

Statement of Covid-19 CatchUp Premium – The Collett School

1. Summary information			
School	The Collett School	Type of SEN (eg.PMLD/SLD/MLD etc.)	LD-complex SLCN, MLD,SLD,PD, VI,HI,ASC
Academic Year 2020-2021	Covid-19 Premium: £240 per pupil Total predicted: £30,720 (Received £7680 in October 2020) Sep 2020 to Mar 2021: 128 x £140: £17,920 Apr 2021 – July 2021: 128 x £100 £12,800		
Total number of pupils	130 on site – expecting funding for 128 children	Date for next internal review of this strategy	Mar 2021

Known challenges	Mitigation measures
Mental Health affected (self, family and environmental impacts)	Learning online access – improving access to quality online programmes. Supporting parents and pupils by programmes that have clear instructions and support children learning at their identified level.
Long term impact of Covid	Working with children in school and at home – programmes interchangeable to support access and understanding.
Changes to examinations procedures	Continue following updates. Teachers and TAs to collate evidence of working at accreditation standards in case the exams go ahead. To continue to teach specification content in case of examination/ tests being introduced in the summer.

Barriers – Covid related	
A.	Learning halted for some children over lockdown – challenges of their participation working remotely can be great, despite lots of interventions already used.
B.	Evidenced that children who did participate in remote learning have not lost learning, though require additional time reviewing and compounding learning. The focus for remote learning will continue to consolidate learning, whilst teaching new content without seeking to overload.
C.	Effective assessment remotely challenges a clear understanding of pupils' progress and loss of learning.
D.	Pupils access to therapies, where online 1:1 therapy sessions have been successful, those with group sessions have not been able to take place and identification of needs has not been able to take place. Access to SALT and OT reduced to nil in some cases and not available remotely as therapists were pulled into NHS priority services. This has been improved for the third lockdown.
E.	Emotional readiness and opportunities to self-regulate whilst maintaining Covid safe procedures is a challenge that will be ongoing.
F.	Equipment and reliable internet sources have been improved through the DfE rollout of laptops for most vulnerable and without access. Determined on a priority list in-house.

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Improved communication.</p> <p>- Children will have continued to make progress in communication skills measured through Communication CAPPS assessment</p>	<p>Children’s communication skills will have continued to improve</p> <ul style="list-style-type: none"> • Strategic and holistic approaches as well as catch-up and 1:1 support in targeted areas deployed online and in class • SALT – relatively new therapist in school – additional staff training • Build the momentum towards a SCERTS focussed ‘total communication’ school • More staff undertaking CPD training for Makaton, AAC, PECS etc. within lower school
B.	<p>Teachers will have an improved understanding of pupil’s standards in reading and phonics.</p> <p>- STAR Reading programme’s reports and assessments</p>	<p>Programmes determine standards with diagnostic teaching indicated to inform planning</p> <ul style="list-style-type: none"> • Shared with parents to support at home • Build further confidence in specific teaching methodologies and filling gaps in learning • Increase the use of specific terminology across the school for specific learning needs
C.	<p>Sequential learning is explicit and supported through Pathways curriculum teaching.</p>	<p>Pupils continue to learn the school curriculum through sequenced lessons and curriculum content</p> <ul style="list-style-type: none"> • Increased communication with parents about work and supporting them to help deliver the curriculum where possible • Clarity in focus of learning for the pupils – involving the reduction of curriculum areas as a result of the capacity of the SEND child to learn online through the school day • Collaborative practices increase with staff – sharing online remote teaching and preparation of materials where necessary and appropriate whilst continuing to work with pupils in class
D.	<p>Improved access to therapies will be evidenced.</p> <p>– supporting children to regain lost skills strategies and classroom readiness</p>	<p>OT therapist on site, like at St Luke’s School to support the minimal NHS provision in our setting. Training for school staff to deliver programmes and identify needs not already in the child’s EHCP. SALT specialist TA employed to supplement the reduction in NHS SALT.</p>
E.	<p>Ensuring pupils continue contact with their peers</p> <p>- social and emotional support and retained sense of belonging</p>	<p>Children still feel part of the school community if needing to work remotely</p> <ul style="list-style-type: none"> • Children participate in live lessons and develop an understanding of how they are continuing to learn and adapting their usual practices to different ways of working • Assemblies for all children (school and home) enable celebration of work, engagement and positive community • Learning continues and children make progress in their learning • Equipment is provided through the DfE laptop scheme to support children and their families • Participation in lessons and remote learning will be evidenced as increasing/increased to all pupils

2. Planned expenditure Financial Period: April 2020-Mar2021: Academic Year: September 2020 to July 2021

A. Improved communication - Children will have continued to make progress in communication skills measured through Communication CAPPS assessment

Chosen action/ approach	Cost	Ongoing costs?	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	review? Jan 2021
Improved quantity and spread of reading books – Oxford Reading Tree L1-L20.	Estimated: £4000	No	Multiple copies of books across the spread of fiction and non-fiction for children working at home and at school. Increased quantity to ensure pupils can access books at the same time.	Teacher review. Parent feedback.	JW, BL	Summer 2021 £4000
IMPRINT update	£200 upgrade to server	No	Updated communication in print programme – more images and text updated and accessible for adults to make PECS materials. Bug fixes.		AG	Summer 2021 £200
Clicker 8 C8 installation	Estimated: £1600 £100 installation	No – covered for three years.	Adults creating forums for children to engage remotely, create packages of work and sharing online, building communication and ICT skills.		CW	Summer 2021 £1620 £92
Total budgeted cost						£5912

B. Teachers will have an improved understanding of pupil's standards in reading and phonics - STAR Reading programme's reports and assessments

Chosen action/ approach	Cost	Ongoing costs?	What is the evidence & rationale for this choice?	How implemented well?	Staff lead	review? Jan 21
STAR Reading: testing online programme	Estimated: £6,000	3 year license.	Accurate reading ages, diagnostic strategies to improve planning and sequential learning. Working with the research from St Luke's into effective and diagnostic teaching tracking with accurate assessments. STAR was the better value and met most needs of the school. Same system to benchmark and support ongoing training.		SHA	£4134.38

Spelling and phonics test – Helen Arkell Spelling test - diagnostic phonics	£150	no	An improvement on the Ver Hodder Spelling tests used in the school. Diagnostic phonemes and graphemes errors identified to support improved teaching.	Staff ready to go	CW/ JW	70.00
Weschler Testing for dyslexia	£350	No	Testing for pupil standards in line with EP assessments.		CW	£357.90
Total budgeted cost						4562.28
C. Sequential learning is explicit and supported through Pathways curriculum teaching						
Chosen action/approach	Cost	Ongoing costs?	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	review Jan 2021
Departmental resources for teaching and learning – specific for their pupils in their departments Budget £2,000	Estimated costs – 4 x £2k = £8,000	0	Specific, identified and targeted resources for the individual pupils and teacher and TA needs to target learning, sensory, behavioural and emotional progress.		HoDs	Summer 2021 £8,000
Nessy (Purchased November 2020)	£1820 1 year subscription	£1820	Advocated by parents and staff member – trial for the year to evaluate the impact regarding use, friendly interface, assessment and engagement levels.	Dyslexia focused – particular parents requirement.	CW	£1820
Mathletics online learning programme (Purchased November 2020)	£650 1 year subscription	£650	Dynamic maths learning programme with instant feedback and support. Used in school at St Luke’s and well established there. Certification produced to celebration achievements.	Value in context with the other programmes by September 2021	BL	£631.80
Maths seeds online learning programme (Purchased November 2020)	£700 1 year subscription	£702	Maths learning programme as above – for lowest abilities (SLD and Early years)	Value in context with the other programmes by September 2021	BL	£702
IXL maths and English, ELA programme (Purchased November 2020)	Estimated costs £1630	£1630	Boys’ engagement in reading improvement – using IT and sequential learning content. Wide content to engage children expected, though for the more able pupils.	Value in context with the other programmes by September 2021	BL	Summer 2021 £1630
Total budgeted cost						£12,783

D Improved access to therapies – supporting lost skills strategies and, improving access to therapy to make better progress in classroom readiness.

Chosen action/approach	Costs	Ongoing costs?	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	review Jan 2021
Working with NHS SaLT – SaLT TA – new role in the context of reduced SaLT provision from the NHS/LA contract.	Admin Sch. budget	Admin Yes	Lobbying reduction in time being reversed. Lois – determination of her new role in school as SaLT TA employed by the school.	 Close liaison with NHS and Head of Interventions.		
budgeted cost						Nil

E. Ensuring pupils continue contact with their peers - social and emotional support and retained sense of belonging

Chosen action/approach	Costs	Ongoing costs?	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	review ? Jan 2021
Zoom/ Teams online learning. DfE programme of laptops to ensure engagement of most challenged children.	DfE – admin costs to school	None	Participation in learning – inclusion and support.	Daily registration of pupils’ access to learning and engagement.	PS	0
Improved virus and germ prevention of spreading across the school and zones	Purchase machines at £300 each Estimated: 12 x classes: £7,000	Electrician fitting. Replacement bulb £50 per unit, per year.	Biozone ultraviolet units – disinfects air and surfaces virus killer technology. Kills 99.9% of viruses including Covid. Reduction of transmission of viruses and germs. Increased wellbeing. (Rental £230 per month).	Certification, research paperwork checked. Checking suppliers and testimonials – checking these.	MS	£6,880 (inc VAT)
Total budgeted cost						£31,933