



# COVID CATCH UP FUND

This shows how the school has planned to allocate spend in relation to the COVID catch up funding

2020/2021

### **COVID catch-up premium spending: summary**

The government is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year. It aims to support pupils to catch up for lost learning so schools can meet the curriculum expectations for the next academic year.

|                                |         |                                                |      |
|--------------------------------|---------|------------------------------------------------|------|
| Total number of pupils:        | 141     | Amount of catch-up premium received per pupil: | £240 |
| Total catch-up premium budget: | £33,840 |                                                |      |

The disruption caused by the partial closure of Stanley school in March 2020 has impacted our school community in many ways. The experience during this time will have varied for our pupils due to a number of factors and the impact of time away from school is likely to have increased their, already significant, barriers to learning.

As a school we recognise that the “common thread from the lockdown period is noted as being the loss of routine, structure, friendship, opportunity and freedom” (Barry Carpenter 2020) Even for those pupils who had some access to school during the lockdown period, the loss of structure, routine and reassurance of familiar staff and peers will have been significant. Therefore a key priority for us as a school is to reestablish important routines, relationships and reignite the pupil’s ability to access the curriculum on offer at Stanley School.

As a skilled and experience staff, we have the ability to support the children through any planned and usual disruption to their learning. It is often the case after anytime away from school that prior skills and knowledge will need to be revisited. However the additional effect of the national lockdown and the extent of the lost time in school we acknowledge that additional plans are needed to ensure the best possible progress during this academic year.

In addition to the initial recovery curriculum planned to support the pupils back into school and establish the key factors needed to support engagement and learning, we have identified additional priorities to ensure the best progress is made by all.

We have based our approach on the materials produced by the Education Endowment Trust. Their research highlighted that the best way to improve outcomes for children post COVID was to look at the following three areas:

- 1. Teaching and whole school strategies**
- 2. Targeted approaches**
- 3. Wider strategies**

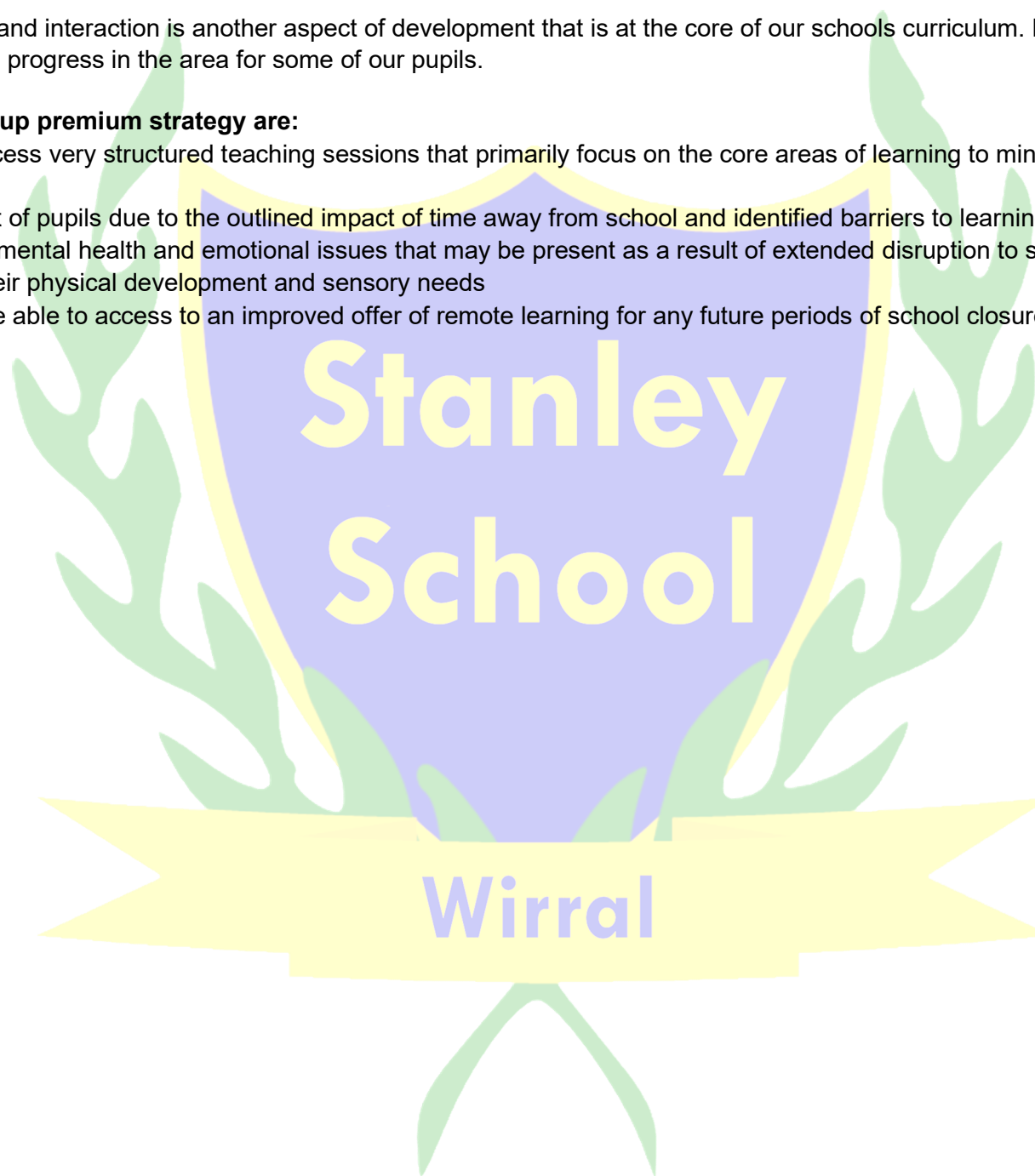
#### **Our schools catch up priorities include:**

- The specific focus on the development of early reading and phonics- targeted support will be offered to 1:1 pupils or where applicable small groups to ensure any disruption to potential progress in this area is minimised
- Ensuring that our pupils can emotionally regulate or access mutual regulation activities to prevent subsequent behaviours. Sensory needs are a significant barrier to learning for many of our pupils.
- Ensuring lost opportunities for supporting pupil’s physical development is addressed. This is especially key for pupils who may have missed important input from therapy services.

- Social communication and interaction is another aspect of development that is at the core of our schools curriculum. Extended time away from school is likely to have slowed progress in the area for some of our pupils.

**The overall aims of our catch-up premium strategy are:**

- To enable pupils to access very structured teaching sessions that primarily focus on the core areas of learning to minimise the impact of school closure.
- To raise the attainment of pupils due to the outlined impact of time away from school and identified barriers to learning in key areas.
- To support pupils with mental health and emotional issues that may be present as a result of extended disruption to school access.
- To support pupils in their physical development and sensory needs
- To ensure all pupils are able to access to an improved offer of remote learning for any future periods of school closure or required isolation.



## Identified targeted support includes:

|                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lead</b>                                                                                                                                                                                                                                                                                                                                            | Remote Learning Lead (MF)<br>Head teacher (HB)                                                                           | <b>When will this be reviewed?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>What will happen</b>                                                                                                                                                                                                                                                                                                                                |                                                                                                                          | March 2021<br><br>June 2021                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Children will receive high quality remote learning in the event of school closure or requirement to isolate.                                                                                                                                                                                                                                           |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Target</b>                                                                                                                                                                                                                                                                                                                                          |                                                                                                                          | <b>Review</b> <ul style="list-style-type: none"><li>The effectiveness of remote learning has been evaluated in a self-evaluation document in conjunction with LA WSL, Lis Burbage to provide further validation.</li><li>A further plan and associated actions have been identified to further improve remote learning offer.</li></ul> <br>Stanley remote education review an |
| Develop and implement an effective remote learning plan and strategy for implementation in the event of any school closures.                                                                                                                                                                                                                           |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Strategy</b>                                                                                                                                                                                                                                                                                                                                        | <b>Why this strategy was chosen</b>                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Train staff on how to use the relevant technology and digital learning platforms                                                                                                                                                                                                                                                                       | So there is quality and consistency across school for all pupils regardless of staff confidence/competency               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Write a remote learning plan/policy                                                                                                                                                                                                                                                                                                                    | Explain to all stakeholders what this is about and how we aim to support any remote learning requirements.               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Develop exemplar materials for remote learning                                                                                                                                                                                                                                                                                                         | To support current materials available to all staff and to ensure best practice is shared                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Monitoring quality of home learning packs being sent home to support learning at home                                                                                                                                                                                                                                                                  | Work set will be achievable and personalized to meet their needs and ensure they do not fall behind while not in school. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Contribute to a working group with other SEN schools                                                                                                                                                                                                                                                                                                   | To share good practise, inform self-evaluation and potential improvements                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Collate parental survey to ensure all pupils have appropriate devices to access remote learning.                                                                                                                                                                                                                                                       | To remove any potential barriers to pupils accessing remote learning                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Offer technological support appointments to parents                                                                                                                                                                                                                                                                                                    | To ensure parents are well informed and able to support pupils accessing home learning.                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Success Criteria</b>                                                                                                                                                                                                                                                                                                                                |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| All pupils who are working from home will receive education so they do not fall behind their peers<br>Remote education offer will be synchronous, where possible, with learning offer within school<br>Teachers will be able to effectively support and assess progress due to well-planned appropriate learning activities and feedback from parents. |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Spend</b>                                                                                                                                                                                                                                                                                                                                           | <b>Additional Cover for Remote Learning Lead £500</b>                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## Pupil Targeted Support

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lead</b>                                                                                                                                                                                                                                                                                      | Specialist Yoga Instructor (SD)                                                                                                                                                                                                                                 | <b>When will this be reviewed?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>What will happen</b>                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| The Yoga practitioner will lead yoga 1:1 and small group sessions with targeted pupils to support and promote emotional regulation and to enhance physiotherapy targeted exercises                                                                                                               |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Target</b>                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                 | March 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Pupils will receive regular yoga sessions to support readiness for learning and their ability to engage in learning activities or to allow for enhanced focus on physical development for pupils with PMLD after an extended period away from school and associated regular physiotherapy input. |                                                                                                                                                                                                                                                                 | June 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Strategy</b>                                                                                                                                                                                                                                                                                  | <b>Why this strategy was chosen</b>                                                                                                                                                                                                                             | <b>Review</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| A specialist yoga instructor has been employed for 1/2 day per week- Partial funding for for targeted groups/1:1 with pupils identified with high anxiety and associated behaviours.                                                                                                             | Yoga is an effective tool to increase imitation, cognitive skills and social/communication skills in our pupils. Children show increased skills in eye contact, sitting, non-verbal communication and receptive communication skills.                           | <ul style="list-style-type: none"> <li>Yoga sessions are being evaluated by instructor and feedback is being shared with class teachers. Formal specific report will be written at the end of the academic year to demonstrate impact.</li> <li>Due to current lockdown restrictions, yoga continued for one group only to minimise contacts. This group was identified as all pupils continued to access school throughout lockdown and the impact of these sessions was proving to have significant positive impact upon pupil's ability to regulate and engage with learning. (Sleuth Data review, feedback from class teacher and SD)</li> </ul> |
| Support and improve mental health for pupils through yoga sessions                                                                                                                                                                                                                               | Yoga also aids a reduction in anxiety, impulsive, obsessive, challenging and self-stimulatory behaviours.                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 1:1 sessions to be implemented specifically with PMLD pupils.                                                                                                                                                                                                                                    | Many PMLD pupils did not have the same access to physiotherapy/ programmes during lockdown. The additional focussed yoga session will result in improvements in functional mobility skills, development in cognition and learning and enhanced quality of life. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Success Criteria</b>                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Pupils will have improved readiness for learning and ability to engage with learning activities. There will be an improvement with pupil's ability to emotionally regulate resulting in fewer behavioural incidents.                                                                             |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Pupils with physical needs will show improvements in functional mobility skills.                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Spend</b>                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                 | <b>£2925</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## Pupil Targeted Support/Teaching

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| Lead                                                                                                                                                                                                                                       | Deputy Head teacher (RH)                                                                                                                                                                                                                                                                                                                                                                                                                       |         | When will this be reviewed?                                                                                                                                                                                                                                                                                                                       |
| What will happen                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |                                                                                                                                                                                                                                                                                                                                                   |
| Extra TA support will be provided for classes with more complex children who have found the return to school difficult.                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                |         | March 2021<br><br>June 2021                                                                                                                                                                                                                                                                                                                       |
| Target                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |                                                                                                                                                                                                                                                                                                                                                   |
| Following the lockdown period, some children need to be given additional support to reignite behavioural, language and metacognitive strategies that enable them to regulate and engage in learning.                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |                                                                                                                                                                                                                                                                                                                                                   |
| Strategy                                                                                                                                                                                                                                   | Why this strategy was chosen                                                                                                                                                                                                                                                                                                                                                                                                                   |         | Review                                                                                                                                                                                                                                                                                                                                            |
| 2 additional TA 1 staff have been employed to support two class groups                                                                                                                                                                     | Class groups were identified as some pupils were finding the return to full school particularly difficult. Additional staff will support implementation of specific strategies that will help reduce anxieties and challenging behaviours and thus support engagement with learning activities.<br><br>The impact of this behaviour was impacting upon the ability of pupils in class to access effective teaching and learning opportunities. |         | <ul style="list-style-type: none"><li>There had been a significant reduction in the number of recorded incidents of behaviour for both groups.</li><li>Positive impact of this support will be collated in case study to support rationale for spend including pupil individual attainment/progress in academic and non-academic areas.</li></ul> |
| Success Criteria                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |                                                                                                                                                                                                                                                                                                                                                   |
| Pupils are all able to engage in their learning and make appropriate progress towards their targets. Their resilience is high and their emotions are balanced. There is a reduction in incidents recorded through analysis of Sleuth data. |                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |                                                                                                                                                                                                                                                                                                                                                   |
| Spend                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                | £27,162 |                                                                                                                                                                                                                                                                                                                                                   |

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| Lead                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Head teacher (HB)<br>SLT responsible for Sensory (KW)                                                                                                                                                                                                                                                                                                                                      | When will this be reviewed?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| What will happen                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 1 day of specific TA3 support will be used for producing materials to support pupils sensory integration difficulties (Sep-Feb) and for providing 1:1 reading/phonics intervention work (Mar-Jul)                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                            | Feb 2021<br><br>July 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Target                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>Sensory processing difficulties can significantly impact on their ability to engage in learning. After an extended period away from school this could be a significant barrier for some pupils. Teachers will make sensory team aware of pupils who need support above and beyond what is available within their usual timetable.</p> <p>Some pupils will have gaps in their learning following the lockdown periods. Given the small class sizes these will ordinarily be addressed by the high quality teaching being delivered. However, for a small group of pupils' additional 1- 1 support may be required with a specific focus on reading and phonics.</p> |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Why this strategy was chosen                                                                                                                                                                                                                                                                                                                                                               | Review                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Sep-Feb- TA3 will produce specific plans and targeted integration work with a specific focus on supporting pupils sensory processing difficulties.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | After an extended period away from school this could be a significant barrier for some pupils. Adding additional support in this area will enhance what is already being offered within class groups and enable pupils to effectively regulate and engage with learning.                                                                                                                   | <ul style="list-style-type: none"><li>• Direct support was limited due to impact on ongoing restrictions and subsequent lockdown. Staff member continued to identify plans, activities and resources to support specific sensory processing difficulties for identified pupils.</li><li>• TA3 for reading has begun production of resources to support 1:1 intervention work for phonics and reading in line with new reading scheme. Following the return the school for pupils on 8<sup>th</sup> March, staff will identify pupils to receive additional support in this</li></ul> |
| Mar- July- TA3 will provide 1:1 /small group interventions work with a specific focus on reading and phonics.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Some pupils will have gaps in their learning following the lockdown periods. After the initial settling in period (Recovery curriculum) during the autumn term, teachers will able to easily identify pupils who require additional support to enable them to close the gap between their current attainment and what was expected for them from previous assessments and targets setting. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                                                                                                                                                                                         |  | area following a review of current assessments in this area. |
| <b>Success Criteria</b>                                                                                                                                                                 |  |                                                              |
| <p>Pupils are all able to engage in their learning and make appropriate progress towards their targets.</p> <p>Pupils make expected individual progress within reading and phonics.</p> |  |                                                              |
| <b>Spend</b>                                                                                                                                                                            |  | <b>£13720</b>                                                |



## Wider Strategies

|                                                                                                                                                                                                                                                                                     |                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lead                                                                                                                                                                                                                                                                                | Head teacher (HB)<br>Pupil Family Liaison (LW) & Admin Staff (CB)                                                                                                         | When will this be reviewed?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| What will happen                                                                                                                                                                                                                                                                    |                                                                                                                                                                           | Ongoing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Monitoring and tracking pupils return to school after lockdown with PFL worker.                                                                                                                                                                                                     |                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Target                                                                                                                                                                                                                                                                              |                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Attendance after an extended period of time is key to addressing any associated difficulties. The success of this could be varied due to a number of factors for individual pupils. These will be addressed through regular monitoring of registers and agreed phased return plans. |                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Strategy                                                                                                                                                                                                                                                                            | Why this strategy was chosen                                                                                                                                              | Review                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Monitor pupils return to school in September and PFL to support any families highlighted as cause for concern.                                                                                                                                                                      | Anxiety surrounding return to school for children and families could be significant barrier to success of reintegration into school after extended time away from school. | <ul style="list-style-type: none"><li>Attendance for all pupils was analysed at key points during the initial term. PFL was utilised to liaise with families and external agencies to enable poor attendance to be effectively tackled.</li><li>During the spring term, due to lockdown measures, PFL was ensured ongoing communication with key families during this period and support offered/signposted as required.</li><li>Recent meeting highlighted 5 specific families to be monitored and supported during the initial period from 8<sup>th</sup> March.</li><li>Attendance will continue to be monitored and actions identified.</li></ul> |
| Head Teacher to monitor pupils with phased plan for return to school and address any concerns with class teachers                                                                                                                                                                   | Phased return may be appropriate to support some pupil's return to school due to individual needs. Plans should be both flexible yet time limited to have desired impact. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Monitor attendance daily and liaise with parents/carers. Covid related absences will be tracked separately and monitored.                                                                                                                                                           | To ensure that pupils are attending regularly and any potential disruption to this is minimised through appropriate use of interventions upon their return.               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| Success Criteria                                                                                                                                                                                                                                                                               |       |
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| <p>Aim that all children are attending school regularly to enable them to engage in learning and make expected progress toward individual learning targets.</p> <p>Any persistent absences are quickly identified and families are supported through appropriate intervention and liaison.</p> |       |
| Spend                                                                                                                                                                                                                                                                                          | £1530 |

**Total Anticipated Spend: £45,837**

