



COVID-19 catch-up premium report

The Castle School 2020/2021

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	113	Amount of catch-up premium received per pupil:	240
Total catch-up premium budget:	£27,160 increased to £39,600 March 2021		

STRATEGY STATEMENT

Our vision is to create a happy, secure and stimulating learning environment which will encourage and challenge our learners to develop their skills and knowledge as far as they can and provide the best education possible.

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

During the COVID – 19 2020 School Closures, 50% of pupils were unable to attend school. The Castle School's Development Plan identifies the following themes as priority for recover in this academic year:

Curriculum development – to ensure that our curriculum meets the needs of all learners at all points throughout their learning journey.

Mental Health and Wellbeing – To ensure that all our learners have resilience to be able to accept challenge in their learning and be successful at whatever they choose.

Preparation for Adulthood – To ensure that all our students are well prepared for the journey beyond The Castle School

Within Mental Health and Wellbeing and linked to curriculum development: To further enhance the support of Mental Health, wellbeing and resilience. Grow further the whole school approach that is underpinned by this through development understanding of Therapeutic Approach in school.

Pupils returned to school in September with a carefully planned Model of Recovery Curriculum, based upon the research from Barry Carpenter and from the West Berkshire Educational Psychology Team, leading Therapeutic Thinking Approach within the Local Authority.

The overall aim of the Catch-up premium plan is to:

- Ensure students return to full-time education and re-establish relationships within school for positive engagement through the Recovery Curriculum
- Identify learning gaps between disadvantaged pupils and their peers through baseline assessment
- To identify areas of focus for individual pupils based upon assessed progress with EHCP targets.
- To reduce attainment gaps in Literacy, communication and reading.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Some pupils have sensory imbalances due to absence from routines at school.
B	Up to 50% of school population did not attend school for term 5 and 6 leading to regression in some skills and minimal progress in knowledge attainment.
C	loss of sense of self and identity within and without the school community
D	increased anxieties around friendships, life/death, socialising, and school.
E	Loss of learning behaviours that lead to reduction in concentration and engagement

ADDITIONAL BARRIERS

External barriers:

F	Increased parental stresses, leading to increased anxieties.
G	Low attendance, and difficulty re-establishing attendance routines.
H	Reduced engagement with outside services and support due to COVID-19 restrictions.

1. Outcomes expected, with success criteria.		
a)	Pupils make good progress, as defined by tutors or subject coordinators, in their EHCP outcomes. Tutors monitor the progress; pupil and parent response to progress; leadership team to monitor and target support as needed; gather parent/pupil views on EHCP progress and reviews.	EHCP outcomes achieved 80% on average for each pupil.
b)	To attend school full time as soon as possible. Monitor and analyse attendance data; phase leads to discuss support with attendance lead weekly.	At least 80% attendance for 1 st full week, and over 90% for term 1.
c)	To participate and cooperate in lessons throughout the day, making good learning progress.	Monitor in Pupil Progress meetings, individual and group dynamic barriers to learning
d)	Reading progress, throughout the school, is good as predicted by class teachers and Key Stage Leaders. Evidenced through pupil progress meetings, then fed back and reviewed in Extended Leadership meetings.	Over 80% of pupils make good or outstanding progress in reading.

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	When will you review this?
<p>Literacy: Targeted reading programs that can be accessed in class and at home – Rapid Reading</p> <ul style="list-style-type: none"> Rapid Reading Programme: Purchase full teaching packs. 6 packs of levelled Rapid Reading books and associated materials. School subscription for each child, where appropriate to have login for online reading materials and support activities, can be accessed in school and at home. Professional Development – for English Lead to train in Rapid Reading Programme (including Cover Costs) 	<p>Reduce the gap in reading for each group. Progress in Reading to be outstanding for 80</p> <p>English Lead to have skills and knowledge to support on program across the school.</p> <p>Students, can be accessing reading program in a range of mediums, this can be accessed at home and in school.</p> <p>Ensure that resources are available to enhance reading progress in key stages 2, 3 and 4.</p>	<p>DfE's catch-up premium guidance</p> <p>EEF's COVID-19 support guide for schools</p> <p>2019/2020 School progress data</p> <p>2020 Autumn Term Literacy baseline data</p>	<p>Liason with English Lead</p> <p>SLT to make purchase order</p> <p>Booking of English Lead training</p> <p>Action linked to School development plan</p> <p>Feedback to Headteacher in Spring Term 1</p>	<p>Caroline Whitlock</p> <p>Kate Mason</p> <p>Emily Craggs</p>	<p>In termly pupil progress meetings</p> <p>Term 4 data catch</p> <p>End of year progress data to feed into SDP and Governors report</p> <p>£5991</p>

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?
<p>Literacy: Development of skills in phonics teaching, small group and 1:1 work.</p> <p>8 Teachers training Read Write Inc Phonics training – online training 8 TAs to attend the Read Write Inc Phonics training to support and facilitate small group and 1:1 targeted work.</p> <p>Staff Cover Costs to enable training</p>	<p>Reduce the gap in reading across the key stages</p> <p>Skill development is sustainable in all key stages</p>	<p>DfE's catch-up premium guidance EEF's COVID-19 support guide for schools 2019/2020 School progress data 2020 Autumn Term Literacy baseline data</p>	<p>Liason with English Lead SLT to make purchase order Booking of English Lead training Action linked to School development plan Feedback to Headteacher in Spring Term 1</p>	<p>Caroline Whitlock Kate Mason Emily Craggs</p>	<p>In termly pupil progress meetings</p> <p>Term 4 data catch</p> <p>End of year progress data to feed into SDP and Governors report</p> <p>£2995 (training) £640 (Cover Costs)</p> <p>Total Cost £3635</p>

<p>Increase Capacity for Emotional Health Academy 1:1 Bespoke Support Package. 12 pupils/6 sessions. Emotional Health Clinical worker to work with pupils and staff to support the social and emotional needs identified. This would be done in consultation with parents upon referral from the school.</p> <p>March 2021 Update to plan Further 12 pupils/6 sessions for next academic year – details as above Identified pupils in need of longer term recovery support.</p> <p>Targeted resettlement Plan Those learners who due to nature of specific social and emotional needs/ASD require bespoke planned provision with Nurture basis to support positive reintegration into school following lockdown</p>	<p>Pupils to be able to process feelings and emotional responses to the challenges that have and continue to emerge. Increase self-awareness and self-esteem and reduce impact/barriers to learning</p> <p>Utilising the poly tunnel and horticulture area, The Pastoral Team, through the Hive and plan and delivery horticulturally based project work, high motivation sessions with targeted pupils receiving additional support through the Hive. Purchase plants and materials</p>	<p>DfE's catch-up premium guidance EEF's COVID-19 support guide for schools DfE – Mental Health In School 2018</p> <p>DfE's catch-up premium guidance EEF's COVID-19 support guide for schools DfE – Mental Health In School 2018</p>	<p>Contract with Emotional health Academy SLT to monitor referrals and engagement. Emotional Health Clinical worker, feeds back weekly to referrer to discuss progress and impact.</p>	<p>Jackie Hogg Lisa Mackley</p>	<p>£3648 £3648 Total 7296</p> <p>£400</p>
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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?

<p>Develop resources in Primary 1 for Attention Autism work: Each class to have a full Attention Autism Bucket pack for ten sessions. Resource buckets would allow an opportunity to set up a programme for a prolonged period of time that can be shared across the primary department.</p>	<p>Attention Autism is a 4 step intervention designed to provide an irresistible invitation to learn to some of our most complex learners. For those of our complex learners who have been out of school these activities provide them with an opportunity to re-engage with their learning world, to share joint attention and focus which is built up over time and transferred from the individual to group work activities. Most of the pupils in primary house have at least one 'bucket' session a week.</p>	<p>Action research carried out by SLD and ASD Teachers in previous academic year.</p> <p>EEF's COVID-19 support guide for schools</p> <p>Autumn 2 Pupils Progress meeting</p>		<p>Kate Mason Liz Wiltshire</p>	<p>In termly pupil progress meetings</p> <p>End of year progress data to feed into SDP and Governors report</p> <p>£1000</p>
<p>Support pupils understanding and self-awareness around COVID/Lockdowns/isolations and returning to school. As our pupils who for many literal learners, struggle to process the impact, socially, emotionally and physically. This would impact upon readiness to learn and engage and leads to anxiety about 'what next'.</p>	<p>Purchase full sets of Recovery Curriculum picture book resources.</p> <p>Lenny and Lily in Lockdown Lenny and Lily return to school. These are sent home to families to support processing and copies to remain in school. Providing consistent and safe messages appropriate to all learners within our school</p>	<p>Lockdown books December 2020</p> <p>Return to school books March 2021</p>		<p>Caroline Whitlock Key Stage Leaders</p>	<p>£1037.40</p>

<p>Staff training in Therapeutic Thinking Approach throughout the school. Train to delivery whole school training as part of a collective working group, Mental Health and Wellbeing Lead and PROACT-Scip Lead.</p> <p>Cascade Training to all staff across the school.</p> <p>Targeted in-school training sessions x 6 (staff cover costs to enable preparation and delivery of training)</p>	<p>Increase staff's understanding and skills in direct work with Pupils, prioritizing individual needs within each class dynamic.</p> <p>Reducing anxiety related behaviours and high risk behaviours. Reduces risk of exclusion</p> <p>Reducing the need for outside agency Tier 3 or above intervention</p>	<p>DfE's catch-up premium guidance</p> <p>EEF's COVID-19 support guide for schools</p> <p>West Berkshire Educational Psychology Service, regional research</p> <p>DfE – Mental Health in Schools Guidance 2018</p>		<p>Caroline Whitlock</p> <p>Hannah Danielle</p> <p>Megan Beckingham</p> <p>Jackie Hogg</p>	<p>£5400</p>
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<p>Train Teaching Assistants in Key stage 3 and Four to plan and delivery Lego therapy as a resource for supporting emotional wellbeing and recovery</p> <p>Bricks for Autism C.I.C. provides information, training and resources on LEGO® therapy or LEGO®-based therapy, a social skills programme for children and young people with social communication difficulties such as autism.</p> <p>Professionals Training - Bricks for Autism C.I.C. LEGO therapy (bricks-for-autism.co.uk)</p> <p>Resources needed to provide this intervention and scheduled input. 1 pack per class/9 classes</p>	<p>In LEGO® therapy young people work together to build LEGO® models and through this have the opportunity to develop social skills such as turn taking, collaboration and social communication.</p> <p>LEGO® therapy can be used individually or in groups. Natural opportunities for developing social competence are facilitated by the adult facilitator.</p>	<p>EEF's COVID-19 support guide for schools</p> <p>West Berkshire Educational Psychology Service, regional research</p> <p>DfE – Mental Health in Schools Guidance 2018</p>			<p>Resources £2700</p> <p>Training £2000</p> <p>Cover Costs £1000</p> <p>Total £5700</p>
<p>Total Budget Cost</p>					<p>£39,197</p>