



Learning together, succeeding together and creating our future together

COVID-19 CATCH UP PREMIUM GRANT

CLIFFDALE PRIMARY ACADEMY

Scope:	Trust
Author:	Head of School
Name of Responsible Officer:	Chief Finance and Operations Officer
Approving Committee:	Trust Board
Statutory Basis:	Statutory
Requirement to publish on website:	Yes – Trust and all Academies
Date ratified by approving committee:	February 2021
Review Period:	Annually
Review date:	September 2021

1. COVID-19 catch up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	160	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget: in 3 instalments	£39,360		

STRATEGY STATEMENT

The Government acknowledges that the consequences of the Covid-19 pandemic will be far reaching for all children. Therefore, it is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year. For special schools the amount is £240 per pupil, paid in three instalments through the year, based on census numbers for the previous academic year. The funding aims to support pupils (Year R-6) to catch up for lost learning so schools can meet the curriculum expectations for the next academic year. Within some key principles, schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

“Research conducted by the EEF and others around the world strongly suggests that compensating for the negative impact of school closures on the gap will require a sustained response. School leaders will need to make difficult decisions about what to prioritise in the coming months, recognising the tremendous strain the pandemic has already placed on teachers and children.” Professor Becky Francis (Covid-19 Support Guide for Schools: June 2020)

At Cliffdale we recognise that all of our pupils have been impacted on significantly with school closures since the first national lockdown in March 2020, experiencing extended periods of time at home, including lockdown, periods of isolation, class and POD closures through the Autumn term 2020. Inevitably, like all children, this will have had an impact on their education, emotional wellbeing and readiness to learn. We are committed to providing additional support and ‘catch up’ for all pupils to ensure that progress made enables them to continue to meet annual review targets in line with their EHCP outcomes.

Our Key Principles are:

- All pupils receive a high-quality education that continues to promote their personalised key skill development, alongside their well-being, mental health and social skills development.
- The curriculum remains meaningful and relevant, whilst continuing to provide a broad and ambitious range of learning opportunities
- Remote learning, where needed, is high-quality and aligns as closely as possible with in-school provision.

Our Catch Up Priorities are:

- Assessment (during the first half of Autumn term) of every individual pupil's starting points, identifying any gaps in prior learning, skills or emotional / mental health needs.
- Plan individualised, personalised learning and 'recovery' curriculum that addresses the key educational, social and emotional needs of each pupil.
- Develop remote education and personalised home learning plans that are integrated into the school's curriculum planning.
- Further develop sensory integration and sensory regulation opportunities across the school, ensuring all pupils are ready to engage in learning and where appropriate begin to learn or re-learn strategies to help them regulate their emotions.
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Core approaches

- Ensure all pupils are given the appropriate time to build or rebuild trust, relationships and regain the skills they need to engage positively with their learning.
- Ensure all pupils begin to regain skills they need to socially interact with others, peers and staff.
- Ensure all pupils begin to regain skills needed for self-regulation of emotions and sensory processing.
- Planning sequences of teaching and learning that is personalised & resourced for every pupil, based on gaps in learning from their annual review targets in line with Education Health Care Plan outcomes.
- Develop a Continuing Professional Development programme that supports developing understanding of emotional well-being and sensory regulation.
- Work with families to develop home learning that is personalised and workable for each individual families' circumstance
- Further develop Covid safe working environments that positively support staff and pupils which recognise and reflect current Covid situations locally and nationally, including Tier and further lockdown scenarios

2. Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Retention of learning due to severe and complex learning difficulties of all pupils; the length of time absent from school will have had an impact on loss of skills and learning.
B	Complex sensory integration and emotional regulation needs, including social interaction skills, associated with autism.

C	Communication: severe and complex language processing disorders
ADDITIONAL BARRIERS	
External barriers: (issues which require action outside school such as home learning environment and low attendance)	
D	Attendance – transition back to school for pupils who have been off for a significant period of time due to Covid-19 and / or those who need to isolate due to family illness / close contact in class/school / being Clinically Extremely Vulnerable
E	Inability to access learning activities without exceptionally high levels of adult support; families balancing remote learning & care for multiple children; families working from home and lacking the necessary equipment, space or expertise to do this thoroughly within the home environment.
F	Pupil 'refusal' to engage in school learning at home

3. Planned expenditure for current academic year

The headings below will help you demonstrate how you plan to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

QUALITY OF TEACHING FOR ALL							
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Action	Total budget cost:
Arrangements for baselining of current skills and knowledge to identify gaps in learning needed for catch up	<p>All pupils will be assessed against previous Key Skills and Annual Review Targets</p> <p>All pupils will have new key skills targets plans in place for Oct half term</p>	<p>Baselining will identify gaps in previous learning and skills</p> <p>New key skills plans will identify personalised targets that enable 'catch up' to happen</p>	<p>Pupil Progress Meetings and individual coaching sessions with teachers – to discuss / reflect on Key Skills</p> <p>Annual Review targets</p> <p>Termly Reports</p>	<p>NP</p> <p>BA</p> <p>LB</p>	<p>Nov / Dec 2020</p>	<p>Continuing Professional Development with teachers on personalised target setting</p> <p>Progress meetings</p> <p>New key skill plans written</p>	<p>£3,000</p>

						Termly reports written	
Develop personalised learning plans and 'recovery' curriculum for all pupils	<p>The 'recovery' curriculum and personalised learning plans address the key educational, social and emotional needs of each pupil.</p> <p>All pupils settle back into their learning and feel safe enough to develop and regain any social or emotional skills that may have been lost</p>	Personalised learning that is bespoke to each individual will ensure that pupils develop their resilience, their independence and have their overall emotional well-being supported in a positive, nurturing environment.	<p>Leaders to regularly discuss individual pupils with teachers – especially any that are causing concern</p> <p>Monitoring of key skills in Physical and Sensory areas</p> <p>Behaviour Support Plans</p>	NP LB BA	<p>Two Weekly for Rainbow Plans</p> <p>Half Termly for Key Skills</p> <p>Termly for Behaviour Support Plans</p>	<p>Continuing Professional Development with teachers on personalised target setting</p> <p>Progress meetings</p> <p>New key skill plans written / discussed</p> <p>Behaviour support plans written with a senior leader</p>	£6,000
Develop remote education and personalised home learning plans that are integrated into the school's curriculum planning.	In consultation with families, home learning plans are further personalised to reflect learning to be prioritised at home within a framework that is possible and achievable for all	Survey of families in July 2020 showed that engagement in home learning was very low	<p>All families to have home learning discussed with them through weekly welfare calls in isolation or lockdown</p> <p>Engagement in home learning and live learning sessions to be monitored</p>	NP LB BA	<p>Two Weekly Monitoring of Home Learning Plans</p> <p>Half termly review of live sessions</p>	<p>Monitoring of Home Learning Plans</p> <p>Monitoring of engagement in home learning and live learning through individual welfare calls and attendance at sessions</p>	£4,750
Further develop sensory integration and sensory regulation opportunities across the school, ensuring all pupils are ready to engage in learning and where appropriate begin	<p>Pupils are engaged in a regular diet of sensory processing activities that enables them to engage with their learning at least as well as they were, prior to lockdown and following any subsequent isolations.</p> <p>Pupils are using taught</p>	<p>Sensory and emotional regulation are essential if pupils are to successfully engage in their learning and be 'ready to learn'</p> <p>Positive successful self-regulation leads to increased self-esteem, resilience and more positive relationships</p>	<p>Use of the school's own specialist Occupational Therapy to support staff training and understanding of sensory regulation approaches – especially new staff or where children are new to class / teacher</p> <p>Discussion and review</p>	BA AOC	<p>Termly review (or as needed) of Sensory Processing Plans</p> <p>Behaviour support plans reviewed termly</p>	<p>Sensory processing plans written in conjunction with Occupational Therapy and BA</p> <p>Behaviour support plans written in conjunction with BA</p> <p>Planning for Spring</p>	£8,360

to learn or re-learn strategies to help them regulate their emotions.	strategies to self-regulate their behaviour	with others, therefore greater mental health	between Occupational Therapy and BA			Term Continuing Professional Development day on Sensory Processing with Occupational Therapy	
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TARGETED SUPPORT (for some pupils as needed)

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Action	Total budget cost:
Ensure functional communication methods and Augmentative and Alternative Communication strategies are re-established for all pupils.	<p>All pupils re-establish communication to at least the same level as they have had previously</p> <p>All Augmentative and Alternative Communication methods are being spontaneously and successfully used by pupils</p> <p>Additional methods of enhancing communication are introduced to further extend pupils' ability to communicate e.g. through ALBs</p>	Communication is fundamental for all pupils and impacts on their learning in all areas; they make progress in all areas of the curriculum and in their personal development if they are able to communicate effectively.	<p>Fortnightly reviews of Personalised Learning Programmes with & within class teams.</p> <p>Multi-Agency meetings to review and adapt individual programmes.</p> <p>Purchase of appropriate resourcing e.g. communication aids, tactile items, personalised learning resources, therapeutic equipment.</p> <p>Staff member to be trained as a Makaton Trainer to enhance Makaton</p>	NP LB	<p>Termly in line with Key Skills reviews or Annual Reviews</p> <p>As needed for specific individuals</p>	<p>Teachers to meet one to one with speech therapists to design communication programmes for pupils / support with target setting for key skills and annual reviews (cover by TA)</p> <p>NP / LB to liaise with Speech Therapists to gain an overview of current communication development needs</p> <p>Makaton Trainer Training</p> <p>Equipment</p>	£11,250

			through the school			purchasing	
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OTHER APPROACHES							
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Action	Total budget cost:
Whole school approach to Wellbeing & supportive recovery to ensure a positive and well-supported return to school	Pupils feel safe, secure and ready to learn. Supported transitions into school ensure a smooth which offers long term stability for pupils.	<p>Pupils finding the change to routine and environment distressing and unsettling.</p> <p>Families reporting challenges with re-engaging pupils with the school environment and demands of the school day.</p>	<p>High staff to pupil ratios to ensure pupils have access to enhanced support, providing security and capacity for personalised response.</p> <p>Increased staffing ratios afford flexibility of learning environment e.g. learning in Pod areas or Outdoor Classrooms where pupils are unable to tolerate the main classroom.</p>	NP AOC	Termly	<p>Sourcing and training of appropriate staffing.</p> <p>Whole staff Continuing Professional Development on flexible approach to return to school.</p>	£7,240