



COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	2020-2021 – 48 2021-2022 – 25 (Y9-Y11)	Amount of catch-up premium received per pupil:	£240
Total catch-up/recovery premium (CR) budget:	2020-2021 – £11,520 2021-2022 - £6,000		
Total School-led Tutoring (SL) funding:	2021-2022 - £7,755	Total	£25,275

Our aims are to support all pupils to return to school and access their learning successfully. All pupils are assessed half termly to monitor any deficit in their learning in light of the impact of Covid (attainment is measured against pre-Covid progress scores in English, Maths, Social Communication, Emotional Regulation and Independence).

Our priority is to reduce the deficit and support all pupils to return to pre-Covid levels. Rapid progress will see pupils return to their progress flightpaths.

STRATEGY STATEMENT

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered* approach:

1 Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2 Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3 Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Q of T for All: Impact on mental ability and resilience, affecting their ability to attend to learning
B	Targeted Support: Increase in percentage of reluctant attenders due to increased social anxiety
C	Q of T for All: Deficits in Maths/English attainment due to limited access to face to face teaching and learning

ADDITIONAL BARRIERS

External barriers:

D	Targeted Support: Increased anxieties around friendships, life/death, socializing and school
E	Targeted Support: Sixth Form: missed opportunities in work experience and community cohesion
F	

Planned expenditure for current academic year

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?
<p>Recovery curriculum. Assessments of pupils each half term to assess areas of lost learning or limited progress. Redesigned curriculum will increase focus in these areas – funding from School-led tutoring funding. GCSE – 13 sessions x 16 weeks = £6,240 BTEC 3 sessions x 16 weeks = £1,440</p>	<p>Pupils reverse learning trajectory and address deficit in attainment in English and Maths. Expected progress – 4 points per year Rapid progress >4 points per year.</p>	<ul style="list-style-type: none"> • DfE National Tutoring Programme funding • Cyclical methods of teaching in Maths have proven to support learners to develop confidence and acquire higher level learning skills 	<p>Research into appropriate interventions Previous experience of tutoring programme as a way to prepare GCSE pupils for exams/course work evidence Half termly monitoring of impact of interventions NTP training for teachers = £120</p>	<p>T&L Lead Subject leads</p>	<p>Half termly</p>
<p>Revised SCERI (Social Communication, Emotional Regulation and Independence) curriculum.</p>	<p>Pupils return to pre-Covid abilities to manage self-regulation through increased social communication skills, independence and understanding of their emotions and development of strategies to regulate.</p>	<p>National research into increasing incidents of poor mental health in secondary aged pupils due to impact of Covid restrictions. Pupils with ASC need repeated opportunities to practice the implementation of strategies to support them in challenging social situations where increased anxiety and opportunities for dysregulation can occur. Impact of Covid pandemic restrictions has resulted in reduced opportunities for pupils to be independent in their communities.</p>	<p>Delegation of SCERI lead role to two staff (pay adjusted accordingly) Dedicated hours of the school day (Keyworker time) to SCERI development CPD for All Staff but particularly Leads Half termly monitoring of progress Staff training - £1,000</p>	<p>SCERI Leads Keyworkers</p>	<p>Half termly</p>

					Total budgeted cost:	Tutoring - £7,800 - SL Training - £1,000 - CR SCERI - £2,000 - CR
Targeted support						
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?	
<p>Increase in percentage of reluctant attenders due to increased social anxiety</p> <p>Pastoral support team – increased to 3 members</p> <p>Home visits</p> <p>Transition programmes for reintroduction to school and learning</p> <p>Blended learning for some</p> <p>Increased CAMHS and Art Therapy support</p> <p>Increased anxieties around friendships, life/death, socializing and school</p>	<p>Ensure all pupils are accessing as much face to face learning as they are physically/mentally able to.</p> <p>Support pupils to increase their resilience to changes in their environment.</p> <p>Increase whole school attendance to pre-Covid levels (92.6%)</p> <p>Decrease the % of reluctant attenders (target – 8%)</p>	<p>The impact of the first Covid lockdown period was significant. Pupils experienced increased anxiety linked to risk to life, unexpected change and a stop to their routine.</p> <p>Whilst the school was open to all (as vulnerable pupils), only 4% attended. This increased to 33% by June 2020 and then 66% by the end of the academic year.</p> <p>All pupils attended school at the start of the 2020-2021 academic year, however 25% were reluctant attenders and classed as persistent absentees.</p> <p>Pupils and parents reported increased mental health needs and requests for external services involvement increased.</p>	<p>All pupils are assigned keyworkers. Keyworker sessions returned to 5 days a week – development of trust and knowledge of pupils' well-being – monitoring and evaluation of Social Communication, Emotional Regulation and Independence.</p> <p>Pupils vulnerable to non-attendance – assigned to member of Pastoral Team – twice weekly meetings with pupils and/or parents.</p> <p>Increased Art Therapy Caseload – increase of 50% = £7,500 per annum. Weekly meetings between Art Therapist and Safeguarding Lead.</p> <p>Transition Programme designed with pupils and parents to increase engagement.</p>	<p>Louise Norman</p> <p>Alison Rush</p> <p>Simone Scott (Art Therapist)</p>	<p>Monthly</p>	

<p>Sixth Form: missed opportunities in work experience and community cohesion</p> <p>Allocation of EVI to source virtual opportunities / outside opportunities</p> <p>Collection of staff to support WE placements</p>	<p>All pupils to be accessing weekly careers advice via 6th form assemblies and masterclasses led by external employers.</p> <p>Target of 80% of 6th formers attending WE each week, either in person or virtual.</p>	<p>100% of pupils agree that WE has given them a positive insight into the world of work and has given them ideas on future career opportunities (Pupil Survey – 2019-2020).</p> <p>100% of parents agree that WE is a key feature of the CY's 6th form provision and provides additional learning opportunities (Parent Survey – 2019-2020).</p> <p>0% NEETS figure from 2014 – 2020 – all pupils are empowered and motivated to attend their next placements.</p>	<p>An additional day a week of EVI – Head of 6th form, to source, support and monitor WE placements and their effectiveness – for 2021-2022 academic year</p> <p>Introduction of Assistant Head of 6th form role – support Head of 6th form to organize and manage WE timetable – ARA - £2,000</p> <p>Increased careers communication with pupils and parents throughout the year.</p>	<p>Elena Vidal</p> <p>Adri Kelly</p>	<p>Half termly</p>
<p>Total budgeted cost:</p>					<p>Head of 6th form - £10,000 - CR</p> <p>Ass. Head of 6th form - £2,000 - CR</p> <p>Art Therapist - £7,500 - CR</p>

ADDITIONAL INFORMATION

Internal data is monitored very closely throughout the academic year, both academic and SCERI. This data has informed the school's decision-making regarding the spend of the Catch-Up Premium funding.

Pupils, Staff and Parents are surveyed each year and their comments directly inform the School Development Plan.

Analysis of attendance has indicated a significant drop in attendance of pupils, with an increase in reluctant attenders (persistent absentees)

All actions are already present within the Courtyard school. Evidence from previous academic attainment and case studies of pupils struggling with poor mental health has indicated that the systems already in place are effective, but that more pupils would benefit from accessing these systems.