

## Statement of catch up premium strategy

1. Summary Information			
<b>School</b>	Fox Wood School	<b>Type of SEN</b>	SLD, ASD, PMLD
<b>Academic Year</b>	2020-21	<b>Total CUP budget</b>	<b>£19,920</b>
<b>Total number of pupils</b>	88, December 2020	<b>Number of pupils eligible for CUP</b>	83

2. Guidance	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>	
Use of funds (DfE guidance)	Education Endowment Fund Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p><b>Teaching and whole school strategies</b></p> <ul style="list-style-type: none"> <li>• Supporting great teaching</li> <li>• Pupil assessment and feedback</li> <li>• Supporting remote learning</li> </ul> <p><b>Targeted approaches</b></p> <ul style="list-style-type: none"> <li>• One to one and small group tuition</li> <li>• Intervention programmes</li> </ul> <p><b>Wider strategies</b></p> <ul style="list-style-type: none"> <li>• Supporting pupils' social, emotional and behavioural needs</li> <li>• Supporting parent and carers</li> <li>• Access to technology</li> </ul>

<b>3. Post lock down attainment analysis</b>	
Pupils showing an attainment regression in any core subjects during the period of April 2020 - September 2020	<b>39%</b>
Pupils showing an attainment regression in <b>Number</b>	<b>31%</b>
Pupils showing an attainment regression in <b>Reading</b>	<b>26%</b>
Pupils showing an attainment regression in <b>Spoken Language</b>	<b>33%</b>
Pupils showing an attainment regression in <b>Writing</b>	<b>30%</b>

<b>4. Barriers to future attainment</b>	
<b>In-school barriers</b>	
<b>A.</b>	Some pupils experience behaviour challenges, Ready to Learn programme used to teach pupils to self-regulate
<b>B.</b>	Re-adjustment to school life following prolonged absence from the setting
<b>C.</b>	Ongoing adjustment to the changes that will occur moving forward
<b>External barriers</b>	
<b>D.</b>	Due to the ongoing difficulties associated with the pandemic, attendance is lower than may be expected due to the impact of isolating, shielding, etc...
<b>E.</b>	If a pupil is away from the school setting for a length of time – accessing online learning without specialist equipment available may impact progress
<b>F.</b>	Many pupils have additional medical needs that can also result in low levels of attendance

5. Outcomes							
	<i>Objective</i>	<i>Approach</i>	<i>Evidence &amp; Rationale</i>	<i>Cost</i>	<i>Lead</i>	<i>Impact</i>	<i>Monitoring</i>
<b>A.</b>	Conduct baseline assessments of pupils in order to determine current attainment levels in comparison with pre-lockdown attainment levels	All pupils will undergo baselining led by class teachers during September & October – Baseline info will be applied to BSquared tracking data	In order to establish where, and how, to best utilise funding accurate start points and comparative analysis is required.	N/A	LB, DH & LP	All pupils will receive a new baseline attainment level that provides an accurate starting point for this year's teaching and learning.	Individual pupil baselining reports submitted to DHT November 2020 data drop & associated analysis November 2020 Headline data report
<b>B.</b>	To increase the levels of progress, and attainment, across all strands of maths	Focused Support TAs working with identified pupils once per week for half a term in identified strand	Past progress has been monitored-focused support has yielded positive results for all.	£13,375 – additional staff member to deliver focused support model £1,899 – additional support in upper school to facilitate enhanced progress	LB & DH	All pupils in will have received Focused Support intervention. Progress evidenced using B Squared and Evidence for Learning	Termly data review Termly monitoring of Focused Support TAs – QA measures, half termly meetings with DHT and TLR leads
<b>C.</b>	To increase the levels of progress, and attainment, across all strands of English	Focused Support TAs working with identified pupils once per week for half a term in identified strand	Past progress has been monitored-focused support has yielded positive results for all.		LB, DH & LP	All pupils in will have received Focused Support intervention. Progress evidenced using B Squared and Evidence for Learning	Termly data review Termly monitoring of Focused Support TAs – QA measures, half termly meetings with DHT and TLR leads
<b>D.</b>	Increase progress in functional communication for identified pupils	Each Communication TA working with 4 pupils per week for 1 term	Past progress has been monitored-focused support has yielded positive results for all.		LB, DH & LP	Identified pupils will have received Focused Communication Support. Progress evidenced using B Squared, Evidence for Learning and/or written summary	Termly data review Termly monitoring of Focused Support TAs – QA measures, half termly meetings with DHT and TLR leads
<b>E.</b>	Increase levels of attainment in English and maths	Focussed support input will incorporate Elements of	Past progress has been monitored-focused support has		LB, DH & LP	Identified pupils will engage in a range of FUNctional activities	Termly data review Termly monitoring of Focused Support TAs

	through the continued provision of FUNctional skills learning.	FUNctional skills where appropriate to support learning.	yielded positive results for all.			that promote their use of English and maths skills in a practical way. Progress evidenced using B Squared and Evidence for Learning	– QA measures, half termly meetings with DHT and TLR leads
<b>F.</b>	To support the social, emotional and mental health needs of pupils by providing additional holistic therapies	Art therapist to deliver on session per week to identified pupils for the duration of 1 half term	Art therapy has had a huge positive impact on pupils previously and is a tried and tested method for the school.	£1000	LB & DH	To provide Art Therapy sessions for specific pupils identified as having additional SEMH needs. Support pupil mental health and wellbeing.	Session progress will be demonstrated through a therapist report at the end of a cycle of sessions.
<b>G.</b>	Resources to support the catch up intervention programme	Resources targeted at supporting the learning and progress of specific pupils	Specialist resources to support pupils with SEND will promote greater levels of progress and attainment. Resources will also extend the impact of the Catch Up Premium for coming years.	£3000	LB, DH & LP	Pupils will make accelerated progress in each strand and re-establish, and surpass, their pre-lockdown levels of attainment.	Termly data review Termly monitoring of Focused Support TAs – QA measures, half termly meetings with DHT and TLR leads