

Statement 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	£240 per pupil	Date of governor reviews	Dec 2020
		Total fund	£32160		
		Autumn payment	£8200		
Total number of pupils	190	Total eligible	167	Date for next internal review of this strategy	Dec 2020

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 success criteria.		
a)	To attend school full time. Monitor and analyse attendance data; Phase/Bubble leads to discuss support with attendance lead weekly. 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.	Weekly attendance over 90%

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.	EHCP outcomes reviewed, monitored and adapted if required. Positive responses from parent/pupil questionnaires.
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.	Number of incidents decrease throughout the term. Pupil data reflects progress. Pupil Profiles reviewed and updated, % targets adjusted as required.
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.	Data will show pupils' expected accreditation results are achieved.
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.	Improved parental engagement in reading at home. Over 80% of pupils make good progress in reading.
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 around what isn't working well and what additional support/resources are in place.	Pupils have good mental health and well-being evidenced by good attendance and appropriate behaviours 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

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 pandemic.

Details

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Cost	When will you review implementation?
To attend school full time as soon as possible.	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 Bubble leads communicate with families to support pupils back into school.	Increased attendance will lead to better outcomes, increased opportunities for learning; improved friendships; build self-esteem	Monitor attendance as per usual, daily reporting to the DfE with particular focus on the absences related to COVID. Respond promptly to implementing support, taking into account individual Needs, circumstances and anxieties. SLT to monitor attendance	£24000 Autumn term	Weekly
Pupils make good progress, as defined in their EHCP outcomes	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	To offer opportunities to work outside of the classroom as this stimulates the brain and relieves stress and pressure for the pupils returning Working outside enables children to focus better, both in and outside the classroom	Monitoring LOtC through pupils work and experiences. SOLAR attainment data tracks improved progress LOtC opportunities to be highlighted in curriculum maps		Dec / March/ July

<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>Learning is still engaging despite restrictions related to COVID Introduction of new learning activities such as Fitness and Hair & Beauty All pupils have designated areas for break times with equipment. Everyone has the opportunity to use shared spaces Pupils who need specialist support in order to learn effectively – School nurse, SaLT, OT</p>	<p>Budget for resources held by AHTs Bubble leads timetable key areas for fair access PE packs created for home learning</p>		<p>Dec/ April</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>Pupil outcomes remain as expected Courses are suitable to the needs of the pupils All pupils need access to IT equipment when self-isolating in order to access the online classroom</p>	<p>SLT to monitor impacts in academic lessons; and also during remote learning. SLT assigned to deploy staff and monitor individual pupils impacts.</p>		<p>Dec/ April/ July</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>Emphasis on reading skills and development at every stage. All pupils have access to reading in different forms and for different purposes. New books and online magazine/newspaper subscriptions</p>	<p>Class teachers to monitor class progress data. SMT/SLT monitoring. Pupil Progress meetings will highlight impact of interventions and progress data.</p>	<p>£60 per year for Pet Therapy dog</p>	<p>Jan/ April/ July</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>To build young peoples' sense of identity, self-worth, knowledge of their community, and networking with local employers. Need for our young people to develop their employment skills; knowledge of opportunities; and increase their life opportunities.</p>	<p>Post 16 lead/Careers lead will analyse impacts, through work placements attended; on site provision, qualitative positive responses from carrying out work experiences, improved confidence and self-esteem through vocational curriculum, audit of students interests.</p>		<p>Throughout the year</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 LOtC to promote good mental health and wellbeing.</p>	<p>Pupils have been out of school since March 2020. Families and pupils need all the information to ensure they all feel safe and secure coming back to school. Recovery curriculum enables time to process what has happened and how they have dealt with and responded to the lockdown. Moving forwards, all schools will have Designated Mental Health Leads so felt this was an appropriate time to develop this work further.</p>	<p>Pupils return and feel safe in doing so. Pupil feedback and voice. Pupils feel settled and number of incidents reduced. Pupils recover quickly and are ready for learning. Interventions such as lego therapy/play therapy/dog therapy available to support individuals as required. Role of Designated Mental Health Co-ordinator to be clarified and plan of action to move forward created. Monitoring of incidents, attendance and solutions to resolving these. Continuation of working with professionals – CAMHS Resilience training and monitoring of impact.</p>		
Total budgeted cost					£24060 – Autumn Term

5. Review of expenditure

i. Quality of teaching for all

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
To attend school full time as soon as possible.	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 Bubble leads communicate with families to support pupils back into school.	Attendance 91.99% up to this point in Autumn Term (against a set target of 90%) Some pupils still requiring additional support to settle them	8/190 families identified who need continued support Continued monitoring of attendance and support to families where needed.	3 x supply weekly - £1600 = £24000
Pupils make good progress, as defined in their EHCP outcomes	Recovery curriculum designed to support pupils in returning to school High emphasis on LOfC 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	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.	Pupils move onto pathway work from January 2021. Data tracked termly to check on progress made.	
To be engaged in their learning opportunities, showing good progress and behaviour.	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	Successful timetabling allows the pupils to receive the best opportunities in all facilities in a safe manner. Behaviour in key areas have decreased.	Continued approach.	

<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>Continued approach – Pupil Progress meetings in January 2021/April/July</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</p>	<p>Therapy dog sourced and begins in January. English Lead to report on reading How can we make reading interventions more effective, meaningful and with increased impact?</p>	<p>£60 per year for dog therapy</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>Life Skills village has enabled us to offer experiences of work</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 LOtC 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>Training for Designated Mental Health Leads to take place – March 2021</p>	
Total spend				£24060