



Draft C19 Catch-up Premium Strategy

Introduction

Throughout the pandemic we have identified a number of key strands that will enable our pupils to recover and catch-up any perceived or actual losses caused by covid-19.

In order to identify key strands to support and enable recovery, we have used the 'Recovery Curriculum' think piece (*B and M Carpenter 2020*) and principles from 'Preparing Autistic Children and Children with SEND for going back to school' (*Lynn McCann 2020*).

Our Intent

By using the strands in conjunction with our curriculum, we aim to recognise what loss might need restoring and how we can support pupils to make rapid progress in their recovery. This strategy is designed to enable staff, pupils and parents to co-produce an individual recovery plan for each pupil.

Our Implementation

We have pulled together four strands, which are appropriate for all pupil cohorts. They are as follows:

Strand One: Being Health and Well
Strand Two: Being Ready
Strand Three: Being with Others
Strand Four: Being Me



Strand One: Being Healthy and Well				
	Discover	Investigate	Explore	Adventure
My physical skills	Rediscover muscle movement, strength and stamina	Regain and refine gross and fine motor	Regain and refine gross and fine motor	Regain and refine gross and fine motor
My equipment	Fits correctly, is in school and promotes my health and wellbeing.	Fits correctly, is in school and promotes my health to help me investigate my world.	Fits correctly, is in school and promotes my health with less support from others.	Fits correctly, is in school and promotes my health enables me to be more independent.
My senses	Rediscover sensory stimulation across all eight senses	Are not overwhelming and enable me to investigate my world appropriately	Are not overwhelming and enable me to explore my world appropriately	Are not overwhelming and enable me to adventure through my world appropriately
My diet	Is varied and gives me another opportunity to express preferences and be independent	Is as broad as it can be, opening up my world enabling me to make choices and be independent	Is as broad as it can be, opening up my world enabling me to make wider choices	Is balanced and I understand how to use it to keep me healthy and well
My fitness	Rediscover strength and stamina in different contexts including the water, my specialist equipment and outside	Enables me to investigate my environment and sustain my energy levels during physical activity	Enables me to Explore my environment and build my energy levels during physical activity	Is understood and I can use this to increase and improve my wellbeing
My emotional wellbeing	Is another form of my communication and is listened to and addressed across my day	Is addressed at all points of the day and I am encouraged by my adults to proactively meet me own needs	Is something that I can implement with prompting: I can find strategies that help me to re-centre myself	Is something I can initiate with more autonomy. I can develop personal strategies to maintain my own positive mental health and contribute to that of those around me.



Strand Two: Being Ready				
	Discover	Investigate	Explore	Adventure
My thinking	Will allow me to access and discover my environment	Will allow me to access and investigate my environment	Will allow my to shape and explore my own choice	Apply what I know the real life and real world adventures
My Learning	Enables me to explore, realise, anticipate, persist and initiate across contexts	Is structured, supported by the environment and focused on independence and communication	Allows me to generalise skills and apply them across contexts	Use a range of platforms, methods and resources to own my learning
My Curriculum	Is personalised, specific to my EHCP and allows me time to make choices and lead my own learning.			

Strand Three: Being with Others				
	Discover	Investigate	Explore	Adventure
My family	My experiences at home will inform my time at school through positive partnerships with my family and teachers. My family are the expert in "me" and will be listened to, consulted with and communicated with fully			
My Friends	I have opportunities to reconnect, laugh and enjoy being with my peers again safely			
My Teachers	I will have time to reconnect, remember and restore relationships with the adults at school			
My Self	I have time to self-regulate, self-occupy and to recognise who I am and what I like	I have opportunities to develop my characteristics of effective learning through investigating activities individually	I have opportunities to self-occupy and to make wider choices about what activities I like to undertake on my own.	I have opportunities to reflect, be mindful and to follow my own interests



Strand Four: Being Me				
	Discover	Investigate	Explore	Adventure
My choices	Will be encouraged and repeated to ensure consistency. They will be respected: my adults may work as an advocate for me during choice making.	Will be supported through clear structures and transactional supports.	Will be supported through clear structures and transactional supports so I am able to make a more informed choice from a wider selection.	Will be informed considered and help me drive my own learning.
My aspirations	Will continue to underpin my learning. My adults will help me discover them, voice them and work towards them.			
My rights	Will be implicitly met so I am can grow in a place that is fair and respects my liberties as a learner	Will be implicitly met so I am can grow in a place that is fair and respects my liberties as a learner	Will be taught to me so I understand what is right and wrong and can advocate for myself	I will understand my rights and will exercise them freely
My independence	Will be prioritised in every learning opportunity			
My views	Will be sought sensitively through different means including trusted advocacy			
My Behaviours	Are first and foremost communication. My adults will analyse them to help reduce behaviours that challenge me and will help me, where possible, to self-regulate and proactively find strategies that support me			



Our Plan

My Progress and Outcomes			
Strand	Activity	Funding	
Being Healthy and Well	○ Liaising with other agencies (Health, OT and SALT) to ensure an accurate picture of the pupil now to ensure outcomes are achievable and accurate moving forward.	£5000	
	○ Updating equipment and resourcing to meet need	£3000	
	○ Curriculum and timetabling modifications to take into account additional time needed for wellbeing, mindfulness and physio	£1000	
	○ Parent Training (behaviour, sleep, specific SEND)	£500	
	○ Staff training (Sensory Solutions) regarding attachment issues	£1000	
Being Ready	○ Liaising with other agencies (Health, OT and SALT) to ensure an accurate picture of the pupil now to ensure outcomes are achievable and accurate moving forward.	See above funding	
	○ Staff to use flight paths to develop an accurate picture of the pupil now to inform planning going forward		
	○ Familiar planning approaches to enable pupils to reconnect with learning and the structures/routines of school		
	○ Resourcing to reduce barriers to learning and improve outcomes		£3000
	○ Creating a lending library of ICT resources to support blended learning and in case of a second lock down/ local lock down		£5000
Being With Others	○ Creation of individual resource packs in case of a second lock down/ local lock down	£4000	
	○ Access to meaningful and motivating experiences (COVID Safe external visitors)	£3000	
	○ Curriculum and timetabling modifications to enable access to specialist areas, time to rebuild connections, time to have autonomy over learning and to enjoy being together again	£1000	
	○ Celebration event when school has returned to restore friendships and opportunity	£2000	



Being Me	<ul style="list-style-type: none">○ Resourcing to support working towards aspirations and closing any gaps that may be identified by the flight path○ Creating clear transactional supports to enable communication (one to one and in small groups)	£1000 £1000
Estimate total cost of plan (a)		£30,500

Educational Continuity Plan, through Blended Learning (b)	£13,260
Blended Learning Specialist (1 teacher day per week x 39 weeks)	£8,580
Blended Learning Support (1 TA day per week x 39 weeks)	£4,680

Expenditure:

Estimated total cost of plan	£43,760
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Income:

Estimated Covid-19 Recovery Premium from DfE: (128 x £240)	£30,720
Additional funding accrued through pause on spending for PPG from March 20 (approximately ¼ of grant)	£13,000



How we will measure our impact:

When measuring the progress of our strategic plan we will be led by the needs of the pupils. This will be informed by our knowledge of pupils' experiences and through liaison with families and multi-agency partners.

We understand the importance of the plan's flexibility, and as such, have not imposed milestones to track impact. As our understanding of the differing needs of our pupils develops upon their return to school, we will be guided by the voices of our pupils and their families when allocating resourcing and financing activities.

We will measure the impact our individual pupils make by:

- Listening to what our pupils and their parents/carers tell us;
- Monitoring progress against outcomes from EHCP (St Giles flightpath and AFLs);
- Evaluating progress across curriculum through data capture;
- Scrutiny of pupil work and observations of learning.

We will measure the progress of our strategic plan by:

- Termly monitoring visits by the link governor;
- Reports to IEB/Governing Body;
- Financial monitoring;
- Staff reflection and review;
- Parental feedback;
- Feedback from multi-agency partners, through conversations, reports and tracking.

Shared with SLT: 2 September 2020

Received by IEB: 14 September 2020

Approved by IEB: 23 September 2020 (tbc)

Shared with Staff: 14 September 2020