

Coronavirus (COVID-19): catch-up funding plan

School name:	Elms Bank School
Academic year:	2020-21
Total number of pupils on roll:	282
Total catch-up budget:	£61,200
Date of review:	October 2020

Whole school support

To complete this section, outline which actions you wish to implement to support the whole school, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
To alter the structure of the school day in order to provide extended form time for each class.	Form time to focus on well-being of all students including opportunities to <ul style="list-style-type: none"> - Interact with peers - Practice and apply fine and gross motor skills 	Students will have a better understanding of the impact of the pandemic and will develop self-help skills. Students will feel settled in school, understand the changes that have been made and why this has been done and be	N/A (use of PSHE resources)	Form tutors Class staff	In order to support the return to school of our students and to ensure that this return was as smooth as it could be after a long absence, the decision was made to allow for extra form time. This is a perfect opportunity for pupils to spend time with the staff they know best and for concerns to be addressed in the appropriate way as well as revisiting basic skills that need to be

	Revisit the school values and what we can do to help ourselves and others during these difficult times	<p>more willing to return to lessons and learning.</p> <p>Basic skills daily focus to enhance and fill gaps for students who will have had little input in this area due to lockdown.</p>			addressed due to a long break from education.
A specific focus on reading during afternoon form time.	Pupils across the school will achieve expected progress in reading relative to their starting point.	Pupils improved word reading and comprehension will feed into their writing and increase reading stamina. In addition, crucially, it will develop both the students' confidence and self-esteem.	N/A (use of English resources)	English lead Form tutors	Reading underpins a lot of learning and the skills involved in all areas of reading need to be revisited often. Using the extended form time in the afternoon is a good time to not only listen to stories but also to practice and use reading skills that may not have been used for some time.
Adopt and develop the use of PSHE recovery curriculum through weekly lessons and whole school assemblies.	Pupils well-being will be at the forefront of everything that is done in school to ensure SEMH needs are met for all students.	<p>Pastoral concerns and behavior points reduced.</p> <p>Target attendance figures reached.</p> <p>Staff will be confident in supporting students' mental well-being and</p>	N/A (use of PSHE resources)	PSHE lead Form tutors	Many of the questionnaires that were returned in the Summer highlighted the need to support the SEMH needs of our students once they returned to school. The PSHE lead researched the most effective PSHE program to support our students and school have adopted the use of the Jigsaw scheme.

	<p>Students will feel settled and safe in school after their return from a long absence.</p> <p>Staff will receive CPD around possible impact of Covid on students and how the PSHE recovery curriculum can help.</p>	<p>will seek further support for individuals who may need it.</p>			
<p>KS3 curriculum to be based around school's 5 steps to success and well-being of the students.</p>	<p>Pupils will return to school in a positive manner, they will have both their academic as well as social and emotional needs met through the new curriculum.</p>	<p>Pupils will feel safe in school and any SEMH concerns that may have developed during lockdown can be directly addressed.</p> <p>Students' academic needs will be met and any gaps in specific subjects or cognition and learning areas will be identified and highlighted for additional support.</p>	<p>N/A (altered use of subject budgets)</p>	<p>Assessment lead Subject leads</p>	<p>To support well-being and safety on the students return to school KS3 are being taught in class bubbles using a recovery curriculum. They are being taught all subjects but this is being done through a thematic approach which is based around our 5 steps to success.</p>
Total spend:			N/A		

Targeted support

To complete this section, outline which actions you wish to implement to support individuals or small groups, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
To provide weekly targeted 1:1 and group support to those students identified as not making progress towards EHCP outcomes due to lockdown.	Targeted pupils across all year groups will achieve at least amber in their personal EHCP targets.	Specific outcomes and targets identified as not being met due to students not being in education for an extended period of time will be worked on in form and appropriate lessons. Students will start to show progress towards these short term targets and outcomes.	£3337	SENCO Middle Leaders Form Tutors	The SENCO has liaised with members of staff who attended EHCP reviews over lockdown to select the correct students identified as not making progress. Appropriate outcomes and targets that can be worked on and supported in school have been shared. This remains an ongoing process as the full extent of the lockdown becomes apparent.
To provide additional support for tracking of attendance, behaviour and safeguarding issues for specific students who do not engage in periods of self	All pupils to attend during periods of self isolation/national lockdown.	Clear tracking and contact with families of pupils with low or no attendance to online learning or bespoke packages of support.	£22,481	Deputy Pastoral	Two part time pastoral supports have been added to the team of pastoral supports. This gives us greater capacity to track attendance, behaviour and safeguarding issues during times of self isolation/national lockdown.

isolation or national lockdown.					
To provide 1:1 pastoral intervention for specific students whose SEMH needs have been significantly impacted due to lockdown.	Specific pupils to have a settled return to school, for them to be ready to learn and for their attendance to reach at least the whole school target.	Through extended pastoral intervention students will have a smooth return to school after a long absence. They will interact with peers as they did before lockdown and start to become fully engaged in schooling once again whilst at the same time accepting and understanding things may still be different to what they were before school closed.	£2106	PSHE Lead Pastoral support	Through careful analysis of parental questionnaires and ongoing interaction with families and other key workers students have been identified as needing additional intervention from the school's pastoral team. We will offer a range of support from social stories and day to day visuals and staff support to more bespoke 1:1 sessions with a member of staff through the week.
Specialist support for those individuals who have not had access to external agency intervention due to lockdown.	Through continued work with all external agencies delivering targeted support, pupils' needs will move from red to amber or amber to green.	Following a return to school those pupils who lacked input from external service during the lockdown months will now have full access. Equipment will be checked, interventions refined to meet any change of need and this will be shared with families and school staff.	£18,240	SENCO External agencies	The SENCO has worked in collaboration with external agencies to identify those students who are in need of direct support on their return to school. Some students will need to be seen straight away in order to check equipment, movement, etc and others will be seen as the terms go on as a follow up. New caseloads may need to be drawn up by agencies as they respond to a change of need due to students being out of school for so long.

External support from specialist services to provide intervention for targeted individuals who have been severely disrupted by lockdown and the pandemic.	Pupils will receive the expert support they need to help them deal with issues that have been brought about by the pandemic or exacerbated by it.	For certain individuals lockdown has had a greater impact than expected. These students will have access to specialist services. Additional professionals will help identify need, offer intervention to support the person and work closely with school staff so the support can be ongoing.	£6810	SENCO External agencies	School has resourced an external counsellor who already has previously links with the school. She will work in school and college 1 day per week to provide intervention and support for certain students. On top of that, the SENCO will source external EP services to work with those students who are in need of this additional involvement.
---	---	---	-------	----------------------------	---

Total spend: £30,493

Wider support

To complete this section, outline which actions you wish to implement wider support, for example to parents, or accessing improved technologies, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
To develop an ongoing parent support package for blended learning.	To develop parents confidence and ability to support their children in remote learning through training and ongoing support around the schools rationale/approach	Parents will feel more informed and supported in accessing the school remote learning offer, whilst also understanding how to use the different tools the school provides to best support their own	N/A	Assessment lead Technology lead Parent engagement lead	Online learning sessions for parents around remote learning and the use of Microsoft Teams have been offered and delivered to different pathways across school to support parents ability to access the platform and understanding its function, whilst gaining an understanding of what remote

	<p>to remote learning and how to use the Microsoft Teams Learning Platform. In addition, the school will build up an overview of the individual support families may need supporting with to remove any barriers to accessing or supporting remote learning.</p>	<p>child within their own context/circumstances.</p>			<p>learning is and how the school plans to use it.</p>
Total spend:			N/A		
Summary report					
What is the overall impact of spending?					
<p>This will be reviewed after each term that students are back in school and any alterations or additions made.</p> <p>The overall impact of spending will be reviewed and reported in August 2021 at the end of the academic year.</p>					
How will changes be communicated to parents and stakeholders?					
<p>The Catch Up Funding Plan will be reviewed by governors termly at the Curriculum and Standards Meeting to monitor the use of the funding and the impact on pupils.</p> <p>Trustees will be provided with a copy of the funding plan alongside the CEO's termly report.</p> <p>The Catch up Funding Plan will be published on the school website and reviewed at the end of the academic year, or amended at the end of each term following any changes.</p>					

Parents will be updated on the impact of targeted support/interventions through termly progress phone calls from class teachers and the end of year school report.

Final comments

The identified actions were put together in response to analysis of the school's questionnaires and interactions with parents, carers and external agencies during Summer term 2020. These were revisited during October 2020. The focus of questionnaires and interactions was on the recovery needs of pupils in terms of their SEMH needs, academic performance and any additional support they may require.

Final spend:

£61,541

***£341 over spend from PP budget.**