

# COVID-19 catch-up premium report

## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	96	Amount of catch-up premium received per pupil:	£23,040
Total catch-up premium budget:	£23,040		

STRATEGY STATEMENT
<p>At Doubletrees we plan to use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak.</p> <p>We have considered the ways in which we can utilise the funding to have the best impact on our young people and why.</p> <ul style="list-style-type: none"><li>• We want to ensure we deliver effective remote learning – the EEF suggests that this'll reduce how much the gap widens (and will benefit all pupils)</li><li>• We want to provide sustained, targeted support especially in core areas – helping disadvantaged pupils catch up when they've returned to school.</li><li>• We want to improve the specialised knowledge and training of our staff to support young people with heightened anxieties, mental health difficulties and associated behaviours linked to the impact of Covid 19.</li></ul> <p>Key areas we are focusing on include:</p> <ul style="list-style-type: none"><li>• One to one and small group support academic interventions</li><li>• Intervention programmes and strategies that reduce anxieties and improve physical and mental health to support access to learning.</li><li>• Targeted highly individualised support</li><li>• Supporting parents and carers and staff access training and support</li><li>• Access to technology</li></ul> <p>Our funding is being used to resume teaching a normal curriculum as quickly as possible following partial or full school closures.</p>

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	<p>Improving whole school reading and access high quality reading materials to support closing the gap</p> <ul style="list-style-type: none"> <li>As books are needing to stored and used in Covid secure ways we need to purchase more high quality reading materials to support catch up and accelerated reading programme.</li> <li>A high quality reading intervention must be in place.</li> </ul>
B	<p>Support the access to IT provision and remote learning opportunities. Invest in increased IT provision to support learners, teachers and families to access, teach and understand the positive impacts of how IT had be used to share and develop learning opportunities.</p>
ADDITIONAL BARRIERS	
External barriers:	
D	<p>Many young people have heightened anxieties and mental health support is required.</p> <ul style="list-style-type: none"> <li>Increased OT support is required to support the sensory integrations needs that our young people are increasingly presenting with post lockdown periods.</li> </ul>
E	<p>As a result of lockdowns some young people are presenting as more physically and emotionally dysregulated – further training and support is required to ensure we support all our young people in the best ways we can.</p> <ul style="list-style-type: none"> <li>Increased behaviour interventions, support and training are required to support the physical behaviour and communication needs that our young people are increasingly presenting with post lockdown periods.</li> </ul> <p>Develop the role of behaviour leads and physical intervention in house training</p>
F	<p>We need physical spaces in the school to support the regulation of dysregulated young people to support them to access learning</p> <ul style="list-style-type: none"> <li>We need to create more spaces in the school that support the physical regulation of our learners in a calm, safe and supportive environment.</li> </ul>

## Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead and anticipated cost	When will you review this?
As books are needing to stored and used in Covid secure ways - purchase more high quality reading materials to support catch up and accelerated reading programmes linked to our phonic teaching	Improving whole school reading and access high quality reading materials to support closing the gap	Key area in our school improvement plan and key core skill that needs accelerating in our ready to learn young people.	Monitor the quality of reading across the school	£2040 HG	July 21
Purchase 15 ipads	Ensure effective access to IT provision and remote learning opportunities linked to our whole school assessment tracking of IEPs.	Ipads are required to support the implementation of evidence for learning to enable increase remote education opportunities and the impact of IEP progress measures.	Monitor the use of IT to support the implementation of Evidence of learning (to support remote learning)	£5000 HH/HG	June 21
				Total budgeted cost:	£7040

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead and anticipated costs	When will you review this?
Purchase additional OT support to support the sensory integration needs that our young people are increasingly presenting with post lockdown periods.	Ensure our young people have targeted OT plans in place. (On top of what we have also identified in our PP strategy)	Increasing numbers of young people presenting with behaviours that require OT support. We want to improve access and reduce waiting times. This is having a direct impact on accessing learning.	Target support to where it is most needed. Monitor quality of the OT reports and how they are utilised to support provision. Monitor impact on young person.	£2000 JH	July 21

<p>Train staff to become specialist behaviour leads.</p> <p>Staff to attend national training to develop in house expertise.</p> <p>Leads to train staff across the school in safe ways to hold and contain.</p> <p>Release time for behaviour leads.</p> <p>Clear plans are in place for learners who require it that are highly specialised and targeted.</p>	<p>Ensure our physically and emotionally dysregulated young people have clear and targeted support plans in place.</p> <p>Implement and train a specialist behaviour lead who can train staff in safe holding in house to support an effective and safe containment strategy.</p>	<p>Young people are presenting with increasingly complex behaviours and need highly specialised provision and support. To enable our staff to have more confidence and to develop our school offer both for our school and for the wider Trust. The aim is to reduce the need for 3<sup>rd</sup> party involvement and to reduce exclusion risks.</p>	<p>Research the best available national training.</p> <p>Evaluate the impact of the training with staff.</p> <p>Appoint the lead via application</p> <p>Evaluate the impact of the behaviour lead role. Monitor trends and patterns in behaviour analysis.</p>	<p>£8000</p> <p>JH</p>	<p>July 21</p>
Total budgeted cost:					£10,000

Other approaches					
Action	Intended outcome and success criteria	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?
To create an additional space in the school that supports the physical regulation of our learners in a calm, safe and supportive environment. This will be in line with our Trauma informed Schools approach.	To create additional physical spaces in the school to support the regulation of dysregulated young people to support them to access learning	We have limited places to take young people to when they are dysregulated. It is inline with our whole school approach to supporting using TIS	Monitor it's use and the impact via TIS assessments	HB £6000	May 21
Total budgeted cost:					£23,040