

Grange Park School COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	157	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£37,680	3 installments 1 x £9,420 in Nov 20; 1 x £12,560 in Early 2021; 1 x £15,700 in Summer 2021	

Introduction
<p>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, with the key principles:</p> <ul style="list-style-type: none"> • Education is not optional <ul style="list-style-type: none"> ✓ All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. • The curriculum remains broad and ambitious <ul style="list-style-type: none"> ✓ All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. • Remote education <ul style="list-style-type: none"> ✓ Where needed, this is high-quality and safe, and aligns as closely as possible with in-school provision. Schools and other settings continue to build their capability to educate pupils remotely, where this is needed <p>Informed by the above key principles, the DfE asks that schools and other settings meet key expectations IF considering revisions to the school curriculum for 2020-21:</p> <ul style="list-style-type: none"> • Teach an ambitious and broad curriculum • Aim to return to the schools' 'normal' curriculum by the summer term 2021 • Plan on the basis of the educational needs of pupils, informed by an assessment of the pupils' starting points and addressing gaps • Develop remote education so it is integrated into the school's curriculum planning.

Funding

Special, Alternative Provision and Hospital Schools will receive a total of £240 per place, as follows:

- In 3 instalments - in autumn 2020, 'early 2021' and summer 2021
 - ✓ Payments 1 and 2 – total of £140 per place across the payments
 - ✓ Payment 3 - £100 per place. Per place numbers for each instalment are based on the published high needs place numbers for the 2020 to 2021 academic year.

Catch-up Planning

Schools are able to spend the funding in the most effective way for their own pupils

It is up to the school to decide:

- **Which pupils need to access the support**
 - ✓ Although funding is on a per pupil basis, there are no specific requirements for who to spend it on.
 - ✓ Schools should Identify pupils that will benefit most from the funding
- **The activities that will be provided**
 - ✓ The Education Endowment Fund (EEF) has guidance on catch-up approaches schools could choose, as well as a planning guide to help implementation of catch-up strategies for the 2020/21 academic year.
 - ✓ The DfE recommends small group or 1-to-1 tuition (particularly through the National Tutoring Programme)

STRATEGY STATEMENT

At Grange Park School, we believe that no pupils should be disadvantaged during the pandemic. All pupils will have access to high quality lessons linked to the curriculum. We are aware however that some teaching time has been lost and we want to ensure that pupils do not lose key academic skills, in particular in regards to literacy and numeracy, and there will be some gaps in knowledge attainment in all areas. We know that due to our pupils' autism, their core difficulties lie in their social communication and social interaction and that these difficulties may have been further compounded by the lack of variety of communication opportunities afforded to them whilst in lockdown. We are also aware that many of our pupils thrive on routines and where we have had to make changes, these have created heightened anxieties. Although some pupils have continued to develop their independence during the pandemic, due to the anxieties and additional challenges for many of our pupils (and families), some opportunities to increase independence have been lost. We have tried to identify needs of individuals through liaison with all staff, parents and pupils. Interventions may be targeted, small groups or whole years dependent on identified needs. These will be regularly re-assessed as guidance on school attendance and pupils and parents needs evolve.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

A	Many pupils have difficulties regulating due to absence from routines at school.
B	Disrupted attendance has led to less progress in knowledge attainment
C	Potential loss of sense of self and identity within and without the school community
D	Disrupted attendance will have caused gaps in literacy and numeracy attainment.
E	Pupils preparing for public examinations may have knowledge gaps
F	Heightened anxieties caused by missed work / lack of routine / uncertainty / worries about COVID...
G	Increased parental stresses, leading to increased anxieties

H	Missed opportunities to improve communication skills and develop independence
I	Careers and employability opportunities limited by lockdown and anxieties developed over lockdown about going out
J	Lack of opportunities for social interaction and development of friendships
K	Lack of opportunities and guidance to develop tools for emotional regulation
L	Transition plans for the next stage of their learning journey restricted

1. Outcomes expected, with success criteria.		
a)	Pupils make good progress, as defined by teachers and progress leaders, in their EHCP outcomes and in pupil asset. Teachers monitor the progress; pupil and parent response to progress; leadership team to monitor and target support as needed.	EHCP outcomes achieved 80% on average for each pupil. Gains in Social Communication and Emotional Regulation criteria as measured by SCERTS. Positive responses from parent/pupil questionnaires. Improving progress on pupil asset.
b)	To attend all lessons whether online or in school.	To continue to target over 95% attendance
c)	To participate and cooperate in lessons throughout the day, making good learning progress. Monitored and analysed through high leadership team presence; teacher discussions; Evidence for Learning data; and pupil asset.	Comparative behavior incidents to same time last year (see RDCF data); noticeable reduction in incidents as term progresses. Pupil asset data shows good progress in subject areas.
d)	To attain expected external accreditations, as predicted from their term 4 attainments. Evidenced externally through exam results. Head of School to ensure that subject leads are alerted early to lagged attainment, and support in place swiftly.	Data will show pupils' expected exam results are achieved.
e)	Reading progress, throughout the school, is good as predicted by literacy lead and teachers of English. Evidenced through tutor monitoring; leadership monitoring; literacy lead data; baseline data and predicted attainment in reading; questionnaires for parents/pupils.	Improved parental engagement in reading at home. Over 80% of pupils make good progress in reading.
f)		The Zones of Regulation used to identify changes or patterns in pupils' emotional states.

	To productively engage with learning and social opportunities, making good progress towards social-emotional competence. Teachers and therapy team to monitor progress; targeted support offered as needed.	Timely referrals made as needed to internal (e.g. SALT, OT, art therapy) and external (e.g. Early Help, CAMHS) services as needed. Pupils are attending school and actively participating in lessons and social opportunities. Improvement in Social-Emotional Indicators as measured by SCERTS.
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Planned expenditure for current academic year

The headings below enable schools to demonstrate how they are using the catch up funds to reduce the gaps in pupil learning, emotional and social well-being, and communication skills due to the 2020 pandemic.

Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?
To attend school full time as soon as possible.	Use of TAs to support pupils back into school ELT and Therapy Team work with families to support pupils back into school. Clear visuals shared with all pupils outlining new routines and expectations.	Increased attendance will lead to increased opportunities for learning; improved friendships; build self-esteem; and develop sense of identity in their community.	Monitor attendance from day 1, and react quickly to implementing support, taking into account individual needs and anxieties. Use of The Zones of Regulation to identify anxieties and regulatory tools. Support from Therapy Team accessed as appropriate. Regular contact with families to identify issues.	HoS	Reviewed: December January (informing switch to online learning) February (to re-integrate pupils in again) £2,750

[illegible]



<p>To attain expected external accreditations, as predicted from their term 4 attainments</p>	<p>Loaning ICT to pupils with selected apps and programmes on them, for use in lessons and at home. Use of learning mentors to deliver individual or group interventions.</p> <p>Extra revision lessons organized.</p> <p>Use of online mocks and regular grade drops.</p>	<p>The use of ICT and learning platform so pupils can easily access resources.</p> <p>Extra staff in classes to focus on specific areas for improvement (EEF).</p>	<p>SLT to monitor impacts in academic lessons; and during remote learning.</p> <p>SLT assigned to deploy staff and monitor individual pupil's impacts.</p>	<p>HoS</p>	<p>Monthly</p> <p>£4,250</p>
<p>Reading progress, throughout the school, is good as predicted by teachers, literacy lead and teachers of English.</p> <p>Numeracy progress is good throughout the school.</p>	<p>Improved access to whole class ICT, with appropriate literacy and numeracy apps Seesaw and Mymaths allowing quick feedback on completed work.</p> <p>Use of extra primary staff to take individual and small group sessions to focus on gaps in literacy and numeracy.</p>	<p>Researched current IT to ensure we find the most up to date and future proof devices.</p> <p>External research (EEF)</p> <p>Recommended through use in other schools.</p> <p>Phonics sessions for small groups/ individuals, where gaps or regression have been identified through testing. (EEF)</p>	<p>Ensure IT is most appropriate for our pupils</p> <p>English/ reading lead will monitor impact- HoS at Stansted.</p> <p>Maths lead will monitor impact- HoS at Stansted.</p> <p>Data on pupil asset.</p>	<p>MS HoS CU</p>	<p>Termly</p> <p>£17,950</p>



It is essential that Pupils with SEND get ongoing and meaningful work experience and contact with employers.	Pupils in KS5 have experience of different jobs and the opportunity to experience different careers.	Gatsby	One to one meetings with career and enterprise representative Careers day Access to COMPASS	LC	Termly £2,250
Transition support for pupils joining Grange Park School	New pupils become familiar with the school and are confident to start at Grange Park.	EEF Reduction in anxiety for pupils and parents/carers. All relevant information is gathered and shared with all staff. Staff are more prepared to support the needs of individual pupils from their first day at GPS.	Virtual tours of the school created and shared with prospective parents. Parent information sessions Virtual meetings to take place	LC CU SD	Ongoing £950
Transition support for current pupil accessing college courses	Effective transition of pupils to college provision	Reduction in anxiety for pupils and parents/carers. All relevant information is gathered and shared with all staff. Staff are more prepared to support the needs of individual pupils from their first day at GPS. Effective programme for transition into college	Virtual tours of the school created and shared with prospective parents. Virtual meetings to take place Visits to campus Teaching sessions at the college Parent information sessions	LC CU SD	Ongoing £530

