



COVID-19 catch-up premium spending

Summary

SUMMARY INFORMATION			
Total number of pupils:	109	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£22,080		

STRATEGY STATEMENT
<p>The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. This funding 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</p> <p>https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium</p> <p>The overall aim of Brookfields School’s catch-up premium strategy is to raise the attainment of all pupils due to loss of learning through COVID-19 school closures. This encompasses a holistic viewpoint of our children as learners and references ‘attainment’ in its broadest sense.</p> <p>At Brookfields we have allowed time for our pupils to transition back into school, to engage with the Recovery Curriculum and for teachers to baseline each child prior to allocating the Covid Catch Up Funding to ensure that we were best placed to identify what interventions, resources and knowledge would have maximum positive outcomes for each and every child in our school.</p> <p>Brookfields School catch-up priority areas are:-</p> <ul style="list-style-type: none">• Communication• Sensory• Literacy• Attention Autism Intervention• Play and Learning Outside the Classroom

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers (Covid related):

A	Up to 80% of pupils were not able to attend school for the summer term 2020 leading to 5 months absence from school based teaching and learning. For those children who did attend school the 'bubble offer' was very different than the usual school curriculum offer.
B	Missed specialist interventions e.g. around communication, sensory and physical needs.
C	Increased anxiety levels; no clear 'end' to previous school year, different structure for transition, lack of social experiences, changes such as new class, new class team and room, change of transport and massive changes to school structure and routine (bubble approach and all associated Covid management practices).
D	Potentially disrupted learning due to short term bubble closure or elements such as staff team absence.

ADDITIONAL BARRIERS

External barriers:

D	Attendance due to family members having to isolate
E	Family issues / mental health issues related to Covid; finances, health, increased stress at home
F	Reduction in or no social experiences outside of school e.g. access to specialist activities or PA activity, no overnight respite available, not allowed to access favourite activities due to Covid restrictions e.g. the zoo, safari park, horse-riding, swimming etc.

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	Review / estimated cost
<p>To enhance the outdoor learning environment – Tyre Park Area and increase use of all outdoor areas for focused learning.</p> <p>To embed the LOtC methodology into curriculum planning.</p>	<p>Increased opportunities for social interaction, play, and physical development, problem solving through Learning Outside of the Classroom for all pupils through installation of new equipment and providing training for all staff.</p> <p>Pupils engage in broad range of experiences within the school grounds with their peers to benefit the breadth of their development.</p> <p>Staff feel confident in planning and implementing LOtC activities.</p>	<p>Research shows that happier and healthier children do better in school and that this impacts on future health. Outdoor-learning experiences offer a great deal of benefits. By committing to learning both inside and outside the classroom, we are able to teach children that learning occurs everywhere, at all times and that learning encompasses a wide range of skills that we need to develop and nurture in our pupils; Children learn how to communicate, share, deal with conflict, all the while having fun in a low-stress environment. Exploring the world outdoors can help children with SEN to overcome challenges and learn new skills, building their resilience, and boosting their self-confidence.</p>	<p>Undertake staff awareness training led by staff who have undertaken their own CPD in this area.</p> <p>Form a LOtC group of staff who have an interest in developing this area further and can drive forwards developments.</p> <p>Purchase required equipment / resources following audit of what is required.</p> <p>Evaluate impact through observation, planning, IEP and B-Squared review and pupil progress meetings.</p>	<p>Judith Williams Sara Ainsworth</p>	<p>March 2021</p> <p>£4,500</p>

<p>To enhance current reading resources by purchasing additional RWI books and scheme that allows for online access (support Anytime, Anywhere learning).</p>	<p>All pupils achieve / exceed their reading targets. Pupils develop a love and engagement with reading at a level appropriate to their need and understanding. Pupils have increased access to resources to develop reading skills whilst at home.</p>	<p>Data to date and teacher feedback evidences that our pupils are benefitting from accessing the Read, Write Inc scheme and so to enhance the resources that we have would improve access and outcomes for the pupils. School already subscribes to a range of online platforms to develop Literacy skills such as Nessy, Education City and Espresso. We do not currently have a reading scheme that can be accessed online and want to address this gap as this would enhance our remote learning offer and provide resources to reinforce teaching and learning undertaken in school and engage whole families with reading.</p>	<p>Purchase relevant resources; RWI additional resources and subscribe to reading scheme with online facility. Provide relevant training to staff and guidance to families. Evaluate impact through reading assessment (IEP's, B-squared) and observation.</p>	<p>Shelley O'Connor Emma Leach</p>	<p>March 2021 £2000</p>
<p>To implement whole school roll-out of principles and practices from Attention Autism.</p>	<p>All pupils through the 4-step Attention Autism Programme develop their communication, social interaction and attention skills.</p>	<p>All staff have undertaken Attention Autism training in November 2020 with intention to roll out the approach across the school. The areas focused upon with this programme are deficit areas for our pupils and this approach will support ongoing work to address them.</p>	<p>Purchase required resources for each teaching team to enable the full and comprehensive implementation of the programme for pupils identified with learning outcomes in these areas. Evaluate impact through observation, planning, IEP and B-Squared review and pupil progress meetings</p>	<p>Shelley O'Connor Emma Leach</p>	<p>Termly review through FLMA activities. £1200</p>
<p>Total budgeted cost:</p>					<p>£7,700</p>

Targeted support					
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	Review / estimated cost
To provide additional Sensory Occupational Therapy for identified pupils.	<p>All pupils who require sensory diets are assessed and sensory OT spends time in class bubbles working directly with children, modelling interventions and training staff.</p> <p>Pupils have sensory diets that reflect their current needs.</p> <p>Staff in teaching teams able to deliver sensory input appropriately.</p>	The school already commissions specialist sensory OT and this has a significant impact on providing us with sensory assessments and subsequent sensory diets so that we can meet individual pupil need and remove any sensory barriers to learning. Through the school closure period for a number of children their sensory needs have changed / heightened plus the new way we are working causes additional challenges in terms of meeting sensory need as use of areas is so much more restricted.	<p>Review of plans produced and ongoing review by OT.</p> <p>Review through lesson observations, planning, IEPs, pupil progress meetings, B-Squared, behaviour logs etc. of impact of pupils and their engagement / progress.</p>	Emma Leach	<p>Termly review</p> <p>£2000</p>
To purchase sensory resources for use as part of individual sensory diets	<p>Pupils' sensory needs met resulting in reduced stress levels and removal of barriers to learning.</p> <p>Pupils fully engaged with their learning and develop strategies to regulate their sensory need.</p>	To enable pupils to successfully be able to regulate their sensory needs the correct equipment and resources must be provided.	<p>Review of plans produced and ongoing review by OT.</p> <p>Review through lesson observations, planning, IEPs, pupil progress meetings, B-Squared of impact of pupils and their engagement / progress.</p>	Emma Leach	<p>Termly review / pupils annual review</p> <p>£2000</p>

<p>Play Therapy sessions to be implemented by trained Play Therapist / Counsellor.</p>	<p>Targeted pupils participate in sequence of play therapy sessions.</p> <p>Pupils are supported in the development of their emotional health and wellbeing.</p>	<p>Play therapy is a well recognised approach. Person-centred play therapy enables children to communicate through their natural medium of expression - play! Through play the child is able to identify, work through, and resolve emotional conflicts that are too painful or too difficult to express verbally, or that may in fact be outside conscious awareness. This work would enhance nurture work currently being undertaken by class teams and Family Support Worker with specific children identified through safeguarding and assessment processes e.g. CAMHS and EP.</p>	<p>Reports from Play Therapist.</p> <p>Impact to be evaluated across home and school context; evaluated through observation, pupil, staff and parent feedback, IEP and B-Squared data and behaviour data.</p>	<p>Louise Green Sara Ainsworth</p>	<p>Baseline, interim and final review after cycle.</p> <p>1 day per week for 2 terms £6000</p>
<p>To enhance the Nurture Room environment and to purchase additional resources for nurture based activity.</p>	<p>The Nurture Room is appropriately furnished and equipped to support the children that access this space as part of their Nurture programmes support positive health and emotional wellbeing.</p> <p>Pupils engage with positive activities to develop their emotional health and wellbeing.</p>	<p>The Nurture Room has provided an invaluable space in our school environment for those pupils who require a quiet space that is calm, safe and for them.</p> <p>Brookfields received the National Nurturing Schools Award earlier this year and continue to build on the principles of Nurture throughout our practice. This is particularly pertinent for a small group of children at this time as they re-engage with school following lockdown.</p>	<p>Oversight by SLT and PSHE lead.</p> <p>Observation, individual LRT plans and behaviour incident reports, CPOMS.</p> <p>Pupil and staff feedback.</p>	<p>Jo Dickinson Louise Green Sara Ainsworth</p>	<p>Ongoing observation and feedback.</p> <p>£2000</p>

To provide additional Speech and Language for identified pupils.	Direct input is provided to pupils and concurrently staff trained to deliver key elements of the child's SALT plan.	The school already commissions additional SALT and this has a significant impact on pupils. This additionality would enhance this offer and enable more children to benefit from targeted intervention whilst also upskilling teaching teams.	Review of plans produced and ongoing review by SALT. Review through lesson observations, planning, IEPs, pupil progress meetings, B-Squared, behaviour logs etc. of impact of pupils and their engagement / progress.	Emma Leach	Termly review £2000
Total budgeted cost:					£14,000
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	Review / estimated cost
To purchase a subscription to an online tool to produce communication resources such as symbols (Widgit)	Staff have access remotely and in school to produce communication resources for children to support their communication development across home and school. Online access to replace Boardmaker thus allowing significantly more access for staff.	The vast majority of our pupils require visual support across the school day both in lessons and in unstructured time as we operate a Total Communication environment. Additionally we found that during lockdown and school closure that a significant proportion of resources that parents requested for home were visuals. Having a tool that can be accessed online would be far more efficient and accessible by more staff.	Through evaluation of resources produced, learning walks, family feedback, liaison with SALT team, communication assessments of individual children, IEPs , B-Squared.	Shelley O'Connor	Termly through FLMA cycle. £300
Total budgeted cost:					£300
Total estimated cost of spend across all areas.					£22,000