

# COVID-19 Catch Up Grant

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

<b>School</b>	<b>The Woodlands Academy</b>		
<b>Academic Year</b>	<b>2020-2021</b>	<b>Total budget</b>	£29280
<b>Total number of students</b>	<b>122</b>	<b>Number of students calculated for:</b>	<b>122</b>

As per Government advice schools should use this funding for specific activities to support their students to catch up for lost learning over the previous months, in line with the curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak. <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#section-3-curriculum-behaviour-andpastoral-support> While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help students catch up on missed education. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. <https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-supportguide-for-schools/#nav-covid-19-support-guide-for-schools>

To support schools to implement their catch-up plans effectively, EEF has published the school planning guide: 2020 to 2021. This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

<b>Barriers to learning; specific to SEN learning needs</b>	
Where we have stated 'ALL' or generalised the groups, we have identified the needs of individuals, through liaison with class teams, parents / carers and student views. Interventions may be targeted, individual or small groups, dependent on identified needs.	
<b>In-school barriers:</b> Barriers in all 4 main areas of need for students whose education has been disrupted by lockdowns, self -isolation periods or bubble closures:	
<b>i.</b>	Cognition and Learning – Up to 40% of school population did not attend school during lockdowns / bubble closures resulting in reduced progress in knowledge and understanding, reduced concentration, missed opportunities for work experience and wider community based curriculum offer and enrichment activities, many students have sensory imbalances due to lack of or change in routines.

ii.	Communication and Interaction – loss of interventions and total communication approach where everything we do supports interaction and therefore a valuable intervention
iii.	Social and Emotional needs – loss of sense of self and identity within and outside the school community, increased anxieties with peers/families, life/death, socialisation challenges, lack of confidence to conduct face to face communication, loss of community links and self-worth, confusion with the world. Loss of intervention support from other agencies.
iv.	Physical and Sensory- loss of interventions and therapies as well as access to specialist input and sensory approaches/opportunities
<b>External barriers</b>	
v.	<b>Increased parental stresses, increased anxieties.</b> Family losses, stress and anxiety. Unemployment/furlough and added costs with families being at home such as food and utility bills increasing pressure on family budgets. Lack of wraparound care. Unable to access blended learning due to home circumstances or difficulties with engaging in learning at home. Lack of electronic equipment and resources including internet access. Lack of independence due to increased reliance on home

<b>Planned expenditure</b>						
The headings below enable schools to demonstrate how they are using the catch up funds to reduce the gaps in student learning, emotional and social wellbeing, and communication skills due to the 2020 pandemic.						
<b>Details</b>						
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	cost	When will you review i
<b>1. Pastoral support focused on 3 c's – communication, community and connection – intent of refreshing school/ local community-routine, structure, friendships, opportunities.</b>	Recovery Curriculum	Developing a sense of school community to reduce anxieties around self esteem and self confidence/worth. improved friendships; build self- esteem; and develop sense of identity in school, their home and their community. The use of therapy is well documented to benefit. We believe that a personalised and differentiated approach is required,	Team approach to supporting access to well being support and intervention and programme. EHCP outcomes Behaviour incidents monitoring Case studies Learning walks progress outcomes Pastoral team monitoring reports Community planning opportunities/ sessions Introduction of 'Feel Good Fridays' and offer enrichment activities to provide	<b>Head teacher, deputy head and Lead for Pastoral</b>	<b>10K</b>	<b>every term – x6 across the year</b>

		and this support will be targeted to individuals.	imaginative, creative, activities to engage and encourage our students to explore, investigate and experience more opportunities.			
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<b>2. Outstanding teaching for all students, supporting all students to make expected or above expected progress as per EHCP outcomes and targets set.</b>	Coaching and mentoring for all staff. CPD for staff identified on an individual basis. Well being in Mind champions to support reflective practices	To continue to build on staff knowledge and skills to support the cohort and range of all need provision to the highest quality, therefore enabling progress for all.	Student progress outcomes Expected accreditations results are achieved in the summer Vocational opportunities continue on site Preparation for transitions- Post 16 providers event organised for summer term.	<b>Headteacher</b>	<b>3K</b>	<b>termly</b>
<b>3. Effective assessment that identifies gaps and informed next steps, with Students making good progress, as defined by class teams, in their EHCP outcomes</b>	Assessment and accreditation routes PSHE / pastoral resources / resilience / wellbeing / therapy interventions KS4 students completed expected external qualifications	Targeted personalised approach to meet individual needs.	Research into appropriate interventions. Assessment tracker in place to ensure accurate assessment and robust rigorous reviews and constant data analysis alongside PIVATS. KS4 students completed expected external qualifications Accreditation evidence and post 16 transitions successful	<b>Headteacher and Assistant Head</b>	<b>1.5k</b>	<b>x3 across year – autumn / spring / summer</b>

<b>4. School provide high quality well-</b>	Remote learning offer is personalised to each student and	External research (EEF)	Access and remote/blended learning audit through	<b>Head teacher</b>	<b>6k</b>	<b>after each closure</b>
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<p><b>resourced remote learning. All students to be supported to engage successfully with learning and using a variety of different approaches to ensure that EHC outcomes continued to be supported to good effect where possible</b></p>	<p>based on academic and EHCp outcomes. Packs and ICT resources are compiled Students with no or poor internet connectivity and poor equipment/resources are supported with loan equipment. Blended learning aligned with school curriculum Use of additional staff to deliver individual interventions</p>	<p>on-going closure of bubbles / potential lockdown impact.</p>	<p>discussions and in collaboration with families Access device allocations and an increase in ICT provision Engagement monitoring reports provided weekly from class leads to SLT Attainment trackers in use and regularly updated Student / parental questionnaires Staff feedback –</p>			<p><b>as well as weekly during</b></p>
<p><b>5. Reading / language development progress, throughout the school,</b></p>	<p>SALT interventions reading interventions improved access to whole class ICT, with appropriate literacy and numeracy apps updated reading scheme for all ages and stages</p>	<p>External research (EEF) Recommended through use in other schools. Phonics sessions for small groups/ individuals, where gaps or regression has been identified through testing. (EEF)</p>	<p>AHT's and English lead to monitor and evaluate SALT / communication targets/ outcomes through EHCLP monitoring Use of assessment tools Reports and data analysis – AHT/ subject lead</p>	<p><b>Head teacher and English lead</b></p>	<p><b>3k</b></p>	<p><b>termly</b></p>
<p><b>6. KS 4 students will attend a variety of work placements linked to their aspirations.</b></p>	<p>Visits out and about to local community resources Specialist career advice with local knowledge.</p>	<p>To restore and develop students' sense of identity, self worth, knowledge of their community, Need for our young people to develop their employment skills; knowledge of opportunities; and increase their life opportunities.</p>	<p>Assistant head along with KS4 class leads, 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.</p>	<p><b>AHT KS4 class leads</b></p>	<p><b>2k</b></p>	<p><b>termly</b></p>
<p><b>7. Students (and staff) feel safe returning to school and supported around wellbeing,</b></p>	<p>Wellbeing Award Mental Health and wellbeing activities embedded into routines. Access to specialist support in</p>	<p>To restore and develop students' sense of identity, self worth. To effectively support students</p>	<p>Pastoral lead, behaviour lead and class team monitoring of incidents and feedback –</p>	<p><b>Deputy Head, Lead for Pastoral and lead</b></p>	<p><b>2K</b></p>	<p><b>termly – x6 across year</b></p>

<p><b>physical health, mental health and resilience</b></p>	<p>house and externally Trauma informed practices.</p>	<p>and staff wellbeing, resilience and ability to support recovery.</p>		<p><b>for behaviour</b></p>		
<p><b>8. Acquisition of mobile dining hall seating to support effective use of hall for multi purpose and reduction of time lost setting up and clearing away from lunch and to allow for clubs and sessions to run. Design of tables will support and develop social skills, communication and interaction</b></p>	<p>Develop C&amp;I during unstructured times to support well being, self identity and worth.</p>	<p>Students benefit from being able to communicate effectively with their peers. This develops a sense of belonging, self identity and peer relationships which in turn supports confidence and self esteem.</p>	<p>Dining tables identified that encourage and support face to face interaction.</p>	<p><b>HT</b></p>	<p><b>2K</b></p>	<p><b>Once</b></p>
			<p><b>Total budgeted cost</b></p>		<p><b>29.5K</b></p>	