

Covid-19 Catch-up Premium 2020/2021

Summary information					
School	Dorin Park School		Type of SEN:	Complex (inc. medical needs)	
Academic Year	2020/21	Total budget	£31,200	Date of most recent review	N/A
Total number of pupils		130 pupils (per local authority's section 251 budget return for fiscal year 2019-20)		Date for next internal review of this strategy	Termly

[Gov.UK - Funding for 2020-2021 \(£240 per child\) is paid to school in 3 tranches](#)

Supporting information

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 (Gov.UK)
Staff will refer to the Covid-19 Support guide for schools to plan the spend.

1. Barriers to future attainment

The barriers to attainment can be complex, varied, and often specific to the individual pupil and their additional needs/abilities. For this reason, we explore barriers for individual pupils as well as groups of pupils. We aim to use the funding stream to support pupils to access learning opportunities in such a way that allows them to achieve to the best of their abilities.

- Subject leaders identify the barriers influencing the pupil/s attainment in their subject area.
- Pastoral leaders/key stage leaders identify barriers to learning for pupil/s in aspects other than those that are subject-related.

In-school/External barriers

A.	Time - Some pupils require time in addition to the allocated timetable slots to increase/further develop literacy/numeracy skills. To overcome this, we personalise the timetable for pupils, and provide them with access to additional time. This may be in the form of interventions provided by allocating funding to buying in additional staff with specific skill sets.
B.	Resources - Some pupils have additional needs that can be supported by access to differentiated resources/specialist resources. Subject leaders, pastoral staff or other professionals will source/advise on such resources and seek to make use of them to overcome barriers to learning. We may utilise the Covid-19 Catch-up Premium funding to purchase equipment that allows improved access to the learning environment.
C.	All pupils have an EHCP. Some pupils have additional social/emotional/behavioural-related difficulties that may be related to their defined needs, or in addition to those needs. These can be a short or long-term issues for individuals. To overcome such barriers we personalise timetables and set up a variety of workspaces to suit specific needs (e.g. EHWP room, TEACCH stations or withdrawal spaces in the classroom). This personalisation allows pupils to work in quiet spaces/smaller groups with additional staff support. This has been particularly helpful historically for those pupils with Anxieties/ASD or traits similar to those found in pupils with ASD.

2. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils who are defined as having below expected attainment will have access to additional subject-related intervention/support to raise attainment in the identified subject.	Identified pupils will access a programme of additional subject-specific support to raise attainment in areas where they have been identified as performing below expectations.
B.	Pupils who are identified as requiring additional resources to support learning will be assessed by subject leads/other professionals who will explore the potential of reducing barriers to learning by utilising specific resources.	Identified pupils will make use of resources to support their learning and raise attainment in areas where they have been identified as performing below expectations.
C.	Pupils who are identified as having additional social/emotional/behavioural-related difficulties that may be related to Covid-19, their defined needs, or in addition to those needs, will access a personalised timetable or a variety of workspaces to suit specific needs (e.g. EHWP room/identified space).	Identified pupils will access a variety of workspace set-ups allowing them to engage fully with the task in the way that is most appropriate to their needs.

3. Planned expenditure, academic year 2020/2021

The areas (i, ii) enable schools to demonstrate how they are using the Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all/targeted support

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved access to any identified subject specific areas using identified specialist resources/equipment/learning areas for groups/cohorts or individual pupils , leading to improved attainment.	Purchase resources/provide learning areas to support the group or individual in accessing the subject in line with that of their peers.	Specialist resources have proven beneficial, in the past, in easing access to skills development in some subjects.	Funding requests for identified resources will be required to be submitted to LG with supporting evidence regarding intended impact. Impact will be reviewed and monitored termly.	Identified subject lead, key stage lead or pastoral lead.	Identified lead – termly monitoring against EHCP targets using EFL/AET. Observations, learning walks and book scrutiny can all be used to examine appropriate evidence.

4. Review of expenditure, academic year 2020-2021

i. Quality of teaching for all/targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Lessons learned and considerations.	Cost
<p>Improved access to any identified subject specific areas using identified specialist resources/equipment/learning areas for groups/cohorts or individual pupils, leading to improved attainment.</p>	<p>Purchase resources/provide learning areas to support the group or individual in accessing the subject in line with that of their peers.</p>	<p>Grade 7 intervention Teaching Assistant. A TA has been employed to work with identified pupils who have regressed/not made expected progress during lockdown. Progress is tracked half-termly. As of 28th June, 85.1% (40 pupils) have achieved their targets, 12.8% (6 pupils) have made progress towards achieving their targets but need to continue working towards them, 2.1% (1 pupil) has not progressed in their reading assessment. Work to continue in Sept 21.</p>	<p>£18,000.00</p>
		<p>Resources to allow Grade 7 TA to carry out interventions to close gaps in learning as a result of lockdown. New base to deliver interventions set up and resourced, allowing for individual and small group work to take place away from the classroom.</p>	<p>£1000.00</p>
		<p>Therapy resources to support regulation of emotions for pupils returning to school following lockdown. Resources used effectively.</p>	<p>£500.00</p>
		<p>IDL literacy package to work on skills lost as a result of missing out on learning due to lockdown.</p>	<p>£125.00</p>
		<p>Sensory resources Cause and effect toys/ICT package to help improve skills lost for identified pupils when not in school due to lockdown. An increase in skills demonstrated on EFL.</p>	<p>£1575.00</p>
		<p>Supply cover bought in from January to June 21 to enable staff to deliver interventions to allow pupils on accredited courses to catch up on work that was not completed at home during lockdown. This proved to be effective with all pupils catching up and completing their desired accreditations.</p>	<p>£10,000.00</p>