



The Birches Specialist Support School

Catch Up Premium Plan – 20/21

Last updated 4.7.21

Extracts taken from DfE Guidance – Catch Up Premium (last update – 27 April 21)

What catch-up funding is for:

In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected. This funding includes:

- a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for missed learning

Eligibility

The followings settings are eligible: local authority-maintained special schools

Funding allocations

School allocations will be calculated on a per pupil basis.

The school will get £240 for each place for the 2020 to 2021 academic year.

Payment schedule

Schools will get funding in 3 tranches.

For 20-21 this will equate to: **£21,840**

1. Autumn 2020 – this is based on the latest available data on pupils (*for The Birches this equates to £9,180 received in January 2021*)
2. Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in autumn 2020 (*for The Birches this equates to £12,660 received in March 2021*)

For payments made in 21-22 this will equate to an additional: **£15,600**

3. Summer 2021 term - a further payment per pupil or per place. (*for The Birches this equates to £15,600 to be received in Summer term*)

How funding allocations are calculated

For special schools, we will use:

4. 2019 to 2020 academic year place numbers from the published local authority 2019 to 2020 financial year budget returns for local authority-maintained schools (*for The Birches this equates to 156 pupils*)

Similar to the [pupil premium](#), schools should use the sum available to them as a single total even though funding is calculated on a per pupil or per place basis. Funding will only be available for the 2020 to 2021 academic year and will not be added to schools' baselines in calculating future years' funding allocations.

Using catch-up funding

Schools should use this funding for specific activities to support their pupils' education recovery in line with the curriculum expectations

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed learning. Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected.

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.

Accountability:

The school must be able to show they are using the funding to support their pupils' educational recovery in line with expectations.

This plan will be made available for scrutiny by Governors and further by the LA via QAP consideration, to ensure that are spending this funding in line with our catch-up priorities. We ensure appropriate transparency for parents via publishing this plan on our school website such that they are informed of.

- how it is intended that the grant will be spent
- how the effect of this expenditure on the educational attainment of those pupils at the school will be assessed

School Rationale & Approach

As per the DfE guidance above, to support schools to make the best use of this funding, and further implement their catch-up plans effectively, the Education Endowment Foundation (EEF) has published planning guides and case studies to highlight evidence-based approaches to catch up for all students. ([see *The EEF Guide to Supporting school Planning: A Tiered Approach to 2021*](#))

We have reviewed these guides in detail and looked to see how to best apply these examples of good practice to our own school, our individual school context and most importantly our pupils and what we know of how they best learn.

Looking at the above guidance we have applied a number of the key principles highlighted in the report's introduction, to how we have set out our Catch Up Plan. The key 'drivers' from the EEF report that have shaped our thinking are:

[Compensating for the negative effects of Covid-19 closures requires, therefore, a sustained response—for all children, but particularly for those from socio-economically disadvantaged families.](#) We know that many of pupils who attend The Birches will clearly evidence these levels of disadvantage and so a key element in our thinking is to develop a plan that promotes a sustainable longer-term impact.

[This guide emphasises the importance of ensuring every teacher is supported and prepared for the new year. This might involve providing additional opportunities for professional development or curriculum planning—for example, incorporating new ways of using technology alongside more familiar classroom practices in the coming year.](#) The guidance is clear that funding will only be available for the 2020 to 2021 academic year, yet we can also carry funding forward to future academic years. This again shapes our thinking into ensuring that our plan should not only address specific issues identified in the full return to school in March 2021, but also support teachers in being prepared for transition into the new academic year in September 2021.

[Crucially, this guide recommends that schools prioritise a small number of approaches best suited to your context. Less, implemented properly, is more.](#) This is a key principle that we have been mindful of, that we need to focus on a **small number of strategies** that are likely to make the biggest difference to the pupils in our school.

This EEF Guide to Supporting School Planning aims to support school leaders with their planning for the year 2021. It proposes a tiered model that focuses upon **high quality teaching, targeted academic support** and **wider strategies** to aid school leaders' existing school improvement planning efforts.

A Tiered Approach

1. Teaching

The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital throughout this academic year.

How this applies to The Birches:

We have looked at the key principles that underpin outstanding teaching and looked what we feel our children need the most returning to school after extended periods of lockdown. This has informed the following strategies:

Focus in 20/21

- **Blended learning package** – we have invested time and teacher input into refining our Blended learning offer to include greater signposting to activities via the school website
 - **Curriculum Development** – sustaining school's direction and momentum in curriculum development has been key over the lockdown period and investing time into this in 20/21 has been crucial to ensuring a really positive start to the new academic year. Introduction of the new EYFS framework has also highlighted the need to relevant staff CPD.
 - **Focus on Social Communication** – reflected in baselined Literacy levels and most importantly picked up through teacher observation the **prime focus for our 20/21 plan is the development of Social Communication** between children that has been notably effected by long periods of time without their wider socialisation and interaction with peers. This is to be developed with a whole school focus on social communication, in particular through expanding opportunities for self-initiated play and most importantly developing facilities and opportunities for outdoor play
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2. Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.

How this applies to The Birches:

We have considered this area of development carefully and feel that the organisational structure of each of our classes is by nature already very much individual and bespoke to need. Hence the focus area here is for individual classes to examine how as a team they can drive our prime area for development – Social Communication, Outdoor learning and play. This will be achieved through whole school training, individualised target setting and development of resources to champion development of Social Communication in each class.

3. Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. These local needs and challenges will be different for every school community.

How this applies to The Birches:

We have considered a range of wider strategies and exactly what will benefit our own school context. We have considered what needs to be implemented this academic year for returning pupils and a clear focus on Pupil wellbeing is seen to be a priority area for 20-21. This has informed the following strategies:

Focus in 20/21

- **Development of Outdoor Learning Provision** - this sits very much alongside our prime driver for developing and equally making up for lost opportunities for social communication and most importantly peer interaction. We have chosen to develop this alongside free play as the most appropriate vehicle. As such we have targeted development of outdoor learning (in particular opportunities for play based learning) as a main area for development.
- **Supported transition** – mindful of Y6 pupils moving to high school and new families joining the school, subject to any prevailing local restrictions we need to endeavour to support transition to and from school as much as possible to ensure longer term success.
- **Pupil Wellbeing** - mindful that the experience of lockdown has been very different for all our families, but after such disrupted times all pupils will benefit from opportunities to focus on their wellbeing as part of a global return to school and return to a more structured week.

SEE Summary of the above in the following tiered planning model:

See following breakdown for associated costings.

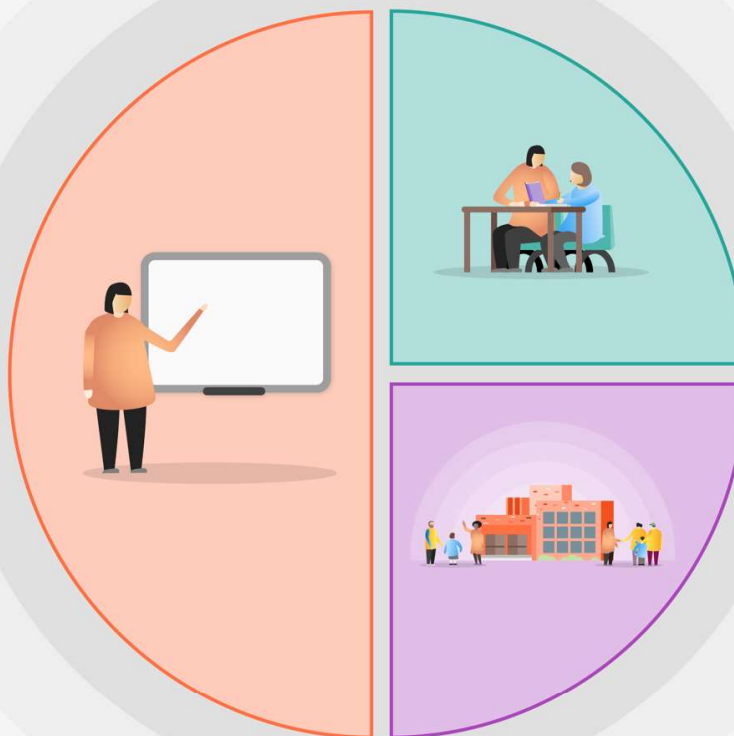
Spend	Cost	Detailed actions	Impact
Improved Infrastructure to aid Remote & Blended Learning			
Investment in Boardmaker for improving remote learning resources	£7000	School has purchased the enhanced Boardmaker package that will allow much greater consistency of symbol use in all Blended learning activities produced by teaching staff. This in turn will also allow greater continuity for pupils learning at home.	<i>Programs and staff training have been invested in to greatly improve the quality of home learning resources. This has allowed us to support children when learning from home with access to consistent symbol usage.</i>
Additional investment in ICT resources	£2400	(<i>JAMF - £500 / Teacher laptops £1000 / Remote Access £900</i>) School provision needed to be enhanced to allow for all teachers to plan and deliver remote learning activities.	<i>Hardware, APPS and ICT access have been invested in to make best use of resources. This has allowed us to support children when learning from home and make use of the ICT equipment in school.</i>
Provision of Additional Remote Music Lessons	£1000	(<i>Beth Bishop Music - £1000</i>) Provisions of remote Music lessons for pupils at home.	<i>School recognises the importance of Music as an important element of both wellbeing, active learning and creativity. Investment allowed this to be offered to children at home.</i>
Additional Communications	£1800	(<i>Postage £800 / Mobile Phones £200 / School Cloud £300</i>) A range of additional spend was identified on order to ensure initial remote learning and family welfare packages were delivered throughout periods of lockdown.	<i>Additional postage allowed for physical work packs to be sent out to all pupils. Mobile phones allowed for remote safeguarding visits and welfare / learning package delivery (2 x Sensory activity packs & Curriculum in a Bag resources). Investment in School Cloud allowed for access to remote Parents Evening for all families.</i>
Pupil wellbeing			
Whole school events to enhance Pupil well-being	£1400	(<i>Remote access Pantomime - £100 / Teach Rex - £800 / Mini Beasts - £500</i>) School provided a range of additional activities through the latter part of 20-21 to re-engage and enthuse pupils with their learning recovery.	<i>All pupils were able to access the three additional work shop activities as an important opportunity for both individual wellbeing and re-engagement in topic learning. We had visits from a remote Theatre company and visiting Dinosaur and animal experiences. This gave children an understanding of the World, literacy, cultural capital and the curriculum. Pupils have not been able to visit</i>

			<i>places, therefore we brought the experience into school so all pupils can access this and bring new learning into the classroom.</i>
Sensory regulation resources	£1000	Having the right strategies to ensure children are regulated and 'ready to learn' are an integral aspect of the day to day life in school and settling the children back in school. Some new resources will be purchased and trialled e.g. weighted snakes, sensory putties and blankets	<i>Resources have been purchased for a range of pupils and classes. These have supported sensory needs to be met in as children settle back into school life following a period of absence. There continue to be complicating factors due to ongoing impact of covid such as timetabling outdoor spaces for different 'bubbles' this continues to make sensory regulation difficult for some pupils.</i>
Outdoor Resources	£4625	(<i>Journalled from S/P orders - £625 / £795 / £305</i> <i>£2400 Outlast Play Centre £500 Forest school equip</i>) School recognises that a negative impact of lockdown is that many of our families have had reduced access to outside spaces – hence need to develop availability across school.	<i>Resources have been purchased for a range of pupils and classes. These have supported children settle back into school through providing improved access to outdoor learning environments, opportunities for social interaction and ability to learn through play.</i>
Staff CPD			
Staff CPD	£2780	(<i>AG Whole School Resilience Training - £1125 / EY2P - £455 / 4 x MHFA - £1200</i>) School invested in staff CPD to aid both Curriculum development (in new EYFS framework and also Staff wellbeing)	<i>A variety of staff training was identified to target staff wellbeing and resilience alongside teacher development.</i>
TOTAL	£22,005		

1 Teaching

Focus in 20/21

- Blended learning package
- Curriculum Development
- Focus on Social Communication
- CPD – developing subject knowledge & Curriculum Coordination



2 Targeted academic support

- Focus on how we use the whole class team to effectively drive Social Communication targets

3 Wider strategies

Focus in 20/21

- Development of Outdoor Learning Provision
- Supported transition
- Pupil wellbeing