

Catch-Up Premium Plan – Stroud and Cotswold Alternative Provision School

Summary information					
School	Stroud and Cotswold Alternative Provision School.				
Academic Year	2020-21	Total Catch-Up Premium	£6,240	Number of pupils	26

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing Alternative Provision School with a total of £240 for each pupil in years Reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021

academic year. It will not be added to schools' baselines in calculating future years' funding allocations

Use of Funds	EEF Recommendations
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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.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition

Targeted support approaches

- One to one and small group tuition
- Intervention programmes
- Extended school

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

The student and their families.	Communication between school, the students and their families both during and post lockdown illustrated how vulnerable they are. Many were facing new struggles on top of old, including increased financial pressure, deterioration in relationships within the family home, a greater sense of isolation and fear due to media messages, with little support to sift through the information and risk manage based on fact. Both children and family members of a number of families showed signs of deterioration in their mental health and wellbeing.
Transition back into a school setting	Many of our students do not have clear boundaries when at home. This has impacted in a number of ways; we have noticed that pupils are struggling with disrupted sleep patterns, several have become involved in an increasing number of incidents of antisocial behaviour. Those that smoke have

	found it difficult to be 'cigarette free' for the whole school day. Pupils have lost familiarity with good behaviour for learning strategies and are having to relearn / revisit self-regulation strategies.
ICT issues for students remote learning	Students remote learning offer was largely paper based as many did not have the facility to access learning via a digital platform. Laptops were provided to some vulnerable pupils eventually; however these did not arrive until late into the summer term. Due to the difficulties in providing a quality first teaching input, much of the work set was fluency based. Pupils also struggled to engage with the independent nature of the work set.
Academic Progress	Despite best efforts there is a realisation nationally that the most disadvantaged pupils, have been impacted to greater effect by lockdown. Many of the reasons for this are documented in the previous sections. Some pupils have made progress, however we know that for many of our pupils, the gap between them and their peers has been widened. During baseline assessment, when students have returned to school, most students have regressed in basic maths skills and all struggle to concentrate for a full lesson.
Emotional wellbeing and mental health	The impact of lockdown, the stress and anxiety caused by the pandemic has had a very detrimental impact on students mental health. Some students report that they are worried about returning to school and have found the restrictions on lifestyle very difficult to manage.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p>CPD: All members of staff have access to a range of free on line leaning resources. These have included webinars from NASEN on various topics and included SEMN of students. SEN related topics, ACE's, Resilience.</p>	<p>During whole school staff meetings we have discussed timetabling arrangements and how best to meet the needs of children that fits a "recovery" curriculum". We all have a good understanding of the impact of lockdown on the emotional well-being of both pupils and staff. During partial school opening we adjusted the time table so that students completed academic subjects in the morning and participated in enrichment activities in the afternoon.</p>		R.P/L.C/N.S	Jan 2021
<p>Improved understanding of the impact of Covid-19 on both staff and pupils. Webinar: Belinda Heaven. (staff wellbeing)</p>	<p>This has also included a Wellbeing staff meeting, webinar led by Belinda Heaven. A range of free on line webinars.</p>		R.P	Oct 2020
Teaching total budgeted cost				Time £

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p>On return to school, all students sit base line assessments Maths and English, strengths and weaknesses are identified, gaps in learning and differentiated activities are planned</p> <p>1:1 and small group tuition / intervention</p> <p>Precision teaching interventions will be offered to targeted students in core subjects. The intervention will be targeted to address gaps in learning and challenge students to achieve higher level exam levels.</p> <p>Time tabled whole school reading sessions. Accelerated Reader. Students sit STAR reader assessments and quiz.</p>	<p>1:1 Maths and English intervention.</p> <p>Small group work. differentiated work to challenge</p> <p>1:1 and 1:2 supervision to encourage the students to read and take the quiz via STAR reader</p>		K.Mc/R. P/M.Mac	Ongoing, six weekly review
Targeted academic support total budgeted cost				£££

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home.</p> <p>Packs of work are delivered home and collected from students on a weekly basis. Work is marked and then returned to students. This also allows for well fare checks to be made and enables members of staff to follow up on any safe guarding concerns.</p> <p>Good communication is established and continues with students and parents</p> <p>For students attending school and when school fully reopens. All students will have access to 1;1 mentoring sessions to support their emotional well-being.</p>	<p>Sourcing further laptops and wifi facilities where needed.</p> <p>Phone calls home, email contact and door step visits.</p> <p>Ongoing work with wider agencies to ensure pupils are appropriately supported and move to new schools via FAP</p> <p>1:1 mentoring sessions with learning mentors to address emotional well-being and support students who may feel stressed or anxious due to the impact of Covid and lock down.</p>		<p>R.P/K.Mc, C.E</p> <p>All support staff M.W/E.B/L.C/ R.A/T.R</p>	<p>Sept 2020</p> <p>July 2020</p> <p>Ongoing</p>
<p><u>Access to technology</u></p> <p>Ensuring all pupils have appropriate access to technology during any lockdown.</p>	<p>Sourcing further laptops and wifi facilities where needed.</p>		<p>J.M/B/H</p>	<p>Ongoing</p> <p>Sept 2020</p>

Wider strategies total budgeted cost				£££

	Total budgeted cost for all aspects of the tiered approach	£££
	Cost paid through COVID Catch-Up	£6,240