

## Introduction

The government is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year.

It aims to support pupils to catch up for lost learning so schools can meet the curriculum expectations for the next academic year, with the key principles:

- **Education is not optional**
  - All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- **The curriculum remains broad and ambitious**
  - All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- **Remote education**
  - Where needed, this is high-quality and safe, and aligns as closely as possible with in-school provision. Schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Informed by the above key principles, the DfE asks that schools and other settings meet key expectations IF considering revisions to the school curriculum for 2020-21:

- Teach an ambitious and broad curriculum
- Aim to return to the schools' 'normal' curriculum by the summer term 2021
- Plan on the basis of the educational needs of pupils, informed by an assessment of the pupils' starting points and addressing gaps
- Develop remote education so it is integrated into the school's curriculum planning.

## Funding

Special, Alternative Provision and Hospital Schools will receive a total of **£240 per place**, as follows:

- In 3 instalments - in autumn 2020, 'early 2021' and summer 2021
  - Payments 1 and 2 – total of £140 per place across the payments
  - Payment 3 - £100 per place

Per place numbers for each instalment are based on the published high needs place numbers for the 2020 to 2021 academic year.

## Catch-up Planning

***Schools are able to spend the funding in the most effective way for their own pupils***

It is up to the school to decide:

- **Which pupils need to access the support**
  - Although funding is on a per pupil basis, there are no specific requirements for who to spend it on.
  - Schools should identify pupils that will benefit most from the funding
- **The activities that will be provided**
  - The Education Endowment Fund (EEF) has guidance on catch-up approaches schools could choose, as well as a planning guide to help implementation of catch-up strategies for the 2020/21 academic year.
  - the DfE recommends small group or 1-to-1 tuition (particularly through the National Tutoring Programme)

Current situation:							
<b>COVID safety measures in place</b> <i>(Risk assessments, safeguarding, environmental adaptations, student groupings, school timings etc)</i>		<ul style="list-style-type: none"> <li>• Workplace, social distancing, individual student/staff member risk assessments in place where required due to underlying health concern/risk.</li> <li>• Managing sickness and outbreaks policy reviewed and amended regularly where required.</li> <li>• Decision to close external lettings to site.</li> <li>• Visitor protocols put in place and all planned visitors sent details prior to visit. Visitors to site limited.</li> <li>• Bubble system in place across the school – each bubble has its own staff room and welfare facilities including toilets.</li> <li>• Additional hand sanitisation points implemented across the site.</li> <li>• Additional signage put in place across the site.</li> <li>• Timed break and lunch times to allow for students and staff to move around the site without coming into contact with other bubbles.</li> <li>• Additional PPE has been bought.</li> <li>• Face masks now in use in all public areas across the site including upon entry to the building.</li> <li>• Bubble closure documentation created including communication to parents/carers and transportation arrangements. Bubble closure PPE box maintained and in place ready for deployment.</li> </ul>					
COVID-19 Cases		Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
No. of student tests		TBC	TBC				
No. of confirmed student cases		0	0				
No. of staff tests		TBC	7				
No. of confirmed staff cases		0	2				
Attendance		Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Student	Overall	169 Students on roll across 6760 Term Days (97.50% COVID Related Attendance)	167 Students or roll across 5845 Term Days (85.98% COVID Related Attendance)				
	Covid-self-isolation (not confirmed)	22 Students across 135 Days 2.50%	97 Students across 819.5 Days 14.02%				
	Covid-confirmed	0 Cases	0 Cases				
Teaching Staff	Overall	22 Staff across 880 Term Days (99.32% COVID Related attendance)	23 Staff across 805 Term Days (92.92% COVID Related Attendance)				
	Covid-self-isolation (not confirmed)	6 Days 0.68%	57 Days 7.08%				
	Covid-confirmed	0 Cases	0 Cases				

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Education Support Staff	Overall	41 Staff across 1640 Term Days (97.20% COVID Related Attendance)	42 Staff across 1470 Term Days (90.61% COVID Related Attendance)				
	Covid-self-isolation (not confirmed)	46 Days 2.80%	103 Days 7.01%				
	Covid-confirmed	0 Cases	2 Staff across 35 Days 2.38%				
Non-teaching staff	Overall	22 Staff across 880 Term Days (99.45% COVID Related Attendance)	18 Staff across 630 Term Days (98.57% COVID Related Attendance)				
	Covid-self-isolation (not confirmed)	4 Days 0.45%	9 Days 1.43%				
	Covid-confirmed	0 Cases	0 Cases				
<b>Safeguarding</b>		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 3</b>	<b>Spring 4</b>	<b>Summer 5</b>	<b>Summer 6</b>
No. of concerns		255	204				
No. of referrals		5	3				
<b>Additional Costs attributed to COVID-19</b>		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 3</b>	<b>Spring 4</b>	<b>Summer 5</b>	<b>Summer 6</b>
		<b>1500</b>					
<b>Learning:</b>							
Overview of school's recovery curriculum		<p>The purpose of our recovery curriculum is to renew, rebuild and strengthen relationships. We need to listen and observe to what has happened during the period of national lockdown, understand the needs of our community and engage them in the transitioning of learning back into school. We need to understand their loss and help them heal. The curriculum focuses on rebuilding key skills, including communication. The curriculum will enable staff to assess and build student confidence as learners and nurture positive emotional well-being allowing pupils to be as independent as possible. There were four main areas of focus that were monitored, behaviour, attendance, interactions with others and engagement.</p> <p>To increase learner confidence we will: Provide opportunities to re-establish learning within a school environment. Remind learners of what they already know and gradually increase the level of learning as confidence grows. Setting realistic challenges for them to manage. Gradually increasing their attention and concentration and adapt timetable as learning becomes more established</p> <p>To nurture positive emotional wellbeing we will: Provide as much routine and structure as possible (daily schedules, visual timetables, TEACCH, now and next). We will run daily mindfulness sessions e.g. yoga and relaxation, PSHE sessions and Zones of regulation check ins. The curriculum will also provide ample opportunities to build in planned time outside (each bubble will have a dedicated outside space that can be used at any time). Visual timetables and social stories put into place prior to the students returning to help children familiarise themselves with the routines of the day.</p>					

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	<p>To enable learners to be independent as possible we will: Use an adapted Preparation for Adulthood curriculum. Use structured systematic instructions to promote independence within activities and tasks and deliver problem solving activities.</p>
<p>Arrangements for baselining current skills and knowledge to identify gaps in learning for catch-up</p>	<p>The Recovery Curriculum to be delivered to all students on return to school, monitored and evaluated weekly by class teams.</p> <p>Assessment of student progress through the recovery curriculum will be made in 4 key areas: Behaviour, attendance, Interaction with others and engagement. The overarching intent will be to move students to our PfA curriculum as soon as assessment indicates that they are ready to, providing a further step towards routines, curriculum input and therapeutic support being as close to pre national lockdown as possible.</p> <p>Assessment in core subjects will provide baselines assessments to identify gaps in learning, knowledge and understanding and any loss of learning. Personalised plans will be created address identified deficits to narrow them. Targeted interventions will take place in school for all who require extra support.</p>
<p>Plans for blended learning</p>	<p>Daventry Hill School will provide a remote curriculum offer that is broad, balanced and is closely matched to the onsite planned curriculum.</p> <p>The class teacher, supported by the phase leader, will assess the volume of the above offer to be sent home for each child based on the individual child's needs, capacity for learning, learning stamina.</p> <p>Daventry Hill School has no desire to put undue pressure on parents by providing overly onerous work demands on their children that may lead to a negative impact on the wellbeing of any incumbent</p> <p>Daventry Hill School will provide a remote education that will meet the identified needs in EHC Plans as far as is reasonably practicable. This may include:</p> <p><i>Sensory</i> – TACPAC bags sent home and access to the music with instructions; Staff members will record sensology sessions that parents can then use in the home; we will send home sensory profile packs home where appropriate to support.</p> <p><i>SALT</i> – our SALT assistant and class staff will deliver this through Zoom. The school will also be providing virtual training to parents so they can continue with the SALT package.</p> <p><i>Physiotherapy</i> – our physical therapy assistant will offer virtual training to parents to allow them to complete in the home.</p> <p><i>Social and Emotional</i> – our pastoral team will provide activities, based on Boxall profiles that can be completed at home.</p> <p>Blended learning is provided by class teachers is made available between 9.00am and 3.00pm daily. Teachers will ensure adequate amounts of work is set to support expected progress. The work is set to ensure that it provides stretch and challenge. Work is uploaded onto class dojo and individualised to each student. In most cases this will consist of an appropriate selection of videos recorded by the teacher, pictures, and text based activities. The activities are selected of the platform will be set personalised activities that are appropriate and accessible for each student.</p>

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	Feedback will be provided on work throughout activity section on dojo or with prefer mediums agreed in advance with parents/carers.
<b>Governance:</b>	
How business is being conducted	LGB meeting are to be held virtually during periods of high Covid19 transmission and Link Governor visits will be carried out virtually or in person dependent on the local covid19 safety alerts. Trust governance will continue on an ongoing basis through regular monitoring and scrutiny meetings between school senior leaders and members of the trust leadership team.
Oversight of mental health and wellbeing of staff	Link local governor for wellbeing named. Trust leadership governance and support supplied through partnership work across trust schools overseen by trust CEO and accountability arrangements managed through senior leadership appraisal.
Support for the school and leadership team	Regular meeting arranged between Chair of Governors and Headteacher. Regular meetings organised between Trust Leadership Team and Trust Heads Team. Ad hoc support for leadership from Trust Leaders Team
Oversight of recovery plans	Led by DHT supported by leadership Team Governance oversight - Trust Leadership & Local Governing Body
Communication with parents	Via normal online communication platform, Website

Summary Information						
<b>Total Number of pupils</b>	169	<b>Date of Review</b>	10/11/2020	<b>Date for next Review</b>		
<b>Total Premium</b>	£37000	<b>Instalment amount received</b>	1.	2.	3.	
<b>Additional Curriculum Costs attributed to COVID-19</b>	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6

Barriers to progress
<b>In-school barriers</b> (issues to be addressed in school, such as communication, behaviours for learning, slow physical development, attendance) NB use school data, school monitoring evidence, plus staff, parental, student consultation to identify these. Identify factors such as low parental engagement, poor home learning environment etc.)
A. Students have gaps in their learning due to previous lockdowns
B. Student mental health and wellbeing has been impacted on during lockdown
C. Lower than average attendance levels due to Covid19
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates, parental support)
D. Students who have fallen behind in learning due to reduction in specialist support in the home setting during lockdown.
E. Access to online home learning for students without technology
F. Parents/carers and student anxieties regarding the return to school and the continuing Covid19 virus threat to their health

Outcomes <i>(Desired outcomes and how they will be measured)</i>	Success Criteria
<p>A. A high quality blended learning offer is in place that all students are able to successfully access.</p>	<ul style="list-style-type: none"> <li>-Quality Assurance scrutiny indicates that a the blended learning offer is broad and balanced meeting personalised needs</li> <li>- All students are able to access remote education offer</li> <li>- All staff are competent in using class electronic platforms in order to provide high quality remote learning.</li> <li>-Face to face support is provided for students whose EHCP needs cannot be met remotely.</li> <li>- Face to face and remote curriculum is delivered through multiple methods to best suit the individual (i.e. live learning may not be appropriate, however physical curriculum packs are)</li> </ul>
<p>B. Students settle back into school routine and are ready to learn</p>	<ul style="list-style-type: none"> <li>-Recovery curriculum assessment data indicates all students are ready to move to the school’s PfA curriculum</li> <li>-Visual timetables are being used and social stories used to support those that have been identified to require them.</li> <li>- Student voice indicates that they understanding the routines of the day.</li> <li>-Individual support plans created for students who found returning to school more challenging than others.</li> <li>-Parents/carers and students feel supported and know when and who to turn to for help when needed</li> <li>- Progress data and anecdotal data from teaching staff indicates student engagement in learning and motivation remains consistent</li> </ul>
<p>C. Students gaps in knowledge are identified and deficits narrowed</p>	<ul style="list-style-type: none"> <li>-Assessment in core subjects indicates progress in English and maths is good –</li> <li>Assessment indicates that any loss of learning is has been addressed.</li> <li>-Targeted interventions delivered to all that require additional support.</li> </ul>

### Planned expenditure

The three headings below enable schools to demonstrate how they are using the Premium to support students, provide targeted support and support whole school strategies

### Quality of Learning and Teaching for all

Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
1. Improved outcomes in English for all	CPD - Broker SLE support from local training school and deliver 6 session of staff training to improve subject knowledge and delivery. CPD – functional English. Resources – Talk for writing sensory story sacks	Baseline assessments indicate gaps in student knowledge.  Bassline also identifies loss of learning and static progress for some	Monitor Evidence for Learning Learning Walks Quality Assurance Cycle Lesson observation	VS/HB/AE	March 2021
<b>Budgeted cost</b>					£3000
2. Support the development of reading	Resources for multiple libraries across school (Covid measure) including Careers to ensure breadth, library scanning resources – SLA PAT dogs – Reading Buddies – Whole school reading challenges, visiting authors. Wider reading assigned through appraisal	Baselines assessments indicate reduced level of progress for some student’s knowledge.  Reading is a development priority identified on the school development plan	Monitor Evidence for Learning Learning Walks Quality Assurance Cycle	HB	March 2021
<b>Budgeted cost</b>					£3500
3. Improved analysis of data to identify gaps in learning	Purchase ‘Insight’ – train staff on use AHT time to develop	-Allow leaders to quickly and effectively analyse data to effectively identify gaps, trends and put proactive measures in place to support pupils.	VB to attend training on ‘Insight’ Staff training to take place on how to use Evidence for Learning Monitor Evidence for Learning Learning Walks	VB	

			Quality Assurance Cycle		
<b>Budgeted cost</b>					£1250
<b>Total budgeted cost</b>					£7750
<b>Targeted support</b>					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
1. Support identified student emotional wellbeing and gain readiness for next stage in education, employment or training	Develop an off-site offer for students with SEMH to better meet their needs	Behaviour data and individual case studies  Previous successful outcomes for students with SEMH  Ensure their EHCP targets and needs are met	TM to coordinate with providers. Monitoring of providers through AP Checklist, use of Quality Assurance Cycle  QA meeting with students and instructors of sessions/sites	TM	March 2021
<b>Budgeted cost</b>					£2000
2.Improved engagement in curriculum as needs met	Develop therapeutic offer to students – range of therapies and sensory resources Training for staff	Student cohort have an ever-increasing wide range of therapeutic needs.  The wider the range of therapeutic offer for our students the higher quality learning and development can take place.	Monitor Evidence for Learning Learning Walks Quality Assurance Cycle AHT to cross reference provisions maps to ensure all pupils EHCP needs are met	KK/VB	March 2021
<b>Budgeted cost</b>					£5250
3.Bridging any gaps in core subjects that appeared during lockdown period	Small group or 1:1 Academic intervention – TA3 removed from classroom responsibility for 0.6 (3 days – overstaffing), Teacher – 2hrs per week. Employment of more TA3s – cpd (7)	Evidence for Learning and Baseline Assessments identified gaps in pupil’s learnings and access to targeted teacher interventions can support filling those gaps.	Monitor Evidence for Learning Learning Walks Quality Assurance Cycle	KK/VB	March 2021
<b>Budgeted cost</b>					£15000
<b>Total budgeted cost</b>					£8750
<b>Other approaches</b>					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

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1. Better support pupils with SEMH needs and effectiveness of interventions tracked and monitored.	Nurture group – Boxall profiles for social and emotional development	Boxall evidence – impact on effective education of others	Welfare manager to monitor and report on improvement of pupils Boxall profiles	SP	March 2021
<b>Budgeted cost</b>					£2500
2. Families better able to support remote learning and wellbeing	Support for families – providing educational resources, social & emotional support, transport costs, access to wellbeing and extended services – increased pastoral input – staff overtime. Purchase of new laptops	Pupils with SEN needs find it more difficult to access remote learning.  Parent survey/dojo messages indicated that parents/carers struggle	OT/SALT/Physio delivering sessions with parents/carers.	TM	March 2021
<b>Budgeted cost</b>					£4500
<b>Total budgeted costs</b>					£7000
<b>Overall budgeted costs</b>					£23500

Review of activities			
Quality of Learning and Teaching for all			
Desired outcome	Chosen action / approach	Impact	Lessons learned
Targeted Support			
Desired outcome	Chosen action / approach	Impact	Lessons learned
Other approaches			
Desired outcome	Chosen action / approach	Impact	Lessons learned



# Creating Tomorrow academies Trust

Daventry Hill School

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