

COVID-19 catch-up premium report 2020/21

“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.

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery, and the government intends for schools and colleges to fully open in September. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.”

DfE, 2020

The main barriers to learning for our students are Autistic Spectrum Condition, for which all of our students have an EHCP (Education Health Care Plan). This can lead to a number of obstacles, with the most common aspects being:

- High anxiety levels
- Mental-health difficulties
- Co-morbid conditions e.g. ADHD, PDA, OCD etc.
- Period of school absence in previous years
- Lack of self-belief and self-worth due to negative experiences in previous settings

During the COVID-19 pandemic and national lockdowns, all of our students were eligible to attend school, however, many families chose to keep their child at home. Many students stayed at home to access remote learning, some students managed to keep coming to the school and were supported in their studies but ALL students undoubtedly lost learning because of the national lockdowns. It is our vision at Inscape House School to allow **all** children to conquer barriers and surpass expectations and we endeavour to allocate catch up funding towards targeted intervention and support work to ensure that this vision comes to fruition. Whilst the DfE do not specify how Catch-up Premium funding should be spent, we must carefully consider the unique nature of our student cohort, so that the learning gap is narrowed. For our students, supporting their emotional wellbeing and enabling them to self-regulate is paramount before any learning can take place.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	Funding for 102	Amount of catch-up premium received per pupil:	£240 per pupil
Total catch-up premium budget:	£24,480		

STRATEGY STATEMENT

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During 2019-20 due to the Covid-19 pandemic, Inscape House School remained open to its most vulnerable students and to those with key-working parents and from March 2020 continued to function as a school site for between 20-30 students on any given day. The rest of the school population accessed remote learning for the majority of the lockdown. Our numbers in school did rise as the lockdown progressed with some students returning due to declining emotional wellbeing.

- Where possible, we taught the same curriculum remotely as that which was taught to students attending school.
- Adaptations were made in some subjects, for example, those activities that can only take place within the community such as travel training or leisure activities and those that can only take place within external settings i.e., practical College based activities/training were adapted or replaced for the duration of home learning.
- For some students a life skills curriculum was deemed more appropriate.
- Tailored support to improve attendance of students during the 2020-21 academic year with a particular focus on reducing the number of students who would be deemed to be persistently absent.
- Purchasing of ICT equipment and software to allow students to engage in learning from home.

Overall Aims

- To maintain the same progress pupils would have achieved if they accessed a 'normal' education in school.
- The priority for all teachers and senior leaders is to maintain a curriculum throughout full opening of school, partial opening in school and throughout lockdown or periods of self-isolation, as close to the expected planned timetable for each student.
- Positive well-being, routine, self-regulation and engagement are necessary to ensure progress.
- To ensure exam students have the time to catch up on their lost learning in preparation for the exams in 2021

Planned Expenditure for academic year 2020-21

Quality of Learning and Teaching					
Action	Intended outcome and success criteria	Evidence and Rationale	Implementation	Staff Lead	Review Timescales
Improve ICT investment in MS Teams - available to all staff and students.	Students and staff are able to deliver and access remote teaching during the lockdown period and periods of self-isolation.	Evidence shows that students learn at a more rapid rate when provided with instant feedback and correct any misconceptions – Microsoft Teams enabled staff not only the ability to deliver high quality lessons but to be able to feedback to students and ensure progress is made by all.	Staff are asked to record student engagement and review how sessions are working. Using the same group of students allowed for a reflection of their practice and for them to build on their delivery skills using remote teaching methods.	SB and SO	Ongoing
Improve ICT hardware available to lend students to access remote education and improve ICT hardware and access to students in school	Enable students, staff to have access to the correct technology to allow for the delivery and access to effective remote lessons	Evidence showed us that a lack of technology can severely hamper the progress students make. Spending a considerable chunk of the money has reduced the gap between disadvantaged students and others during the lockdown period and will continue to be used effectively moving forward.	The use of technology within the teaching team is monitored consistently throughout the lockdown period with training embedded throughout the time.	SB, SO, HS, RN, PG, HP	Ongoing
Increased tangible resources to send home to ensure students can access lessons e.g. art and food technology materials.	Enable students to have equal opportunities and access practical learning and life skills as they would if they were in school.	It was deemed more relevant for some of our students to focus on life-skills and practical areas of the curriculum to support with their mental health. Spending the money in	Staff made up packs of resources and these were delivered to students' homes. The results will be monitored through a variety of means; MS Teams, email, phone call etc.	HS, RN, PG, HP	Ongoing

		this way will reduce the gap between disadvantaged students and others during the lockdown period and will continue to be used effectively moving forward.			
Increased focus on literacy – additional resource to delivery increased literacy support				HS, JV	Ongoing
Total budgeted cost:	£21,000				
Therapeutic Approaches					
Action	Intended outcome and success criteria	Evidence and Rationale	Implementation	Staff Lead	Review Timescales
Increased therapy sessions; OT, SaLT, counselling, play therapy remotely.	Students are supported with self-regulation, communication and interaction and emotional wellbeing.	Reducing the risk of students having mental-health crises. Enabling students to maintain routine and contact with school-based professionals without the pressure of remote learning. Enabling students to maintain and work on self-regulation strategies.	Referrals process via therapy leads.	LA, SH, RK, LT	Ongoing
Increased therapy resources to send home e.g. writing slopes, theraputty, dance sacks, communication supports etc.	Students are supported with self-regulation, communication and interaction and emotional wellbeing.	Reducing the risk of students having mental-health crises. Enabling students to maintain routine and contact with school-based professionals without the pressure of remote learning.	Therapists assess need. Postal delivery or home delivery via staff.	SH, RK, LT	Ongoing

		Enabling students to maintain and work on self-regulation strategies.			
Total budgeted cost:	£1980				
Pastoral Approaches					
Action	Intended outcome and success criteria	Evidence and Rationale	Implementation	Staff Lead	Review Timescales
Wrap-around support for vulnerable families; weekly food packages with bespoke items specific to students' sensory dietary requirements.	Support for isolated families in need. Families feel less isolated and are able to have contact with trusted professionals. Students are fed, enabling them to better access learning/remote education.	Reducing the risk of students having mental-health crises. Enabling students to maintain routine and contact with school-based professionals without the pressure of remote learning. Ensuring pupil premium families are able to eat well.	Referrals via pastoral team	LA, GD	Ongoing
Wrap-around support for vulnerable families; door-step welfare visits.	Support for isolated families in need. Families feel less isolated and are able to have contact with trusted professionals. Reduction in behaviours that challenge	Reducing the risk of students having mental-health crises. Enabling students to maintain routine and contact with school-based professionals without the pressure of remote learning.	Referrals via pastoral team	LA, GD	Ongoing
Increased analysis of behavioural and safeguarding concerns.	Mental health tracker, internal behavioural incident data and tracking. Tailored package of bespoke support – intervention from EP when needed.	Reducing the risk of students having mental-health crises. Enabling students to maintain routine and contact with school-	Tier 3 referrals via PBS lead.	LF, LA	Ongoing

		based professionals without the pressure of remote learning.			
Total budgeted cost:	£1500				
OVERALL BUDGETED COST:	£24,480				

Please refer to our Remote Education Offer for more information on how home learning is supported.