



CHADSGROVE SCHOOL CATCH UP FUNDING PREMIUM

Covid-19 Recovery/Catch Up Funding 2020-2021: Information for Parent Carers

In 2020, the government announced £1 billion of funding to support children and young people to catch up lost time after school closures. This is especially important for the most vulnerable and those pupils from disadvantaged backgrounds. This funding included a one-off universal £650 million **'catch up premium'** for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

This funding was calculated on a per pupil basis and split into 3 lump sum payments to be received by schools in Autumn 2020, Early 2021 and in Summer term 2021.

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 curriculum expectations for the next academic year. While 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 and to use the funding to ensure the curriculum has a positive impact on all pupils.

At Chadsgrove School, our School Leadership Team and our teachers have used their professional judgement to identify the forms of support which will be particularly beneficial to our pupils and have aligned our chosen approaches with our Pupil Premium spending and broader school improvement priorities.

Great teaching is the most important lever any school has to improve outcomes for their pupils, and so ensuring every teacher has been supported to be able to deliver high-quality responsive teaching has been a top priority. For example, we funded CPD training on 'Youth Mental Health First Aid' to ensure staff are well equipped to support pupils' mental health and wellbeing. Some funding will also be used to allow our highly qualified subject specialists to deliver additional small group catch-up lessons to those pupils studying for accredited courses. Funding will also be invested in resources to aid pupils' learning, such as improved ICT equipment, software and devices; sensory resources and play equipment for pupils on our Pre-formal Pathway; additional equipment for developing pupils' physical health; Positive Mental Health resources such as journals; and access to interventions such as sessions with a Therapeutic Youth Worker or 'Drawing and Talking Therapy'.

Chadsgrove School COVID-19 Recovery/Catch-Up Action Plan 2020-21

What are we focusing on? (INTENT)	What are we going to spend the money on? (INTENT) Why are we spending the money on this? (INTENT)	How are we going to achieve it? (IMPLEMENTATION) What do we want the impact to be? (IMPACT)
To incorporate opportunities for continuous play for our Early Years pupils whilst ensuring curriculum breadth.	<p>Purchase 'Outdoor Learning' resources for the Early Years outdoor play area.</p> <p>We know how vital 'play' is for children's early development. Throughout the pandemic, pupils will have missed opportunities for creative and collaborative play experiences with their peers.</p>	<p>In particular, purchase two sturdy covered trays on stands for sand and water play.</p> <p>Opportunities for safe, supervised play are fantastic for developing pupils' Communication and Language, Maths, Understanding of the World and Physical Development.</p>
To purchase resources and implement strategies to facilitate therapeutic interventions such as physical programmes, particularly for those pupils who have experienced a noticeable deterioration in their physical health as a result of absence from school.	<p>Purchase resources for developing pupils' physical skills within the classroom situation.</p> <p>Throughout the pandemic, some pupils will have missed opportunities for working on their physical health having lacked access to therapeutic interventions (such as Hydrotherapy or Rebound Therapy) or access to space or support to carry out their movement programmes, resulting in a noticeable deterioration in their physical health as a result of their absence from school.</p>	<p>Purchase a free-standing ladder ('Ladderback') for use in 3LS to develop pupils' physical strength and balance.</p> <p>A few children in 3LS are either beginning to pull up to stand independently, or can support themselves when holding on to something. A free standing ladder could be used for both. The children will be able to pull themselves up, or hold on to, to balance. Many of these pupils have lost physical skills since the first lockdown. To have this equipment in class all the time (rather than borrowing from Physio) would increase opportunities to develop the pupils' physical skills.</p> <p>PE resources to be used in classes such as extra hand bikes, small hand weights, new mats for the floor, etc.</p>

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		<p>Again, having this equipment in class all the time (rather than borrowing from Physio) would increase opportunities to develop the pupils' physical skills.</p> <p>NOTE: PE resources have also been provided to families (during the pandemic) to enable them to deliver an effective physical curriculum at home.</p>
To purchase resources and implement strategies to further develop pupils' communication skills.	<p>Purchase resources for developing pupils' communication/speaking and listening skills within the classroom situation.</p> <p>Communication 'intervention' groups led by a specialist TA4 to resume once it is safe to do so.</p> <p>Learning was disrupted by lockdown and many pupils missed specialist support, especially in order to meet their communication and sensory needs. Some children have inevitably gone backwards in their concentration/ listening/ choosing skills, etc. and need frequent opportunities to practice these skills.</p>	<p>Communication Lead, Bec Sabel, to purchase resources to be used to support communication, speaking and listening and intensive interaction sessions. This will also include some Numeracy/Literacy 'song bag' resources (e.g. five little ducks/ monkeys on the bed/ ducks etc.)</p> <p>When safe to do so, Sarah Tillsley's (Specialist TA4) time to be back-filled to allow her to run specific communication development 'intervention' groups.</p> <p>Resources will support pupils' EHCP needs and ensure progress towards IEP 'communication' targets is achieved.</p>

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<p>To support pupils to develop strategies to self-regulate when faced with the challenges that have occurred as a result of the changes due to COVID-19.</p>	<p>Purchase resources for supporting pupils to maintain positive mental health and wellbeing.</p> <p>Re-instate small "wellbeing" groups including 'chat clubs' and positive mental health interventions like Art Therapy, Lego Therapy, Drawing and Talking Therapy etc., once safe to do so.</p> <p>Additional sessions with a Therapeutic Youth Worker for pupils experiencing increased levels of anxiety.</p> <p>CPD focus on 'Mental Health First Aid' to ensure staff are well equipped to support pupils' mental health and wellbeing.</p> <p>The isolation, disruption, uncertainty and viral threat will be having an effect on the mental health of pupils. Pupils will be coming back to a familiar place but with new rules. Some children may have experienced trauma and/or bereavement during this time, and so we need to support the emotional needs of our pupils – especially those experiencing increased dysregulation and raised anxiety.</p>	<p>The Positive Mental Health team to liaise with teachers to draw up a wish-list of resources such as 'butterfly print' journals, aids to 'relaxation', 'worry monsters', art resources, etc.</p> <p>When safe to do so, time will be allocated to allow Specialist Teachers or TA4's (from the PMH Team) time to run specific PMH 'intervention' groups. (This may require covering these staff in other sessions.)</p> <p>Additional time is already being allocated to allow identified pupils to have support sessions with the Therapeutic Youth Worker, Richard Pincher.</p> <p>Lorraine Petersen delivered 'Youth Mental Health First Aid training to all staff (January 4th, 19th & 20th, 2021)</p> <p>A significant reduction in any negative impact on pupils' mental health and wellbeing, thus ensuring pupils can maintain positive mental health so that they can focus and anxiety does not become a barrier to their learning.</p>

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<p>To maximise the use of technology in order to improve learning outcomes for pupils.</p>	<p>We will be investing in a range of small and large devices, such as web-cams, an Eye Gaze computer and a large touchscreen for use in the classroom. This technology will aid learning and improve pupils' access to lessons, developing their ICT skills and independence.</p> <p>The Covid-19 pandemic has highlighted the need for schools to invest in additional technology (and training) to ensure that pupils learning continues and they continue to make progress throughout periods of school closures or whilst movement around school is limited.</p> <p>Throughout the pandemic, Chadsgrove has provided pupils at home and their families with devices (such as iPads and laptops) and technical and pastoral support to allow all pupils to continue to learn remotely.</p> <p>Additional investment is now required for technology within school to keep pace with advances in technology and to further improve pupils' ICT skills, engagement and independence.</p>	<p>Purchase devices such as 'Amazon Alexa' so that pupils can develop their speech and language skills, as some pupils have lost some confidence speaking out in the classroom. This will also aid classwork research and enhance pupils' opportunities to work independently.</p> <p>Purchase good quality web-cams to facilitate and improve pupils' access to Zoom lessons.</p> <p>Purchase devices such as additional iPads and suitable Apps to aid learning.</p> <p>Purchase an additional Eye Gaze computer (on stand) for use with identified pupils in 4LS so that they can develop their cause-and-effect skills, facilitate pupils' choice making and increase levels of engagement.</p> <p>Purchase a large portable touchscreen for 4LS classroom. 4LS's main interactive board is not currently touch-screen operated.</p> <p>A touchscreen would enable pupils to use programmes such as 'Big Bang' to develop their cause-and-effect skills.</p>

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<p>To maximise the sensory capabilities and early communication skills potential of pupils on the Pre-Formal Pathway, recognising a change in needs due to COVID-19.</p>	<p>Investment in 'Sensory' resources for use with the pupils on our Pre-Formal Pathway.</p> <p>Many of the pupils in the Pre-Formal Pathway will have spent long periods out of school 'shielding' at home during the pandemic. As a result, they will have missed out on the usual 'sensory' learning environment and the variety of stimuli they experience in school. We can never have enough stimuli to engage our pupils and enable them to make progress and so we need to continually invest in new and exciting resources.</p>	<p>Pre-Formal Pathway Lead (Mel Bullivant) to create a prioritised 'wish-list' of sensory resources with the teachers in the Pre-formal Pathway team, (e.g. from catalogues such as 'Explore Your Senses').</p> <p>This will also include investment in some sensory umbrellas. These can be used as props on a 1:1 basis and will help to immerse our pupils in sensory stories, help to build anticipation, and are also good for developing pupils' motor skills as they reach up for the objects that are attached. These props can be used for PSHE/Intensive Interaction/communication sessions, which would help towards enabling staff and pupils 1:1 time so as to rebuild relationships.</p> <p>These additional 'sensory' resources will help pupils to make progress through their 'Routes for Learning' bands.</p>
<p>To ensure pupils are supported to achieve their full potential, addressing gaps in learning/missed learning or regression of skills or knowledge.</p>	<p>Plans for Maths Specialist to provide targeted academic support through teaching 'Catch up' Maths to ensure KS4/5 pupils complete exam work/accredited courses.</p> <p>Many pupils have missed a substantial proportion of their maths lessons in the last year due to Covid related school closures and absences or difficulties accessing Zoom lessons.</p>	<p>Maths specialist (Val Evans) to teach additional face-to-face Maths lessons to small groups of pupils studying for their Entry Level Maths or Functional Skills Maths Entry Level to ensure they are prepared for their exams.</p> <p>Catch up funding will pay for additional hours of teaching from a Maths specialist and additional TA4 support to ensure pupils get the targeted support they need.</p>

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	Teachers need additional face-to-face Maths lessons to assess and then address any gaps in knowledge or understanding and to support pupils with revision of topics covered in their exams.	<p>Additionally, some pupils will be supported to complete their WJEC Humanities Entry Level course and units from the OCR Life and Living Skills course.</p> <p>Pupils will make rapid progress and will complete accredited courses.</p>
To continue to develop a reading culture at Chads Grove so that every child has a love and passion for reading.	<p>English Lead and Literacy Team to use English budget (and additional funds from Catch Up funding) to invest in projects to promote reading and new resources to engage pupils with reading and support the development of pupils' literacy skills.</p> <p>Although school have proactively promoted reading throughout the period of the pandemic, providing video stories, sensory story packs and reading books and software for home learning, some pupils may have lost confidence in their reading or may have regressed. Further sustained investment is therefore required to ensure that we have suitable resources available to enthuse, motivate and engage pupils with reading and increase their confidence.</p>	<p>Further investment in the Pop Up.Org Visual Literature SEND Festival Research Project (for 2020-21 and 2021-22).</p> <p>Continued investment in reading materials such as 'Books Beyond Words' (or 'Drop-in' Phonics series) with identified pupils.</p> <p>Further investment to ensure reading materials and resources are available across the school to support the English curriculum.</p> <p>Pupils will make good progress with their reading targets (and SOLAR data will show pupils' increased progress).</p>

Note: Further information regarding costs is available upon request.