

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

1. Summary information					
School	Rigby Hall Special School			Type of SEN	MLD/SLD/CN
Academic Year	2020-2021	Total Catch-up budget Total fund for the year, inc. Sept 2021 payment	£240 per pupil £43680	Date of governor review	July 2021
Total number of pupils	190	Total eligible	167		

2. Gaps identified; barriers to learning; trends identified; specific to SEN learning needs	
We have used Pupil Profile forms and Pupil Passports in order to identify and assess the key barriers to learning.	
i.	Early Years Cohort (2019-2020) missed education, skills and development, including the basic expectations of being in a school environment for 6 months.
ii.	All – loss of focused and face-to-face teaching impacting on key skills in Communication, Maths, Reading and Writing
iii.	All – increased anxieties around feeling safe, friendships and socialising and the world they live in
iv.	All – lack of transition to where they are now – new classes, new staff, new children, new cohort, new position in school, new rules and regulations
v.	All – loss of life-long learning skills
External barriers	
vi.	Increased parental stresses – around the health issues related to COVID, leading to increased anxieties.
vii.	Increased parental stresses – around personal circumstances; jobs/finances /working from home
viii.	Lack of access to technology if required to self-isolate

3. Outcomes expected, with evidence		
a)	To attend school full time. Monitor and analyse attendance data; Phase/Bubble leads to discuss support with attendance lead weekly.	Spring Term National Lockdown – January 5 th 2021-March 8 th 2021

	All pupils to participate in a Recovery Curriculum for first half term, or as long as is needed, and no longer than a term, in order to settle back into the school environment and be ready to learn.	<p>*Special Schools remained 'open' however some parents and carers chose to keep children at home for remote/online learning. 78.71% at 31st March 2021 – Spring Term Attendance Average weekly attendance - 76.17%</p> <p>82.39% at 21st July 2021 -Summer Term Attendance Average weekly attendance – 89.08%</p>
b)	Pupils make good progress, as defined in their EHCP outcomes. Teachers, subject leads and SMT monitor the progress; pupil and parent response to progress; leadership team to monitor and target support as needed; gather parent/pupil views on EHCP progress and reviews.	<p>EHCP outcomes reviewed, monitored and adapted if required. Positive responses from parent/pupil questionnaires. Data collection showed that the majority of pupils continued to make progress during lockdown and the terms back in school.</p>
c)	To be engaged in their learning opportunities, showing good progress and behaviour. Scholarpack monitored by SLT and Class teachers to highlight trends and triggers. Target set through Pupil Profiles and data shows achievement and attainment in line with expectations.	<p>Number of incidents decrease throughout the terms. Pupil data reflects progress. Pupil Profiles reviewed and updated, % targets adjusted as required.</p>
d)	To attain expected external accreditations and coursework, as predicted from their targets and relevant pathways. Evidenced externally through accredited courses. Vocational offer has been enriched through the life-skills village and change in accreditation board.	<p>Data is showing that pupils are on target to achieve expected accreditation results. Older pupils making good use of the LSV, bubbles hindered the work between departments, but all were able to access.</p>
e)	Reading progress, throughout the school, is as good as predicted by class teachers, literacy lead and Assistant Heads. Evidenced through monitoring; leadership monitoring; literacy lead data; baseline data and predicted attainment in reading; Pupil Profile reviews and meetings, questionnaires for parents/pupils.	<p>Improved parental engagement in reading at home. 78% of pupils (March 2021) have made good progress in reading End of year data (July 2021) highlighted 83% of all pupils achieved their target or exceeded, in Reading.</p>
f)	Post 16 students will take part in a variety of work experiences linked to their aspirations. Post 16 lead to monitor and analyse, taking into consideration pupil pathways.	All post-16 students will have had an experience linked to aspirations/vocational courses by end of year.
g)	To ensure good mental health and well-being of the pupils on their return to school. Monitoring by Bubble leads on what measures are in place to promote good mental health and well-being and also, considerations	Pupils have good mental health and well-being evidenced by good attendance and appropriate behaviours

	<p>around what isn't working well and what additional support/resources are in place.</p>	<p>Activities/opportunities and experiences take into account pupils mental health and well-being Feedback highlights measures in place to promote good mental health and well-being and also highlights areas for additional support to gain this Staff trained on Designated Mental Health Lead and 3 members of staff trained for Talking and Drawing Therapy. Staff recruited for and the implementation of a Pastoral Support Team from September 2021 will support those in need of further support with mental health and wellbeing.</p>
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Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils	Cost
<p>To attend school full time as soon as possible.</p>	<p>Use of additional staff within each bubble to support pupils back into school – 3 x designated supply for specific support, plus additional day for existing member of staff</p> <p>Bubble leads communicate with families to support pupils back into school.</p>	<p>Attendance 78.71% during Spring term which included a National Lockdown. Some pupils still requiring additional support to settle them</p>	<p>4 x supply weekly - £2000 = £24000 x 2 terms = £48000</p> <p>The extra members of staff enabled families to be supported in getting their children back to school. This was achieved by the children having extra support in class to improve their anxieties and fears around coming back to school.</p> <p>78.71% at 31st March 2021 – Spring Term Attendance Average weekly attendance - 76.17%</p> <p>82.39% at 21st July 2021 -Summer Term Attendance Average weekly attendance – 89.08%</p> <p>Pupils made good progress considering the disruptions (isolations, lockdown and illnesses) throughout this academic year because we had employed additional staff to not only support mental health and wellbeing, but also academic interventions.</p>

<p>Pupils make good progress, as defined in their EHCP outcomes</p>	<p>Recovery curriculum designed to support pupils in returning to school High emphasis on LOtC enabling cross curricular teaching and learning through experiences to re-engage pupils and ensure learning is meaningful and inspiring Subject leads to ensure curriculum maps highlight key skills needed at key stages and these are achieved through the opportunities and experiences on offer High quality teaching and learning</p>	<p>All pupils have moved from the recovery curriculum onto their usual learning journey. EHCP reviews are continuing to run virtually with good attendance. Outside agencies such as SaLT, Health and OT are still being accessed.</p>	<p>Whole school total for academic year 2020-2021 Reading – 83% on or exceeding target Writing – 82% on or exceeding target Communication – 87% on or exceeding target Number – 89% on or exceeding target Shape – 81% on or exceeding target U&A – 82% on or exceeding target Science Biology – 70% on or exceeding target Science – Chemistry -74% on or exceeding target Science – Science Enquiry – 81% on or exceeding target Science – Physics – 73% on or exceeding target PSHE – 82% on or exceeding target</p> <p>FTE exclusions – 2020-2021 – 5 pupils</p>
<p>To be engaged in their learning opportunities, showing good progress and behaviour.</p>	<p>Appropriate learning resources purchased by subject leads Timetabling key areas of school – access to Life Skills village, Daily Mile Track, Gym, Forest School, MUGA All equipment necessary is provided for pupils to learn effectively</p>	<p>Successful timetabling allows the pupils to receive the best opportunities in all facilities in a safe manner. Behaviour in key areas have decreased.</p>	<p>Post 16 pupils achieved their accreditation as they were sat tasks whilst at home.</p>
<p>To attain expected external accreditations and coursework, as predicted from their targets and relevant pathways.</p>	<p>Identifying and implementing the correct courses at the correct levels Utilising new facilities Providing ICT to pupils for use in the home in the case of self-isolation. Use of additional staff to deliver more courses</p>	<p>Vocational and accredited courses underway Pupil Profiles completed to ascertain pathways</p>	<p>Whole school total for academic year 2020-2021 Reading – 83% on or exceeding target</p>
<p>Reading progress, throughout the school, is as good as predicted by class teachers, literacy lead and Assistant Heads.</p>	<p>Focus on developing reading skills and enjoyment of reading. Recovery curriculum focuses on key skills and interventions put in place. Forest School and LOtC enable reading within different environments. New library in Primary to promote and inspire reading. Therapy dog – Read to Ruby.</p>	<p>Reading interventions and opportunities have increased Reading is seen outside the classroom – English Lead to track and monitor Drive to make reading more challenging</p>	<p>Whole school total for academic year 2020-2021 Reading – 83% on or exceeding target</p>

<p>Post 16 students will take part in a variety of work experiences linked to their aspirations.</p>	<p>Visits out (where possible) and to local community to experience facilities where possible Career lead to advise with local knowledge. Life Skills Village and vocational courses reflect student's aspirations and enable opportunities & interests.</p>	<p>Unable to offer off site work experience at this point Post 16 have undertaken work roles with a Nativity Project and running the Fitness suite. KS 4 have set up a website for their Christmas enterprise. A student in Year 10 has designed, sourced and collected order for new school hoodies.</p>	<p>It was difficult to offer the external work placements due to the restrictions in place and the vulnerability of our pupils in terms of health.</p> <p>We were however, able to offer the pupils 'experiences' in the Life Skills Village as this was being completed.</p>
<p>To ensure good mental health and well-being of the pupils on their return to school.</p>	<p>Bubbles created throughout the school for smaller, safer groupings. Operations Booklet for clear guidance to families to ensure further support for pupils. The pupils need to feel safe within the setting again. Recovery curriculum developed in order to promote good mental health and wellbeing. No school uniform to help the pupils feel more relaxed. Fun Filled Fridays to continue. Introduction of therapy dog for reading and pastoral support. Additional members of staff in bubbles to respond to pastoral needs. Deputy Head and Assistant Heads to take part in Designated Mental Health Lead training More opportunities for LOfC to promote good mental health and wellbeing.</p>	<p>Bubble system working. Pupils expressed that they preferred this with their own allocated times on the playground and use other facilities. Pupils feel safe in school feedback from class councils. Pupils adhering to all safety measures. Staffing has supported the mental health and wellbeing of the children, with staff being able to respond to need.</p>	<p>The additional staffing ensured that pupils were supported where needed. That needs were met and anxieties were alleviated.</p>
<p>Total cost to school £48000 of which £43680 went towards this total. The funding covered the need for additional staffing to support our pupils who really struggled with 'home is home' and 'school is school' throughout this academic year. Pupils were reluctant to engage with work at home and therefore needed extra adult interventions in school to enable their learning to take place and gaps to be minimised. There was a need to improve mental health and well being at a time where we were noticing an increase in anxieties and behaviours that were reflective of how unsettled the children were feeling. The money supported the ability to manage these additional interventions, academic as well as SEMH across the whole school.</p>			