



COVID catch-up premium report

Due to national lockdowns and considerable periods of time away from face to face learning in the classroom the government announced funding to support children and young people. This is especially important for the most vulnerable and disadvantaged backgrounds.

Schools have been given flexibility to use the funding the best way for their cohort and circumstances. This report identifies how Glenwood will be using the funding and identifies the barriers to learning that have been created by Covid-19.

COVID Catch-Up Premium Spending: summary

SUMMARY INFORMATION	
Total number of pupils:	222
Total catch-up premium budget:	Autumn term: £13,320 Spring Term: £17,880 Summer Term: £22,080 Total £53,280

Barriers to Learning due to Covid-19

BARRIERS TO FUTURE ATTAINMENT	
Barriers:	
A	Loss of learning due to school closure and periods of shielding
B	Changes in behaviour, including anxiety, self-esteem and self confidence. Lack of social interaction and targeted work on communication skills
C	Learners not being able to make links to previous learning
D	Learners not able to be educated at home due to a variety of factors such as behaviour, access to IT, family circumstances, cooperation of learner to be taught at home by a parent/ carer
E	Disruption to routine of school and access to resources such as Speech and Language input, OT, Physio, access to specialized rooms and therapies face to face. As a result, deterioration has taken place such as physically

Planned Expenditure for Current Academic Year 2020-2021

TARGETED SUPPORT

In Autumn and Spring Terms

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
10 new Higher Level Teaching Assistants (HLTA) with 1 specialist SALT assistant have been deployed.	To assist teachers in addressing remote needs and in school needs simultaneously	<ul style="list-style-type: none"> - Glenwood has had a high number of young people attending throughout lockdown and teachers have had to multi-task. The knowledge and expertise of the HLTA role has allowed teachers to make frequent and in-depth welfare calls, plan for face to face learning and for remote learning and socialisation 	<ul style="list-style-type: none"> - Monitoring per corridor by teachers - Training and support where needed 	SLT	Termly

TARGETED SUPPORT
In Autumn and Spring Terms

<p>Creating remote support for the Remote Offer</p>	<p>To support families and young people in the home- elements of online learning and support</p>	<ul style="list-style-type: none"> - Support for families throughout lockdown and to those shielding has been vital 	<ul style="list-style-type: none"> - KIT calls and individualised support - Bespoke Learning Resources - Online Learning resources - Links with partner agencies - Online lessons and meetings - Specialist Support and Consultations - Celebrating Success and bringing parents together - Continuation and Development of Annual Review Meetings - Additional Leavers' Meetings - Learning Conversations - School to support continuation of Paediatrician Clinic 	<p>SLT</p>	<p>Termly</p>
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TARGETED SUPPORT
In Autumn and Spring Terms

<p>Supporting families with learners who have not returned to school after 8th March 2021</p>	<p>Learners return to school or gain sufficient education support in the home setting</p>	<ul style="list-style-type: none"> - The Government have stated that it is mandatory that all learners return to school - A small number of learners are shielding till 1st April 2021 and some families are reluctant to send their child back to school due to their vulnerability and other factors 	<ul style="list-style-type: none"> - Support to families in this transition through phone conversations to understand the reasons and concerns of parents and carers - LSA/experienced support worker visits to homes to offer bespoke educational input and support to families - Activity packs made up for learners. - Online support such as weekly class Zooms calls and access to resources on the website 	<p>SLT</p>	<p>Termly</p>
<p>Additional OT support for families during lockdown period</p>	<p>To support families with sensory integration needs at home</p>	<ul style="list-style-type: none"> - This is a result from a TEAMs consultation with our senior sensory OT - Learners finding it particularly difficult to being at home for longer periods of time. Resourcing and equipping parents and carer with strategies and methods to support their young person. OT expertise in sensory integration valuable to inputting at home - This has been a bespoke service around individual learners and their families. This has helped as calming strategies and also meeting sensory needs. - Purchase of equipment for families to pick up from school and use at home. 	<ul style="list-style-type: none"> - Feedback from parents and carers to class teacher - Reports from OTs - New OT employed to give additional support and expertise so that more families can be supported - 	<p>SLT</p>	<p>Termly</p>

TARGETED SUPPORT

In Autumn and Spring Terms

Development of sensory resource bank	To break down the barriers to learning using activities that meet a variety of sensory needs	<ul style="list-style-type: none">- As learners experience blended learning, transitioning between home-schooling and full-time schooling the use of sensory approaches can be used to calm and support learners as they settle back into expected routines and behaviours- Staff received training from Richard Hirstwood in 2020 on sensory approaches to work with learners with complex needs, autism or SEND- The level of engagement in activities has a direct impact on learning outcomes. The aim is to set up Discovery Time to create sensory opportunities for learners to access and engage with	<ul style="list-style-type: none">- Accessing online resources and training- Resources identified from Hirstwood training to purchase- Evaluate resources- a teacher per corridor to trial and access- Further resources to be purchased as a result of evaluations- Feedback from class teachers about impact of use- Discovery Time taking place in each classroom and impact recorded by staff.	SLT	Termly
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SUMMER TERM

Informing Practice Going Forward

Area of need identified	Outcome	How will it be implemented?	Intended impact	Staff lead	When will you review this?
Gaps in IT system	IT consultant employed Review of vision and strategy in line with whole school approach	<ul style="list-style-type: none"> - Ongoing remote offer. - Looking at the best way to use IT in as learners are still working in small groups and remotely for some activities such as assemblies - Finding ways to continue to encourage learners to communicate with peers and learn and apply new skills 	<ul style="list-style-type: none"> - Using ICT in the best way for learners and as a school - Learners maintaining friendships through technology - Teaching learners to access technology and increase independence in its use - Additional skills can be taught using technology such as following instructions from a video 	SLT	End of Summer Term
Increases need for communication with parents and carers	Mobile phones purchased for each class teacher	<ul style="list-style-type: none"> - Class teachers will continue to communicate with parents and carers using mobile phones - Teams will continue to be used for meetings 	<ul style="list-style-type: none"> - Good relationships will be formed between home and school - Needs identified and additional professional involved where necessary - Parent/ carers voice is heard and confidence is gained 	SLT	End of Summer Term

SUMMER TERM					
Informing Practice Going Forward					
Families struggling with their child in a particular area	Heads around the table Therapy Hub set up	<ul style="list-style-type: none"> - Need of learner identified - Relevant Professionals involved could include the Class teacher, Speech and Language Therapist, Sensory OT, Physio and Music Therapist - Development of strategies and systems - Therapy Hub strategy shared with governors 	<ul style="list-style-type: none"> - Collaborative approach - Parents/ carers more informed - Parents/ carers can be involved in the process - Families to be in a better position being more informed, feeling valued and part of the process - School and home working more closely together with a parallel approach - Governors more informed and able to review 	SLT	End of Summer Term
Parents/ carers discovered their child has some reading skills and want to develop this further	Individualised reading program	<ul style="list-style-type: none"> - Identify learners - Baseline assessments - Reading scheme 	<ul style="list-style-type: none"> - Learners vary range of books and text that they read - Learners read for pleasure as well as purpose such as to find information 	SLT	End of Summer Term
Physical deterioration in some learners over periods of lockdown and shielding	Rehab Assistant employed to work in the school (funded by Health)	<ul style="list-style-type: none"> - Working with Lighthouse Child Development Centre - CPD training for staff - Spending time on integrating the role - Input and support from Sensory OT and Physio 	<ul style="list-style-type: none"> - Robust plan put together for learners. - Working with families - Rehab assistant integrated into the life of the school and is effective in their role 	SLT	End of Summer Term

SUMMER TERM					
Informing Practice Going Forward					
Areas of development identified	Training Play working group set up	<ul style="list-style-type: none"> - Hirstwood training on sensory approaches - The Play working group will review where we are at across the school, encourage teachers to be more creative and implement some play-based learning. Identify different types/skills of play and how play can be made age appropriate 	<ul style="list-style-type: none"> - Implementation of ideas and strategies from training in classroom practice - Resources identified and purchased - The group will develop the role of play within the curriculum. Ideas and strategies for teachers to use 		
Total budgeted cost:					£53,280

MAIN AREAS INVESTED IN
<ul style="list-style-type: none"> • Implementing Therapeutic Offer • IT and Communication • Partnership Working • Prioritised Training

ADDITIONAL INFORMATION

- Governors will be monitoring the impact of use of the funding through:
 - Linking to particular young people within Glenwood
 - Interviews and discussions with class staff
 - Leaders across the school present ideas and ways of working
 - Routine slots on the FGB agenda
 - Rigorous questions and answer sessions