



## **COVID 19 Catch-Up Premium Strategy**

### **Introduction**

Throughout the pandemic, we have identified a number of key strands that will enable our pupils to recover and catch-up any perceived or actual losses caused by covid-19. In order to identify key strands to support and enable recovery, we have used the 'Recovery Curriculum' think piece (B and M Carpenter 2020) and principles from 'Preparing Autistic Children and Children with SEND for going back to school' (Lynn McCann 2020).

### **Our Intent**

By using the strands in conjunction with our curriculum, we aim to recognise what loss might need restoring and how we can support pupils to make rapid progress in their recovery. This strategy is designed to enable staff, pupils and parents to co-produce an individual recovery plan for each pupil.

### **Our Implementation**

We have pulled together four strands, which are appropriate for all pupil cohorts. They are as follows:

<b>Strand One: Being Health and Well</b>
<b>Strand Two: Being Ready</b>
<b>Strand Three: Being with others</b>
<b>Strand Four: Being me</b>

<b>Strand One: Being Healthy and Well</b>				
	<b>Discover</b>	<b>Investigate</b>	<b>Explore</b>	<b>Adventure</b>
My Physical Skills	Rediscover muscle movement, strength and stamina	Regain and refine gross and fine motor skills	Regain and refine gross and fine motor skills	Regain and refine gross and fine motor skills
My Equipment	Fits correctly, is in school and promotes my health and well being.	Fits correctly, is in school and promotes my health to help me investigate my world.	Fits correctly, is in school and promotes my health with less support from others.	Fits correctly, is in school and promotes my health and enables me to be more independent.
My senses	Rediscover sensory stimulation across all eight senses	Are not overwhelming and enable me to investigate my world appropriately	Are not overwhelming and enable me to explore my world appropriately	Are not overwhelming and enable me to adventure through my world appropriately.
My diet	Is varied and gives me another opportunity to express preferences and be independent	Is as broad as it can be, opening up my world enabling me to make choices and be independent	Is as broad as it can be, opening up my world, enabling me to make wider choices	Is balanced and I understand how to use it to keep me healthy and well.
My fitness	Rediscover strength and stamina in different contexts	Enables me to investigate my environment and sustain my energy levels during physical activity	Enables me to explore my environment and build my energy levels during physical activity	Is understood and I can use this to increase and improve my wellbeing.
My emotional wellbeing	Is another form of my communication and is listened to and addressed across my day.	Is addressed at all points of the day and I am encouraged by my adults to proactively meet my own needs.	Is something that I can implement with prompting: I can find strategies that help me to re-centre myself.	Is something I can initiate with more autonomy. I can develop personal strategies to maintain my own positive mental health and contribute to that of those around me.

<b>Strand Two: Being Ready</b>				
	<b>Discover</b>	<b>Investigate</b>	<b>Explore</b>	<b>Adventure</b>
My thinking	Will allow me to access and discover my environment	Will allow me to access and investigate my environment	Will allow me to shape and explore my own choices	Apply what I know to real life and real world adventures
My Learning	Enables me to explore, realise, anticipate, persist and initiate across contexts	Is structured, supported by the environment and focused on independence and communication	Allows me to generalise skills and apply them across contexts.	Use a range of platforms, methods and resources to own my learning.
My curriculum	Is personalised, specific to my EHCP and allows me time to make choices and lead my own learning.			

<b>Strand Three: Being with others</b>				
	<b>Discover</b>	<b>Investigate</b>	<b>Explore</b>	<b>Adventure</b>
My family	My experiences at home will inform my time at school through positive partnerships with my family and teachers. My family are the expert in “me” and will be listened to, consulted with and communicated with fully.			
My friends	I have opportunities to reconnect, laugh and enjoy being with my peers again safely			
My Teachers	I will have time to reconnect, remember and restore relationships with the adults at school.			
My Self	I have time to self-regulate, self-occupy and to recognise who I am and what I like.	I have opportunities to develop my characteristics of effective learning through investigating activities individually	I have opportunities to self-occupy and to make wider choices about what activities I like to undertake on my own.	I have opportunities to reflect, be mindful and to follow my own interests.

<b>Strand Four: Being Me</b>				
	<b>Discover</b>	<b>Investigate</b>	<b>Explore</b>	<b>Adventure</b>
My choices	Will be encouraged and repeated to ensure consistency. They will be respected: my adults may work as an advocate for me during choice making.	I will be supported through clear structures and transactional sup		
My aspirations	Will continue to underpin my learning. My adults will help me discover them, voice them and work towards them.			
My rights	Will be implicitly met so I can grow in a place that is fair and respects my liberties as a learner	Will be implicitly met so I can grow in a place this is fair and respects my liberties as a learner.	Will be taught to me so I understand what is right and wrong and can advocate for myself.	I will understand my rights and will exercise them freely.
My independence	Will be prioritised in every learning opportunity			
My Views	Will be sought sensitively through different means including trusted advocacy.			
My Behaviours	My adults will analyse them to help reduce behaviours that challenge me and will help me, where possible, to self-regulate and proactively find strategies that support me.			



	<ul style="list-style-type: none"> <li>• Staff training on Cued Articulation to support the learning of phonics to further support the development of language and communication skills.</li> <li>• Purchase of worry monster plush for each class in Lower School.</li> <li>• Group music therapy sessions to support pupils in developing their communication skills</li> </ul>	<p>£300.00</p> <p>£70.00</p> <p>£660.00</p>
Being ready	<ul style="list-style-type: none"> <li>• Liaising with other agencies (MIND, SALT) to ensure an accurate picture of the pupil now to ensure outcomes are achievable and accurate moving forward.</li> <li>• Purchasing of class book sets to support in the recovery and ongoing curriculum of English and Reading.</li> <li>• Purchase of reading and writing intervention scheme for Primary phase.</li> <li>• Purchase of reading and writing intervention scheme for Secondary phase.</li> </ul>	<p>See above funding figure</p> <p>£4000.00</p> <p>£945.00</p> <p>£945.00</p>

	<ul style="list-style-type: none"> <li>• Creating a lending library of ICT resources support blended learning and in case of a second lock down/lock down</li> <li>• Creation of individual resource packs in case of a second lock down/local lock down.</li> </ul>	<p>£10000.00</p> <p>£2500.00</p>
Being with others	<ul style="list-style-type: none"> <li>• Curriculum and timetabling modifications to enable pupils to access the recovery curriculum with time allocated to help rebuild connections, explore and process their feelings and experiences and enjoy being together again.</li> <li>• House activities/events in bubbles to support in restoring connections with others and the school.</li> <li>• Purchase of resources to support enrichment activities (COVID Safe) to provide motivating and fun experiences.</li> </ul>	<p>£2000.00</p> <p>£3000.00</p>
Being me	<ul style="list-style-type: none"> <li>• Creating clear transactional supports to enable communication (one to one and in small groups).</li> </ul>	<p>£1000.00</p>

	<ul style="list-style-type: none"> <li>Resourcing to support working towards aspirations/emotional well-being and closing any gaps that may be identified from the PIVATS/RAP data – Hiring of 2 x intervention staff to lead and implement intervention program. (2 x 50 hours total 100 hours).</li> </ul>	£2500.00
<b>Estimated Total Cost of Plan</b>		<b>£29040.00</b>

### How we will measure our impact:

When measuring the progress of our strategic plan we will be led by the needs of the pupils. This will be informed by our knowledge of the pupils' and through liaison with families and multi-agency partners. This will allow flexibility in the plan as the differing needs of the pupils changes and develops.

We will measure the impact our individual pupils make by:

- Listening to what our pupils and their parents/carers tell us.
- Monitoring progress against desired outcomes from the EHCP
- Evaluating progress across the curriculum through data capture (PIVATS 5, SCERTS, Engagement Model, Evidence for Learning)
- Robust quality assurance program (work scrutiny, learning walks, lesson observations, pupil voice)

We will measure the progress of our strategic plan by:

- Reports to the LGB
- Financial Monitoring
- Staff voice
- Parental feedback
- Feedback from multi agency partners

The Trust Director responsible for monitoring Pupil Premium, Sports Premium and Catch up Funding Dawn Whiteley will quality assure the Trust schools.