



Catch-Up Premium Plan Forest Way Special School

Summary information					
School	Forest Way Special School				
Academic Year	2020-21	Total Catch-Up Premium	£57,600	Number of pupils	240

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 each mainstream school (The Den) with a total of £80 for each pupil, and Special School £240 per pupil, in years reception through to year 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
<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>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none">➤ Supporting great teaching➤ Pupil assessment and feedback➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none">➤ One to one and small group tuition➤ Intervention programmes➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none">➤ Supporting parent and carers

- Access to technology
- Summer support

Identified impact of lockdown

Maths	Due to the nature of our children, they need learning repeated and frequent practicing of skills which has been missed for some pupils. Every pupil has been assessed since returning to school and teachers are addressing pupils' gaps on an individual basis. Children still have an appetite for maths and lockdown has not affected their attitude to maths.
Writing	Children haven't necessarily missed 'units' of learning, however they have lost essential practising of writing skills. Many children at Forest Way have gaps in phonic knowledge and therefore after an extended period of time out of classroom, have forgotten phonic sounds. In addition to this, a number of children have poor fine motor skills and holding a pen is difficult for them. Those children who have not had writing practice during lockdown are having to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	Due to decreased phonic learning and a decrease of children reading on a daily basis, the gap between those children who are able to read and those children who are not able, is now increasing. This is reflected in our small step analysis.
Non-core	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments, drama clubs
Communication / Speaking & Listening	Many children at Forest Way rely heavily on Makaton, PECs and social stories to support communication. During lockdown, some of these strategies have not been used at home and so these skills have not been practiced for some time and creating a barrier to learning.
Mental Health and Wellbeing	Many of our children enjoy the routine school provides and attendance is good. Since the autumn term, we have had to re-establish routines and wellbeing has been the focus of our first term's work. Our children needed the reassurance of having a full and broad curriculum which we implemented from the start of term.

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	Evaluation	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>All subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p><i>Additional time for subject leads to research and plan foundation subjects and non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p style="text-align: right;">(£6750)</p>	<ul style="list-style-type: none"> • SOW are written in small steps for planning to follow • Learning Journey helps to identify prior knowledge • Maths and English curriculum currently being updated to support small steps • Marking Policy to be rewritten to identify when an objective is new learning, consolidated learning or catch-up learning. 		<p>Jul 21</p> <p>Jul 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of gaps in learning, from our small steps analysis, and use this to inform assessments of learning.</p>	<p><i>Additional time for teachers to plan intervention to narrow the gaps. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p style="text-align: right;">(£9000)</p> <p><i>Release time for teachers to engage with pupil progress meetings to discuss the holistic wellbeing of each child.</i></p> <p style="text-align: right;">(£9000)</p> <p><i>Additional 1:1 teacher will be employed to lead interventions across Key Stages.</i></p> <p style="text-align: right;">(£5850)</p>	<ul style="list-style-type: none"> • Small steps analysis used for pupil progress mtgs • Pupil Progress mtgs identified children who were at risk of not making progress • Summer Progress meetings to compare children at risk from Autumn Progress and information used for transition to new class teacher • IEP outcomes are monitored as % – number of targets achieved • Specific IEP time allocated in class 		<p>July 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Forest Way Special School have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A virtual tour of Forest Way Special School is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining our school</i></p> <p style="text-align: right;">(£2950)</p>	<ul style="list-style-type: none"> • Virtual parental tour established • DHT 1:1 conversation with prospective parents • DHT attends Annual Review from mainstream school before transitioning to FW • Class teacher virtually meets new student for questions and welcome (covid-19 restrictions) 		<p>Ongoing</p>

		<ul style="list-style-type: none"> • IEP outcomes updated to show SALT impact where appropriate • SALT and FW to liaise when writing Annual Reviews • Jo Raynes to support teachers with communication aids (social stories, Makaton etc) 		
<u>Extended school time – Supporting Parents and Carers</u> Identified children are able to access an extended school day, to support parents who have siblings attending other schools and have to work within flexible start/finish times to allow our children to maintain the consistency they need.	<i>Additional funding to support extra hours for support staff to ensure children are looked after in their own bubble during the extended day.</i> £9750	<ul style="list-style-type: none"> • Flexible start and finish times established • Extended school to 4pm attended by a number of children • After school clubs re-established in Summer term 		Ongoing
Total budgeted cost				£16670

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Evaluation	Staff lead	Review date?
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning. Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	<i>Additional online learning resources will be purchased, such as Bug Club, Phonics app, Math apps, to support children at home.</i> £1500 <i>IEP linked paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i> <i>240 children x 10 sheets x 0.4p per sheet £960</i> £960	<ul style="list-style-type: none"> • Remote learning established • Weekly lessons saved on T:drive • IEP packs sent as paper versions if no access online • Tapestry used for work completed and feedback given from parents and teachers • Activities set for children to continue learning after the lesson at home • Monitoring and Evaluation carried out by SLT to observe remote learning 		Jul 21 Jul 21

		<ul style="list-style-type: none"> • DHT oversees remote learning 		
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Children who cannot access online learning at home on a suitable device will be supplied an ipad or laptop to ensure learning is not missed.</p>	<p><i>Purchase Ipads / laptops to be used to further support online access to resources for the children accessing extended school time.</i></p> <p style="text-align: right;">£1500</p> <p><i>Purchase Ipads / laptops to be used to further support online access to resources for the children accessing extended school time.</i></p> <p style="text-align: right;">£3520</p>	<ul style="list-style-type: none"> • Laptops/ipads issued to children with no access to devices • Children in extended provision have access to online resources • DHT oversees remote learning 		<p>Jul 21</p> <p>Jul 21</p>
Total budgeted cost				£ 8380
			Cost paid through Covid Catch-Up	£58,550
			Cost paid through Covid Catch up	£57,600
			Cost paid through school budget	£950