

## COVID-19 catch-up premium report

The Government has provided funding to cover a one-off universal catch up premium for the 2020 to 2021 academic year.

Government states that special schools should receive £240 per place (£140 per placement for autumn 2020 and early 2021, and a further £100 per placement in Summer 2021)

Funding is provided to local authorities who should then pass on to relevant schools.

To date, the funding amounting to £2,120 has been received:

Amount received	Date of receipt	Local Authority	Number of placements	Running Total Amount per pupil
£120	26/10/2020	Leicestershire County Council	2	£60
£240	11/2/2021	Warwickshire County Council	4	£60
£160	30/3/2021	Leicestershire County Council	2	£120
£160	1/4/2021	Staffordshire County Council	1	£160
£1,440	12/4/2021	Birmingham City Council	6	£240
0	-	Solihull Metropolitan Borough Council	2	0
0	-	Sandwell Metropolitan Borough Council	1	0

Total funds received to date	Total expenditure to date
£2,120	£2,686.21

## STRATEGY STATEMENT

The Island Project remained open throughout all periods of lockdown. Due to staffing difficulties (CEV, childcare issues and Covid-19 related absences) all pupils were offered a 3 day week, increasing to a 4 day week in 2021.

5 pupils were off due to shielding from March 2020, but by June 2020 the majority had returned to School. From September 2020, all pupils on roll were in School.

Whilst pupils were on a part time rota, additional work and resources were sent home to support the curriculum delivery. For those pupils able to access, online learning and assessment was also available, including TUTE and IXL.

This means that missed learning was minimal. As pupil progress is rarely linear, missed learning is hard to quantify. However, all pupils underwent assessment in April 2021.

### **The School aims to :**

- Build on existing learning
- Continue to identify any gaps in learning
- Operate an individualised curriculum for all pupils
- Reintroduce community access for all pupils in preparation for adulthood
- Continue to concentrate on development of functional life and living skills for all pupils
- Provide general wellbeing support to all pupils and their, including robust challenge of professionals for access to support services
- Give pupils opportunities for socialisation and interaction

A survey of parents and pupils showed that families felt pupils were well supported throughout periods of lockdown.

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	Gaps in learning identified by assessment
B	Lack of opportunities for generalisation of skills, particularly in relation to Preparation for Adulthood
C	Poor attendance

### ADDITIONAL BARRIERS

#### External barriers:

D	<p>Lack of external support for pupils such as</p> <ul style="list-style-type: none"><li>• Access to respite</li><li>• Access and support from social care</li><li>• Access and support from learning disability nurses</li><li>• Specialist mental health services for children and young people with autism</li></ul>
E	Strain on families during any periods of school closure. Due to presentation of pupils arising from diagnosis of ASC (eg, behaviour, separation of school/home, inability to generalise across settings), expectations for effective home schooling are unrealistic, especially when pupils and families have a lack of additional support around the family
F	Restricted access to community due to Covid-19 restrictions to allow extension of curriculum and opportunities to generalise outside School with support

## PLANNED EXPENDITURE FOR CURRENT ACADEMIC YEAR

Programmes such as the National Teaching Programme are not suitable for our pupils due to their complexity of need and lack of accessibility to this programme.

The catch up premium will be used for the benefit of all pupils. Whilst some pupils spent time self-isolating at the beginning of lockdown in

March 2020, all but one pupil had returned by June 2020. Speech and Language input and Occupational Therapy input will be targeted to pupils struggling to access School and for those who spent time in self-isolation

However, the School believes that all pupils should benefit from the additional funding.

The School has continued to provide teaching to all pupils through access to an individualised curriculum based on EHCP outcomes and planning informed by assessment. Whilst each pupil's curriculum contains academic targets, these are mainly achieved through the delivery of functional teaching. The Senior Leadership Team believe that the best expenditure of the Covid-19 catch up premium is to continue to support pupils to access their school day, access input from Speech and Language and Occupational Therapy and the purchase of additional resources to support delivery of the curriculum, including for any periods of school closure/self-isolation.

Due to complexity of need, remote learning is difficult for the majority of our pupils to access without 1:1 support. However, for those able to access remote learning, additional online resources will be sourced.

Action	Intended outcome	Evidence	Staff Lead	Review and sign off by Trustees
1. Purchase of additional resources for teaching : eg, sensory toys <a href="#">spinning tops</a> , <a href="#">dart board</a>	Encourage fine motor skills in support of <ul style="list-style-type: none"> <li>• EHCP targets</li> <li>• OT Targets</li> <li>• Maths &amp; English Targets</li> </ul>	<a href="#">Curriculum</a> EHC Plans Sensory Diets Behaviour Plans	Carol Howe	
2. Purchase of additional outdoor equipment for PE : eg <a href="#">Football</a> s, <a href="#">cones</a>	Encourage movement in support of : <ul style="list-style-type: none"> <li>• OT Targets</li> <li>• Curriculum</li> </ul>	Sensory Diets Curriculum	Carol Howe / Melanie Collett	
3. Purchase of additional items for delivery of OT sensory diet to allow Sensory regulation eg <a href="#">push and pop bubble</a>	Encourage movement in support of : <ul style="list-style-type: none"> <li>• OT Targets</li> <li>• EHCP targets</li> </ul>	Sensory Diets EHC Plans	Carol Howe / Melanie Collett	
4. Science and technology resources : e.g. build <a href="#">your own robotic arm</a> . Stem Robots, action/reaction resources	Support of Curriculum Delivery Support of remote learning Support of Topic Lessons	<a href="#">curriculum</a>	Carol Howe / Melanie Collett	
5. Outdoor equipment for	Encourage movement in support	Sensory Diets	Carol Howe /	

peer interaction : eg picnic tables	of : <ul style="list-style-type: none"> <li>• OT Targets</li> <li>• SLT</li> <li>• EHCP targets</li> <li>• Curriculum</li> </ul>	Communication Targets EHC Plans <a href="#">Curriculum</a>	Melanie Collett/ Rae Ryland / Michelle Wyllie / Louise Scrivener / Mary Cunningham	
6. Additional S&LT and OT input for pupils on return to School	<ul style="list-style-type: none"> <li>• To allow pupils to self-regulate to enable access to curriculum</li> <li>• To ensure all pupils have access to relevant communication</li> </ul>	Communication Targets Sensory Diets	Louise Scrivener / Vicky Hitchman / Mary Cunningham	
7. Remote learning, assessment and practice, eg IXL	To allow pupils the opportunity to practice skills in maths and English	IXL Certificates TUTE reports	Melanie Collett	
8. Access to the community	To allow pupils to generalise skills	AFFIs	Rae Ryland / Michelle Wyllie	

additional information
<a href="#">Covid Catch up premium expenditure</a> <a href="#">Group one home school teaching planner</a> <a href="#">32AP home school teaching planner</a> <a href="#">Post 14 home planner (middle)</a> <a href="#">AFLs Homework Planners for post 14 &amp; Post 16</a> <a href="#">feedback from parent on Post 14 Pack - January 2021</a> <a href="#">29 Jan 2021 - Post 14 Mastered Skills assessment</a> <a href="#">29 Jan 2021 - Post 16 home planner</a> <a href="#">1 Feb 2021 - Life &amp; Living skills sample home pack</a> <a href="#">29 Feb 2021 - Life &amp; Living skills sample home pack</a>