# Statement of use of catch-up funding post pandemic SEN schools 2020-2021

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| 1. **Summary information** | | | | | |
| **School** | **Springfield School** | | | **Type of SEN** | **PMLD/SLD/MLD/ASD** |
| **Academic Year** | **2020-2021** | **Total PP budget**  **Total fund**  **Autumn payment** | **£240 per pupil**  **£20,720 (Term 1)** | **Date of governor reviews** | **November 2020** |
| **Total number of pupils** | **182** | **Number of pupils eligible** | **172** | **Date for next internal review of this strategy** | **Dec 2020** |

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| 1. **Gaps identified; barriers to learning; trends identified; specific to SEN learning needs** | |
| **Where we have stated ‘ALL’ or generalised the groups, we have identified the needs of individuals, through liaison with teachers, parents and pupil views. Interventions may be targeted, small groups or whole years, dependent on identified needs. These will be reassessed in December, April and July.** | |
| **In-school barriers** | |
|  | **Primary: many pupils have sensory imbalances due to absence from routines at school.** |
|  | **All: 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.** |
|  | **All: loss of sense of self and identity within and without the school community** |
|  | **All: increased anxieties around friendships, life/death, socialising, and school.** |
|  | **Sixth Form: missed opportunities in work experience and community cohesion.** |
| **External barriers** | |
|  | **Increased parental stresses, leading to increased anxieties.** |

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| 1. **Outcomes expected, with success criteria.** | | |
|  | **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.**  **Positive responses from parent/pupil questionnaires.** |
| **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 90% for term 1 not to include self-isolation** |
| **c)** | **To participate and cooperate in lessons throughout the day improving pupils behaviour to ensure pupils are making good learning progress. Monitored and analysed through high leadership team presence; teacher discussions; Evidence for Learning data; and CPOMs data** | **Comparative incidents to same time last year (see CPOMs); noticeable reduction in incidents as term progresses.**  **EfL data shows good progress in subjects areas.** |
| **d)** | **To attain expected external accreditations, as predicted from their term 4 attainments. Evidenced externally through exam results. Data lead to ensure that phase leads and subject coordinators are alerted early to lagged attainment, and support in place swiftly.** | **Data will show pupils’ expected exam results are achieved through AIM Awards.** |
| **E)** | **Sixth Form students will attend a variety of work placements linked to their aspirations. Head of Sixth Form to monitor and analyse, putting in support swiftly as needed. Careers lead to evaluate effectiveness of placements and report to HT.** | **All post-16 students will have had least one placement linked to aspirations/vocational course by end of year; and all will attend relevant work placements regularly.** |

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|  | 1. **Planned expenditure** | | | | | | | | |
| **Academic year** | | |  | **2020- 2021** | | | | | |
|  | The headings below enable schools to demonstrate how they are using the catch up funds to reduce the gaps in pupil learning, emotional and social well-being, and communication skills due to the 2020 pandemic. | | | | | | | | |
|  | **Details** | | | | | | | | |
| **Desired outcome** | | **Chosen action/approach** | | | **What is the evidence & rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |  | **When will you review implementation?** |
| To attend school full time as soon as possible. | | Use of support staff to support pupils back into school  SLT assigned to families to support pupils back into school. | | | Increased attendance will lead to increased opportunities for learning; improved friendships; build self- esteem; and develop sense of identity in their community. | Monitor attendance from day 1, and react quickly to implementing support, taking into account individual needs and anxieties.  Assign SLT to lead in their areas. | **Full LT Team in departments** | £2,000  Cover costs | Dec/ April/ July |
| Pupils make good progress, as defined by tutors or subject coordinators, in their EHCP outcomes | | Additional time for PSHE on the timetable.  Music therapy input for individual pupils.  High LT Presence  Learning walks to be carried out by LT | | | For teachers to use additional time to assess pupils who may be struggling post COVID.  We believe that a differentiated approach is needed, and therefore this support will be targeted to individuals. | Research into appropriate interventions where needed. Monitoring of impacts termly. | **LT Team** | £5,000  Additional staffing for PSHE and 1:1 Music | Dec/ April/ July |
| To participate and cooperate in lessons throughout the day, making good learning progress | | 1. Use of behaviour support for pupils who are struggling to access learning (HR) 2. Training programme for staff around sensory integration and sensory circuits for pupils (HR) | | | Behaviour support in and out of class for teachers and support staff. | Led by department leads  Impacts monitored termly. | **LT Team** | £6,000  Behaviour support input  £2,000  Training costs  Training | Dec/ April/ July |
| To attain expected external accreditations, as predicted for KS4 and KS5 | | Ensure progress is monitored  Ensure teams is set up to aid any remote learning that may need to be in place.  Ensure IT equipment is ordered and set up ready to loan pupils in required. | | | High staffing ratios to ensure accreditation can be accessed by all. This will ensure pupils are able to access learning.  Staff will need to be trained in the use of teams ready for remote learning. | SLT to monitor impacts in academic lessons; and also during remote learning.  SLT assigned to deploy staff and monitor individual pupils impacts. | **LT Team** | £2,000 start-up costs for ICT  Purchase of any additional computers etc | Dec/ April/ July |
| Sixth Form and Springboard students will attend a variety of work placements linked to their aspirations when possible. | | Visits out and about to local community resources  Specialist career advice with local knowledge via safe opportunities | | | To build young peoples’ sense of identity, self-worth, knowledge of their community, and networking with local employers.  Need for our young people to develop their employment skills; knowledge of opportunities; and increase their life opportunities. | Sixth Form lead and careers lead will analyse impacts, through work placements attended; qualitative positive responses from being out and about; improved confidence being out and increased ability to be safe whilst out and about. | **LA, RP and LH** | £2000 – additional sourcing of placements where COVID has impacted. | Dec/ April/ July |
| **Total budgeted cost** | | | | | | | | **£21,000** |  |