

Old Park School Covid19 Catch- Up Premium 2020/21 c/f into 2021/22

Summary Information					
Type of SEN	SLD/PMLD	Total Catch-Up Premium	£33,360	Date	June 2022
Academic Year	2020-21 2021-22	Number of Pupils	Based on 139	Next Review	July 2022

Guidance
<p>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 have been among those hardest hit. The aggregate impact of lost time in education will therefore be substantial, and the scale of our response must match the scale of the challenge.</p> <p>In view of this the DfE have allocated additional funding to support pupils who have been adversely affected by lost learning. Schools' allocations have been calculated on a per pupil basis, providing each school with catch up funding for each pupil in years reception through to 11.</p> <p>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.</p>

Use of Funds	EEF Recommendations - The EEF advises the following:
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p>	<p>Teaching and whole school strategies Supporting great teaching Pupil assessment and feedback Transition support</p> <p>Targeted approaches One to one and small group tuition Intervention programmes Extended school time</p> <p>Wider strategies Supporting parent and carers Access to technology Summer support</p>

Identified Impact of Lockdown	
<p>Communication and Interaction</p> <ul style="list-style-type: none"> - Reduced access to a Total Communication environment - Significant reduction in opportunities for interaction beyond the immediate family setting - Misteaching of early phonics/reading skills 	<p>Many of our pupils have significant barriers with communication and interaction. Covid19 lockdown restrictions have resulted in reduced access to a Total Communication environment, which underpins progress and development in this area. Some pupils have regressed in their communication skills, particularly within the area of initiation. Other pupils have reduced motivation to communicate. The school's use of its Makaton symbol package to support remote learning has been extremely limited due to copyright. This is an area that needs to be rectified moving forward.</p> <p>Opportunities for some pupils to interact with others outside of the immediate family environment has been significantly reduced. For other pupils who have attended school for periods during lockdown, they have become used to smaller class sizes, higher staff ratios. On return to school some pupils have found it difficult to share adult attention and/or play/work alongside/with peers.</p> <p>During conversations with parents/carers it is apparent that there is a training/information sharing need around the accurate teaching of early phonics/reading skills.</p>
<p>Cognition and Learning</p> <ul style="list-style-type: none"> - Reduced access to curriculum experiences, subject specific areas - Reduced engagement, attention 	<p>Remote learning during periods of school closure has been offered all pupils. Staff have worked hard to develop a remote learning offer that mirrors the curriculum in school. This has developed from a paper-based offer, to learning opportunities being shared online. Further development of the use of School Life is planned during Autumn 2020. Due to the complex nature of our school cohort, access and engage with remote learning has been variable. Some pupils have attended school onsite for periods of time. This has resulted in pupils' having gaps in their curriculum experiences. Pupils have been unable to access some of the specialist rooms/facilities in school due to our Covid risk assessment. Pupils have not been able to apply their skills during community visits/offsite learning and visitors to school have been minimal. For some cohorts of pupils, school has seen a reduction in their engagement and attention. There has been an apparent over-reliance on access to iPads etc. for some individuals.</p>
<p>Social, Emotional and Mental Health</p> <ul style="list-style-type: none"> - Significant increase in levels of anxiety for certain cohorts, attachment needs 	<p>Many of our pupils have experienced increased levels of anxiety and/or attachment needs due to lack of/changes to routine since March 2020. Similar pupils have also found the school-based restrictions due to our Covid19 risk assessment difficult to manage. Access to some multi-agencies has been reduced or is only possible remotely. This has presented challenges.</p>
<p>Physical and Sensory</p> <ul style="list-style-type: none"> - Reduced access to outdoor space, specialist equipment 	<p>Some pupils have experienced a significant reduction in their access to outdoor spaces/community facilities e.g. swimming. This has resulted in some pupils showing an increased body weight/decreased energy level. A number of our pathway 1 pupils have had reduced access to physiotherapy equipment/physio opportunities in the home.</p>
<p>Wider Impact</p> <ul style="list-style-type: none"> - Attendance - Limited transition opportunities - Parental Engagement 	<p>Ongoing national restrictions have impacted on the attendance of some pupils during 2020 – 2021 due to the need for self-isolation, shielding and bubble/class closures. This has particularly impacted on a small percentage of pupils who require Aerosol Generating Procedures (AGPs). This is continuing to have an impact on learning (2020-2021, onwards) and progress due to pupils needing to re-adjust to routines when returning to school.</p> <p>There have been extremely limited opportunities for transition, both into and out of school. New starter transition meetings have needed to be held virtually and parents/carers have been unable to visit the school/staff in person. Pupils have been unable to spend time in their new classes before starting. Equally Post 19 transition opportunities, both in terms of Work-Related Learning, time spent in the community and visits to Post 19 colleges/social care providers have been restricted.</p> <p>It is vital that as a school we continue to have positive relationships with our parents. Through regular communication and support, parents will understand the expectations on themselves and their children as we work together to minimise the impact that the lost learning/disruptions have had. Parents have not been able to come into school or attend special events such as assemblies etc as these have not been able to take place in the same way as previously due to Covid restrictions. Key meetings such as parent/teacher consultations and EHCP annual reviews have had to be held via virtually. This has caused high levels of frustration for some parents.</p>

Planned Expenditure					
1. Teaching and Whole School Strategies					
Desired Outcome	Chosen Approach	Anticipated Cost	Impact (Once Reviewed)	Staff Lead	Review Date
All school staff will have access to a symbol-based package which can be used to support communication and interaction development both within in school, home and the community.	<p>Purchase and implementation of Communicate in Print 3 software including training plus class-based staff release time.</p> <p>Transfer from Makaton to Widgit symbols for whole school signage</p>	<p>£1400 Software plus training</p> <p>£5000 environment signage</p>	<p>Communicate in Print 3 was purchased and installed in Autumn 2020. All class staff received training in how to use the software. A decision was made to transition completely from Makaton symbols to Widgit. Follow up development/training completed on ALDs, Talking Mats, school signage.</p> <p>Parent workshops delivered on use of symbols, PECS</p> <p>Widgit symbols now routinely used for home learning/website. How to guide created.</p> <p>Old Park School - Total Communication</p>	JC/MS	Autumn 2020, termly
A consistent approach to delivering early phonics/reading skills is embedded across the school, with pupils (including their parents/carers) having access to a range of 'reading' material.	<p>Purchase of additional Collins Big Cat intervention reading books to supplement current scheme.</p> <p>Purchase of Little Wandle books</p> <p>Updated reading material for pre-subject specific pupils</p> <p>Identified staff to complete 'The Foundations of Reading training'. Staff to disseminate key principles.</p> <p>Purchase of Phonics Hero online software. Log in details shared with home. Focus subject-specific learners.</p> <p>Development of parent 'how to guides' on school website</p>	<p>£1000 Big Cat</p> <p>£1000 Little Wandle</p> <p>£1000 Bag Books Sensory story sacks</p> <p>£720 reading training</p> <p>£500 subscription</p> <p>SLT/SMT time</p>	<p>Complete review and revamp of the schools reading scheme has been undertaken to ensure that a clear sequence of opportunity is available for all pupils across all pathways. Multi-sensory book bags have been created, alongside an update of the 'symbols making sense' scheme. The Big Cat reading scheme has been introduced across school. Ongoing monitoring of use and impact. All pupils have been rebaselined in reading, following a rewrite of the OPS subject specific skills.</p> <p>Spring 2022 – School has now adopted the Little Wandle Letters and Sounds SSP. Many of the Big Cat reading books align with this new scheme. Some additional reading books purchased to ensure we have enough at the earlier phonic stages. My Communication team currently reviewing the school library and opportunities for pre-subject specific pupils to engaging in early reading opportunities. Additional updates Bag Books and Sensory story sacks purchased to support this.</p> <p>Summer 2022 – Little Wandle teacher and HLTA update session held during INSET day</p> <p>Phonics Hero software purchased and log in details created for all pupils. Software is</p>	JC/CU	Autumn 2020, termly

			<p>particularly relevant for secure pathway 3 pupils onwards. Positive feedback received from some parents who have used the package at home during school closure.</p> <p>How to guides created and available on the website for reference.</p> <p>Old Park School - Phonics and Reading</p>		
--	--	--	---	--	--

Teaching and Whole School Strategies Total Budgeted Cost = **£11,620**

2. Targeted Approaches

Desired Outcome	Chosen Approach	Anticipated Cost	Impact (Once Reviewed)	Staff Lead	Review Date
<p>Specialist speech and language therapy advice will improve pupils' ability and motivation to communicate effectively. Class staff will have the skills, confidence and resources to support this communication effectively.</p> <p>MORE principles are embedded.</p>	<p>Additional Soundswell SaLT sessions x8.5 days to focus on individual pupil/class-based intervention as identified through class communication plans and supplementary whole school training.</p>	£2975 Soundswell	<p>All classes have worked towards targets/areas of development set with the Soundswell therapist to promote and embed the MORE principles. A comprehensive training programme has been delivered (and recorded for future staff induction). Introduction and use of ALDs across school have seen positive increased engagement by pupils (particularly pathway 2) and has received positive feedback from parents.</p>	JW/Soundswell	Autumn 1 2020, half termly
	<p>Development of PECs approach and resources for identified classes/phase use. Introduction of TaSSELLS on-body signing for pupils with MSI.</p>	£500 PECs resources/TaSSELLS programme	<p>Soundswell impact reports 2020 – 2021</p>		
	<p>Update and development of use of switch and switch adapted toys as advised by therapist</p>	£2500	<p>2021-22 Focus on early communication development including multi-sensory referencing and use of switches.</p> <p>Summer 2022 - Audit of use of multi-sensory referencing undertaken across school. Review and update of OoR completed. New resources purchased, prepared and distributed to relevant classes. Agreed move to TaSSELLs on-body signing. Whole school awareness session delivered. Focused 3 day TaSSELLs advocate training delivered – including OPS staff (7) and staff from other specialist settings.</p> <p>Updated switch resources purchased.</p>	JC/Soundswell	Autumn 1 2021, half termly

			Soundswell impact reports 2021 – 2022 Old Park School - Pupil Premium and Sports Premium		
Outdoor teaching spaces are engaging and fit for purpose. Pupils have the opportunity to practice and develop both their gross motor and fine motor skills in a variety of ways. Pupils are healthy and active.	Updated playground resources per phase. Purchase of 14-19 trikes Reintroduction of lunchtime sports clubs led of sports coach (Autumn 2021) Recruitment of SNSW (Extended hours) to support physical and sensory elements of the curriculum Ongoing development of larger play equipment, forest school area	£1000 playground resources £800 trikes Sports Coach capacity funded through Sports Premium Funded through school core budget Part funding committed from PP, fundraising	Following consultation with class teams, phase leaders have overseen the purchasing of updated playground resources. Additional trikes have also been bought for the 14-19 phase. Some initial use, although this is at times inconsistent. Issues with resources/equipment being lost over the perimeter fencing. Action: height of fencing along playground to be increased, currently waiting for materials. SNSW (extended hours) role/s to be recruited to support with active curriculum. Sports coach timetable has been redesigned Autumn 2021 to include opportunities for all pupils from each pathway to access a timetabled PE/Sports session each week. Timetable also includes opportunities for lunchtime sports clubs across primary and secondary. Onsite swimming to recommence Autumn 2 2021.	TLRs JW/MB JC	Spring 2021 Autumn 2021 Autumn 2021
A consistent approach to handwriting is embedded across school, with a focus on subject specific learners.	Purchase of Collins 'Happy Handwriting' scheme plus training.	£1500 to include scheme and staff release	Research into various handwriting schemes undertaken by curriculum driver team. Collins Happy Handwriting purchased for implementation. INSET day session delivered 08.04.2022. Resources shared with phases. Additional resources to develop gross and fine motor skills purchased. Summer 2 2022 liaison with OT.	JC My Communication team	Spring 2022
Targeted Approaches Total Budgeted Cost = £9,275					

3. Wider Strategies					
Desired Outcome	Chosen Approach	Anticipated Cost	Impact (Once Reviewed)	Staff Lead	Review Date
Engagement and progress made for individual pupils (particularly those at the earliest level of development) is captured in a purposeful way that can be shared in a timely fashion with parents.	<p>Trial, purchase and implementation of the Evidence for Learning software/app. To be introduced initially to all Pathway 1 and Pathway 2 classes over a 12-month period 2020 – 2021. Extended to Autumn 2021 due to Covid lockdowns/school closure. Additional iPads to be purchased to facilitate use in class.</p> <p>Autumn 2 2021 Trial parental access, guidelines and expectations in identified class/classes</p>	<p>£2495 EFL software</p> <p>£5500 20xI pads</p> <p>£2495 EFL extended license</p>	<p>EfL initially trialed in two pathway 1 classes in Autumn 2020. PPP evidence collected. Trial extended to include use of Routes for Learning. Staff CPD carried out on effective use of the software. Trail extended in Spring 2021 to include pathway 2 pupils. Networking with Willow Dene school in Summer 2021 resulted in purchase of new assessment system for pre-subject specific learners, which was incorporated into our school use of EFL.</p> <p>Evidence from EFL used as part of Summer term 2021 annual reporting to parents/carers.</p> <p>Autumn 2021 all pathway 1 and 2 classes using EFL as main form of evidence gathering. Extended to trial in identified subject specific classes. PPP template used across all classes. Feedback gathered during Autumn 2021 teacher coaching and mentoring session.</p> <p>Spring 2022 EFL license extended, parent portal access set up for pre-subject specific classes.</p> <p>Summer 2022 All classes now using EFL to evidence PPP progress. Parent portal access set up and in use across school.</p>	JC/JW/MS	<p>Autumn 2020, termly</p> <p>Increased use Autumn 2021 PPPs</p>
Wider Strategies Total Budgeted Cost = £10,490					

Sources of Evidence

Pupil/Class Based	Monitoring
<ul style="list-style-type: none">- All About Me profiles- Engagement profiles- Class communication development plans- Evidence for Learning/Subject specific evidence books- PPP documents- EHCP/Annual review documentation- Pupil voice/feedback	<ul style="list-style-type: none">- Spring 2021 SIP visit- Soundswell impact reports 2020 – 2021, 2021 - 2022- Autumn 2021 Environment learning walk- Autumn 2021 Coaching and Mentoring session 1- Spring 2022 Teaching Sequence learning walk- Spring 2022 Coaching and Mentoring session 2- 2020 – 2021 teacher appraisal reviews, 2021 – 2022 teacher appraisals- Parent workshop feedback- July 2021, October 2021 baseline data in core areas, March 2022 data- Termly PPP evidence and review