to facilitate peer to peer and adult to pupil communication in key areas all installed. This supports the school's total communication environment.	KJ	July 21

<p><u>HeadStart</u></p> <p>Identified pupils are able to access a drop-in session. The engagement and attainment of those identified pupils improves and effect of lockdown on their mental health is negated. Parents are supportive of the interventions and understand the identification process.</p>	<p><i>Through extending the time the HeadStart lead has to work directly with pupils throughout the week</i></p> <p>(£1000)</p>	<p>Time provided prior to staff member starting maternity leave.</p>	<p>PJ</p>	<p>Ongoing</p>
<p><u>Careers and Employability</u></p> <p>It is essential that pupils with SEND receive ongoing and meaningful work experience and liaison with employers. For the academic year 2019-2020 all work experience placements were cancelled. Opportunities for careers education remain limited.</p>	<p><i>Business and Enterprise resources.</i></p> <p>(£1000)</p>	<p>Work experience provided for all year 10, 11 and Sixth Form students. Culminating in Enterprise day.</p> <p>All Key Stage 4 completed online careers education programme via "My Employment Passport."</p>	<p>JW/DM</p>	<p>July 21</p>
<p><u>OT Interventions</u></p> <p>Identified pupils require additional resources to access programmes developed by OT and overseen by OT assistant. Individual packs of resources for some interventions will be developed to prevent the need for constant sanitisation and quarantine.</p> <p>Decreased time to assess and implement sensory diets and limited access to specific sensory resources. This effects the pupil's wellbeing and ability to self-regulate.</p>	<p><i>Clever Fingers packs for individual use. Including OTa time</i></p> <p>(£500)</p> <p><i>Additional sensory circuit resources for classes</i></p> <p>(£3000)</p>	<p>All created and distribute to classes. Progress maintained by all pupils accessing these interventions. Enabled remote sessions to be led by OT.</p> <p>Sensory circuit resources used to maximum potential prevented disruption in provision. The sensory circuit room is running at reduced capacity due to need for cleaning. The additional resources allow pupils to use communal areas for sensory circuits.</p>	<p>KR</p>	<p>July 21</p>
<p><u>Physical Needs</u></p> <p>Many pupils have missed opportunities to access the usual specialist sports facilities they require. This has led to a reduction in time spent working on physiotherapy and MOVE targets.</p> <p>Due to limited access to specialist sports areas, youth clubs and accessible play areas, pupils' health and wellbeing has been affected. These resources seek to provide inclusive fitness interventions.</p>	<p><i>Additional specialist sports equipment including bikes</i></p> <p>(£2361)</p> <p><i>Specialist sports equipment for targeted health interventions</i></p> <p>(£3900)</p>	<p>All purchased and in place. Pupils able to undertake cycling training.</p> <p>Additional resources used to create active packs for use by classes on the playground. This has enhanced pupils' communication, interaction and health opportunities.</p>	<p>SD</p>	<p>July 21</p>
<p style="text-align: right;">Total budgeted cost</p>				<p>£21,741</p>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Pupils will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the pupils greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Pupils have access to 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.</p> <p>Parent support group.</p>	<p><i>Additional online learning resources will be purchased, such as Times Tables Rockstar's and Num-Bots to support pupil's maths at home</i></p> <p><i>Likewise, Bug club will be purchased so that pupils can practise spellings at home</i></p> <p>(£500)</p>	<p>Intervention effectiveness awaiting assessment – this will be completed using end of term 4 data (May 2022).</p>	MS	Feb 21
	<p><i>English, maths and science workbooks will be purchased for a number of classes to ensure continuity of lessons if the teacher or pupil is required to self-isolate. Pupils will work on these at school and they will be taken home</i></p> <p>(£3000)</p>	<p>Effective in maintaining provision for those pupils not able to access online learning.</p>	JW	Feb 21
	<p><i>2-day home-learning paper packs are printed and ready to distribute for all pupils. Stationery packs are to be purchased and set aside for pupils to take home when home-learning occurs</i></p> <p>(£500)</p> <p><i>Commissioned service for parent support to reduce impact of lockdown and COVID-19 restrictions on home life.</i></p> <p>(£1800)</p>	<p>Intervention effectiveness awaiting assessment – this will be completed using end of term 4 data (May 2022).</p>	MB	Feb 21
<u>Access to technology</u>				

<p>During the catch-up extended school provision, pupils using AAC can access additional AAC devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to pupils.</p>	<p><i>Purchasing of portable eye-gaze equipment and additional Etrans frames and software. Switch adapted toys for 1:1 communication sessions</i> <i>(£8500)</i></p> <p><i>Assessment of teacher laptops through ICT with older equipment replaced to ensure fast and reliable functionality</i> <i>(£5000)</i></p> <p><i>Visualisers for each class for virtual learning/remote teaching</i> <i>(£2400)</i></p> <p><i>Light Boards to enhance re-engagement in learning</i> <i>(£1000)</i></p>	<p>In place and staff are trained to use for interventions. This provides pupils with their own equipment so it is available to them throughout the day.</p> <p>All teacher laptops have been replaced which has improved teacher's access to online resources and improved teacher's wellbeing.</p> <p>All classes are now appropriately resourced.</p>	<p>KJ</p> <p>MS</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>OT Intervention</u></p> <p>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.</p>	<p><i>Purchase additional resource packs to send home. These can be sanitised on return and reused. Additional Ota time to create and manage</i> <i>(£1100)</i></p> <p><i>Additional OT time to train staff and provide interventions</i> <i>(£2000)</i></p>	<p>These were used effectively at home reducing possible regression of pupils' fine motor skills.</p> <p>Increased awareness of OT provision across the school.</p>	<p>KR/LS</p>	<p>July 21</p>
Total budgeted cost				£ 25,800
			Total Cost paid through COVID Catch-Up (i+ii+iii)	£ 60,000
Average cost of leadership/OT time calculated at £25 per hour				