

Covid-19 Catch up Premium Report 2020-2021

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	64	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£20,160		

STRATEGY STATEMENT

Kingsbury Academy is a Primary Special school serving learners with ASC, SLD and MLD. It is these disabilities which are the primary barrier to progress and achievement that we must support our pupils to overcome. As such, our approach is designed to ensure that we are able to provide an education that is evidence informed and tailored to the educational requirements of each individual pupil. We want our learners to gain every opportunity to develop the skills they need for life. We are committed to providing the highest quality education for all our learners, regardless of background or barriers to learning, in all aspect of school life.

Our priority is to ensure that pupils maximise their individual progress, in order to ensure that the impact of the time lost due to Covid-19 is minimised.

As such, our focus for the expenditure will be:

- Curriculum development (including implementing improved blended/remote learning strategy.)
- The enhancement of classroom-based resources to ensure that we can focus on current educational priorities.
- Resources to maintain continuity of learning in the event of sustained covid-19 related non-attendance.
- Additional specialist support – Speech and Language, Music & OT Therapy.

The Intended outcome is:

- To reduce the attainment gap between disadvantaged learners and their peers.
- To close the gap between pathways in English and Maths end of year progress.
- To raise the attainment of all learners and close the gaps created by non-attendance COVID-19 school closures.
- To provide enhanced Communication and Occupational therapy strategies, opportunities and resources for pupils.

Barriers to learning

There are many barriers that can prevent our learners from achieving their full potential. The most obvious are; cognition and learning, social, emotional and mental health issues, speech and language issues, behaviour and deprivation. Regression in learning during their time away from school, due to the COVID 19 pandemic, is also a barrier for our learners. Kingsbury Academy has thought about the most effective way to support our learners' ability to learn and close the gaps. The principles of our catch-up strategy is based on educational evidence and parental, staff and learner views. The EEFs covid-19 support guide for schools alongside the DfEs catch up premium guidance has been used to make evidence based decisions on how best to utilise catch up funding for our learners.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low levels of progress in Literacy and Maths for Semi and Formal pathway pupils
B	Access to additional specialist support, including Speech and Language, Music and Occupational therapies.
C	Learners re-establishing routines and expectations at school and accessing curriculum and teaching and learning support.

ADDITIONAL BARRIERS

External barriers:

D	Supporting parents/carers – Pastoral package to support reintegration of learners to school. Attendance, wellbeing, communication.
E	Home learning and access to technology and resources.

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Cost	When will you review this?
Appointment of Speech and Language therapist to upskill teachers to provide bespoke communication strategies for all pupils. Communication Audit and Action plans for all classes.	Communication strategies are in place to ensure the majority of pupils do not require any long-term interventions to catch up.	Teachers are best placed to know learners weaknesses and gaps on return to school. They will put in place classroom based support and plan specific actions to support learners.	Action plans are in place. Observations of teaching and learning and pupil progress through evidence for learning for each pathway. Assessment data.	£9,360	Summer 2021
Literacy support enabling pupils to retain literacy skills during periods of covid-19 related absence.	Pupil's knowledge of phonics, ability to write, decoding, reading and comprehension will be assessed using reading tests and teacher assessment giving accurate data. Home learner access to library of appropriate texts to develop phonic/reading skills (Rising Stars)		Phonics assessment data, learning walks and lesson observations. CPD for teachers, parental & Pupil feedback Literacy coordinator audit	£500	

<p>Curriculum development including implementing a bespoke recovery curriculum for all learners and purchasing additional resources to ensure risk of sharing equipment is minimized.</p>	<p>Pupils will access a specific curriculum Focusing on four key areas in order to restore learners' mental wealth.</p> <p>Additional resources purchased for pupils to access curriculum.</p>	<p>Recovery curriculum embedded to improve the quality of teaching across the whole academy having an impact on teaching and learning beyond Covid-19.</p>	<p>Pupils will have increased opportunities to rebuild relationships, understand their emotions and manage their feelings. Re-establish routines and structures, re-learn and engage with self-regulation strategies. Close gaps in lost learning and skills and support learners to re-engage with their physical health and wellbeing.</p>	<p>£1000</p>	<p>Termly</p>
<p>The enhancement of classroom-based resources to ensure that we can focus on current educational priorities.</p>	<p>Pupils will have access to learning resources that engage and enthuse teaching and learning.</p>	<p>Resources used to support curriculum delivery and revisit any areas needed after Covid-19 related absence. Literacy and Numeracy resources replenished to ensure gaps in communication and cognition skills are prioritised for Learning for Life.</p> <p>Cognition resources for Foundations for life to ensure robust teaching of individual cognition targets.</p>	<p>Pupils have access to resources that support the learning and ensure that classrooms are equipped well to meet learner's needs.</p>	<p>£700</p>	<p>Termly</p>
<p>The enhancement of ICT resources to support home learning and teaching.</p>	<p>Learners will benefit from enhanced home learning offer.</p>	<p>Hardware with additional accessories (cases headphones) will be purchased to support delivery of home learning.</p>	<p>Pupils receive enhanced home learning package. Parental and pupil feedback.</p>	<p>£3000</p>	<p>Summer '21.</p>
<p style="text-align: right;">Total budgeted cost:</p>					<p>£14,560</p>

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Cost	When will you review this?
Additional specialist Therapy support.					
Music therapy support implemented to access professional arts therapy half a day per week for targeted groups of pupils.	Professional Music therapist in place at Academy.	Learners require additional support during the Covid-19 Pandemic and the direct impact of this on their mental Health and wellbeing, impacts within the family context and impacts within the role of education.	Working alongside therapist to implement a bespoke package of support for our learners needs.	£4600	Termly
Sensory intergration specialist support services for sensory processing.	Support and plans for targeted pupils in order to understand and support individual pupils needs.	Learners require additional Occupational Therapy support to re-establish needs and plans to regulate and engage in learning. (ready to learn behaviours)	Working alongside Occupational services to access sensory profiling for learners.	£1000	Termly
Total budgeted cost:					£ 5,600
Overall Total cost					£20,160

ADDITIONAL INFORMATION

In this section you could annex or refer to additional information which you've used to support the sections above. For example:

Results of staff and parental consultation

Recent school Ofsted guidance

Evidence from the EEF [Covid-19 support guide for schools.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/EEF-Covid-19-support-guide-for-schools)