

St Anthony's School Statement of use of catch-up funding 2020-21

Spring term Update in red

Summer Term update in green

1. Summary information					
School	St Anthony's School			Total number of pupils	222
Academic Year	2020-2021	Total PP budget	£240 per pupil	Date of governor reviews	March 2021
		Total fund	£53,280		
		Autumn payment	£17,760		
		Spring payment	£17,760		
		Summer payment	£17,760		

COVID 19 Catch up

Covid-19 has impacted on all our lives. There are many positive stories and learning that came from lockdown in March 2020 that has helped inform our approach and provision for our students in the current lockdown. We need to be mindful that children's education has been disrupted and disjointed for almost a year, and undoubtedly this will have had an impact on their education, emotional wellbeing and readiness to learn. The Covid-19 catch up funding will be used to support pupils return to full time education and address gaps in learning and development that may have been lost.

2. 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 tutors, 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

i.	All: Up to 50% of school population did not attend school for the summer term leading to regression in some skills and minimal progress in knowledge attainment. Up to 30% of school population did not attend school for the first half of the Spring Term term leading to regression in some skills and minimal progress in knowledge attainment.
ii.	All: loss of sense of self and identity within and without the school community
iii.	All: increased anxieties around friendships, life/death, socialising, and school.
iv.	Key Stage 4 missed opportunities in work experience and community cohesion.

External barriers	
v.	Increased external environmental stresses, leading to increased anxieties.

3. Outcomes expected, with success criteria.		
a)	Pupils make good progress, as defined by teachers, in their EHCP outcomes and academic attainment. Teachers monitor the progress; pupil and parent response to progress. SLT team to monitor and target support as needed.	All pupils demonstrate progress from relative starting points both EHCP targets and Subject specific targets.
b)	To attend school full time as soon as possible. Monitor and analyse attendance data; phase leads to discuss support with attendance lead weekly.	Target of 90% attendance in Autumn Term 1 st half term (Spring) 70% of pupils have accessed school for a minimum of 3 days per fortnight Attendance has been over 90% since returning from the 8 th March (7 pupils are continuing to shield) Pupils attendance to date is 92.9 %
c)	To attain expected external accreditations, as predicted from teacher predictions. Evidenced externally through exam results/ assessments. Curriculum Leaders and subject teachers to monitor	Data will show pupils' expected exam results are achieved. All pupils are expected to achieve predicted qualifications.
e)	Literacy and Numeracy progress, throughout the school, is good as predicted by tutors, literacy lead and teachers of English. Evidenced through effective monitoring, overseen by key stage leaders and curriculum leads	Data shows that pupils have made 'good ' progress from the re-assessed starting points (September 2020) After another lockdown. Pupils will be assessed at the beginning of the Summer Term. Assessments are being completed this term. Pupil data will be analysed ready for September
g)	Pupils have the opportunity to mix socially outside of school in a safe and familiar environment. Teachers to target specific pupils who would benefit, who had very little opportunity to mix socially during lock down	School to facilitate targeted groups of pupils to attend a social club that involves going out in the local community and accessing local resources School to introduce additional equipment for pupils to access at break time/ outside. To develop a quiet outdoor area/sensory garden Sensory garden booked to be installed at the beginning of the Autumn Term

4. 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 2020-21 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?
Pupils make good progress, as defined by teachers, in their EHCP and academic outcomes	Data sets reviewed and agreed. All children re-baselined at the beginning of the Summer Term Any gaps highlighted by individual teachers and appropriate interventions put in place.	.We believe that a differentiated approach is needed, and therefore this support will be targeted to individuals.	Research into appropriate interventions which have been peer reviewed. Monitoring of impacts termly.	RA/ LDe	April/ July
To attend school full time as soon as possible.	Rota system implemented for the first half of the Spring Term and staggered return for the first week from the 8 th to gradually re-introduced to the school environment and develop confidence, become familiar with expectations and feel safe.	Increased attendance will lead to increased opportunities for learning; improved friendships; build self- esteem; and develop sense of identity in their community.	Monitor attendance, and react quickly to implementing support, taking into account individual needs and anxieties.	SD	March/ April/ July

<p>To attain expected external accreditations, and develop additional opportunities for pupils to access learning</p>	<p>Loaning ICT to pupils with selected apps and programmes on them, for use in lessons and at home.</p>	<p>Some pupils would benefit from using personal IT devices for extended writing/ access to support completion of course work.</p> <p>Pupils would have own laptop in school which would also free up additional IT equipment for pupils in other year group.</p>	<p>SLT to monitor impacts in academic lessons; and also during remote learning if required.</p>	<p>CT/ LSp</p>	<p>April/ July</p>
<p>Literacy and Numeracy progress, throughout the school,</p>	<p>Improved access to whole class ICT, with appropriate literacy and numeracy apps that can work both in school and at home</p>	<p>Researched current Apps/ software available in school</p>	<p>Curriculum Leaders to research appropriate resources that can be accessed both in school and at home.</p> <p>Reading Schemes reviewed and updated to further support literacy and reading skills across the school. Additional member of staff employed to support targeted reading intervention.</p>	<p>CT/ SL/ MA/ KD/ SP/ MH</p>	<p>Dec/ April/ July/ September</p>
<p>Pupils have the opportunity to mix socially outside of school in a safe and familiar environment. Teachers to target specific pupils who would benefit</p>	<p>Pupils have the opportunity to socialise with friend outside of school in the local community to develop confidence and skills in these areas,</p>	<p>Some targeted pupils who were particularly isolated during lockdown would benefit from developing confidence socially and accessing local facilities in the community.</p>	<p>Class teachers and Tutors to highlight those pupils who would benefit.</p>	<p>SD</p>	<p>April/ July</p>

	To support pupil's opportunity to develop social skills, play and interaction within school. Purchase additional equipment for use on the playground during break times To develop a piece of land to create an outdoor sensory/ quiet space.	Pupils who were particularly isolated during lockdown would benefit from accessing equipment to support play. Creating a quieter space would also benefit pupils who may require a less overwhelming space when outside.	Monitoring use of equipment and gain feedback how sensory space is used from staff.	CS/ KS Leaders ST/LC	April – additional playground equipment purchase September – outside sensory quiet space to be completed.
Total budgeted cost					

5. Review of expenditure to be completed at end of summer term 2021

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils	Lessons learned (and whether you will continue with this approach)	Cost
Pupils make good progress, as defined by teachers, in their EHCP and academic outcomes	Research into appropriate interventions which have been peer reviewed. Monitoring of impacts termly.			Already have in place for monitoring pupil's progress. £3000 allocated specific interventions
To attend school full time as soon as possible.	Monitor attendance from day 1, and react quickly to implementing support, taking into account individual needs and anxieties.			PM/SLT time

<p>To attain expected external accreditations, and develop additional opportunities for pupils to access learning</p>	<p>SLT to monitor impacts in academic lessons; and also during remote learning if required. Pupils would have own laptop in school which would also free up additional IT equipment for pupils in other year group.</p>			<p>24 X Chrome Books £250 each = £6000</p>
<p>Literacy and Numeracy progress, throughout the school,</p>	<p>Curriculum Leaders to research appropriate resources that can be accessed both in school and at home. Reading Scheme overhauled to enable appropriate progression across age phases. Literacy catch-up teacher appointed for secondary to support and delivered reading recovery to targeted pupils</p>			<p>£7000 allocated for additional software/ new reading scheme £10, 000 Staff costs</p>
<p>Pupils have the opportunity to mix socially inside and outside of school in a safe and familiar environment. Teachers to target specific pupils who would benefit</p>	<p>Class teachers and Tutors to highlight those pupils who would benefit. In School Monthly whole school enrichment afternoons (starting April) Outside of School Primary – Social Club & Forest Schools Secondary – Social Club & Surf Therapy</p>			<p>£2,000 to cover activities and food £ 7, 000 to cover staffing/ external provider costs</p>
	<p>Additional Playground equipment and resources purchased Outside space created</p>			<p>£1500 £10,000</p>
<p>Total spend so far</p>				<p>£46, 500</p>

