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| 1. **Summary Information** | | | | | |
| **School** | Hebden Green School | | | **Type of SEN (e.g. PMLD/SLD/MLD etc.)** | PD, MLD, SLD, PMLD |
| **Financial Year** | April 2021-July 2022 | **Total Catch Up Grant budget** | 29,000.00 (approx.) | **Date of most recent Grant Review** | Reviewed Jan/July 2021 |

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| Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.  <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>  **Curriculum Expectations for the Next Academic Year**  All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.  Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools’ allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools’ baselines in calculating future years’ funding allocations | |
| Use of Funds | EEF Recommendations |
| Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. | The EEF advises the following:  Teaching and whole school strategies  ⮚ Supporting great teaching  ⮚ Pupil assessment and feedback  ⮚ Transition support  Targeted approaches  ⮚ One to one and small group tuition  ⮚ Intervention programmes  ⮚ Extended school time  Wider strategies  ⮚ Supporting parent and carers  ⮚ Access to technology  ⮚ Summer support |

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| 1. **Barriers to future attainment** | |
| **A.** | Access to shared and collaborative working with peers linked to long term remote learning and increased risk of remote learning due to complex SEND |
| **B.** | Access to communication and social interaction with peers linked to long term remote learning and increased risk of remote learning due to complex SEND |
| **C.** | Cross over of engaging and appropriate learning activities and opportunities between an onsite and remote offer |

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| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
| **A.** | Every classroom to have a communal focus for learning through a shared screen | * All pupils will have access to a shared tech resource specific to pathway, age and phase |
| **B.** | Every teacher to use a range of current and appropriate online resources, apps and websites to support social interaction and collaborative working | * All pupils will have access to software that enables them to engage in both low tech and high-tech activities |
| **C.** | Every family to have access to a shared range of online resources to enable the continuity of high quality education within school and remotely | * Families and pupils access robust online learning activities specific to pathway, age and phase |

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| 1. **Planned Expenditure (A)** | | | | | | | |
| **Academic Year** | **2020-2021** | | Every classroom to have a communal focus for learning through a shared screen | | | | |
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| **Chosen Action/Approach** | | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | **Specific cost: examples of (see school for full details)** | **Jan review** | **July Review** |
| **Quality Teaching for all:** every class group will have access to a screen | | In the EEF’s guidance ‘Improving Behaviour in Schools’, there is a focus on learning behaviours. By moving forward with a collaborative approach to learning that reengages pupils with the curriculum, pupils will be more likely to focus and make progress. | | Whole school approach led by SBM | 3 clevertouch screens- £9,959  9 integrex screens- £35361 | Screens ordered for priority spaces | Boards integrated. Further rollout |
| **Targeted support:** where needed additional resources will be put in to support with access needs e.g. VI/HI | | Zone/Pathway focus through discussion and observation | Covered in teachers and SLT Salaries | Specific software for pupils explored | Consistent use of software in targeted spaces |
| Total budgeted Cost | | | | | | | £45,320 including apps and software |

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| 1. **Planned Expenditure (B)** | | | | | | | | |
| **Academic Year** | **2020-2021** | | Every teacher to use a range of current and appropriate online resources, apps and websites to support social interaction and collaborative working | | | | | |
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| **Chosen Action/Approach** | | **What is the evidence and rationale for this choice? (EEF)** | | **How will you ensure it is implemented well?** | **Specific Cost: examples of (see school for full details)** | **Jan Review** | **July Review** | |
| **Quality Teaching for all:** Pathway specific resources, apps and websites to ensure consistency across the school | | The evidence around curriculum success e.g. <https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_2017.pdf> often references the importance of modelling. By focusing on collaborative and group work the teacher is more able to model active learning strategies and support pupils in problem solving. By utilising these skills is an increasing range of resources, learning behaviours and strategies will become generalised and embedded. | | Pathway focus through distance learning review/MTP review | Apps and subscriptions: helpkidzlearn (£199), twinkle (£300) chooseitmaker3 (£199) | Specific apps etc audited linked to pathway need | Focused implementation of apps and software completed | |
| **Targeted support:** age/phase/person specific apps, resources and website where needed | | Identification through learning walks and discussion | Covered in teachers and SLT Salaries | Pupil specific apps sourced and resourced | Ongoing implementation and review | |
| Total budgeted Cost | | | | | | | | £698 |

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| 1. **Planned Expenditure (C)** | | | | | | | | |
| **Academic Year** | **2020-2021** | | Every family to have access to a shared range of online resources to enable the continuity of high quality education within school and remotely | | | | | |
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| **Chosen Action/Approach** | | **What is the evidence and rationale for this choice? (EEF)** | | **How will you ensure it is implemented well?** | **Specific cost: examples of (see school for full details)** | **Jan Review** | **July Review** | |
| **Quality Teaching for all:** pathway specific access to apps, resources and websites | | The EEF guidance Report ‘Working with parents to support children’s learning’ advocates a joint approach to goal setting and agreeing and implementing specific strategies.  This is emphasised by a joint approach in targeting work around ‘catch up’ to ensure that a collaborative approach is used for maximum impact. | | Remote learning policy and procedure  Collaborative work within pathways to ensure information is shared with families and issues are proactively addressed | Utilising resources already on site such as teams, as well as purchasing other things that may be required. | Resources and websites highlighted in distance learning | Pathway specific training completed through pathway sessions – specific software identified in best practice | |
| **Targeted support:** class based or individual access where needed with specific training | | Class specific distance learning review by SLT | Covered in teachers and SLT Salaries | Work identified through pathway review | Further work to roll out | |
| Total budgeted Cost | | | | | | | | £500 |