

Statement of use of COVID catch-up funding Alderman Knight School 2020-2021

1. Summary information					
School	Alderman Knight School				
Academic Year	2020-2021	Total PP budget	£240 per pupil £34,800	Date of governor reviews	Sept/ Dec 2020
Total number of pupils	173 –This is based on commissioned number for 19-20	Number of pupils eligible	145 from GCC pupils.	Date for next internal review of this strategy	Oct 2021

2.Gaps identified; barriers to learning; trends identified; specific to SEN learning needs

During the COVID pandemic in 2019-2020 Alderman Knight school was closed for pupils from the 23rd March to the 1st June. The school was open to anyone who wanted to come back from the 1st June. 52% of the school population returned at some point during June/July. The school provided work and online resources for all pupils whilst they were at home. The quality of the remote education provided by the school was rated highly by parents and carers (4.3 stars out of 5). We recognise that although the quality of the work provided was excellent and that the majority of parents and carers were able to continue with some educational provision at home. This was not the case for all pupils and the work completed was variable and would not have equated to the high quality provision in school. Therefore, some pupils will have not made progress in both their academic and social skills as expected.

In-school barriers

i.	There were 48% of the school population that did not attend school during term 5 and 6 leading to regression in some areas of the curriculum. Some pupils attended on a part time basis and some missed the start of term 5.
ii.	A loss of sense of self and identity within and without the school community
iii.	Increased anxieties around friendships, life/death, socialising, and school.
iv.	Post 16: missed opportunities in work experience and community cohesion.

External barriers

v.	Increased parental stresses, leading to increased anxieties.
vi.	Continuation of COVID restrictions impacting on visitors, trip and activities

2. Outcomes expected, with success criteria.

	Outcome	Success Criteria
a)	Pupils make good progress in their personal development, as defined by tutors, in their EHCP outcomes. Tutors monitor the progress; pupil and parent response to progress; leadership team to monitor and target support as needed; gather parent/pupil views on EHCP progress and reviews.	EHCP outcomes and IEP outcomes to be achieved. Target of 80% of IEP target achieved on average for each pupil between reviews Positive responses from parent/pupil questionnaires.
b)	To attend school full time as soon as possible. Monitor and analyse attendance data; AHTs and Primary lead to discuss support with attendance lead weekly.	Whole school attendance target of 93%
c)	To participate and cooperate in full broad and balanced curriculum, making good and outstanding academic progress. Monitored and analysed through data analysis of progress, learning walks, work scrutinise, baseline standardised testing, pupil progress folders and teacher discussions.	Comparing the progress to this time last year. Comparison of end of the year progress by each pupil. Number of pupils below target will be analysed against last year progress reports by subject leaders.
d)	To attain expected external accreditations, as predicted from their term 4 attainments for year 11 and P16 pupils. Evidenced externally through accreditation results. DHT and examination officer to ensure that subject leaders and tutors are alerted early to lagged attainment, and support in place swiftly. Support may include after school catch up sessions or additional in-school support.	Data will show pupils' expected exam results are achieved in line with predictions.
f)	Post 16 students will attend a variety of work placements linked to their aspirations if at all possible. Post 16 staff and Careers lead to monitor and analyse, putting in support swiftly as needed. Careers lead to evaluate effectiveness of placements and report to HT and DHT.	All post-16 students will have had least one placement linked to aspirations/vocational course by end of year if at all possible and all will attend relevant work placements regularly. If it is not possible to attend then a bespoke package of work skills for each student will be created to provide as much experience as possible

3. Planned expenditure

Academic year

2020- 2021

The headings below enable schools to demonstrate how they are using the catch up funds to reduce the gaps in pupil learning, emotional and social well-being, and communication skills due to the 2020 pandemic.

Details

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A) Pupils make good progress in their personal development, as defined by tutors, in their EHCP outcomes</p>	<p>5 ways to wellbeing promoted through Tutor PSD and C+I sessions during term 1. Focusing on experiences during lockdown and positive mental health.</p> <p>Close monitoring of IEP targets through tutor monitoring sessions with the tutees as part of the PSD and C+I increased allocated time due to assemblies and other whole school events being put on hold due to COVID restrictions.</p> <p>Additional pastoral interventions for pupils who need additional support as identify by tutors</p>	<p>Evidence from the 'Recovery Curriculum' by Barry Carpenter on ensure and promoting mental health by having the time and space to talk about experiences of lockdown whilst providing the necessary structure and routine that is need for our pupils.</p> <p>IEPs are working documents that record the small steps of progress made across the curriculum. Monitoring by the tutor team is an important way of assessing progress towards these targets and targeting additions support as needed.</p> <p>Inventions used will be well researched and appropriate for the needs of the pupils e.g. Drawing and Talking and Homunculi</p>	<p>Progress through tutor PSD and C+I files</p> <p>Regular monitoring of IEPs during each term by SLT.</p>	<p>Jo Johnson</p>	<p>Dec/ April/ July</p>

<p>B) To attend school full time as soon as possible.</p>	<p>Reduce anxiety for parents with the publication of the school risk assessment and regular communication with parents use of TAs to support pupils back into school</p> <p>Pastoral team will support families to support pupils back into school.</p> <p>Appropriate IT equipment for any pupil if they have to self-isolate or are not able to attend</p>	<p>Increased attendance will lead to increased opportunities for learning; improved friendships; build self- esteem; and develop sense of identity in their community.</p> <p>Support for any families who have concerns about school</p> <p>Inclusion in Tutor PSD sessions via Microsoft Teams if they are self-isolating so they are able to keep in touch with their friends</p>	<p>Monitor attendance from day 1, and react quickly to implementing support, taking into account individual needs and anxieties. Review the attendance policy to reflect any COVID amendments</p>	<p>Hannah Silverthorn</p>	<p>Dec/ April/ July</p>

<p>C) To participate and cooperate in full broad and balanced curriculum, making good and outstanding academic progress</p>	<p>Operate a full broad and balanced curriculum for all subjects. Conducting thorough risk assessments and a detailed operation plan which ensure the curriculum is offered is as close to normal operating procedures. Standardised assessments at the beginning of the term and assessment using the AKS stages in October/November as per assessment policy.</p> <p>Literacy and Numeracy Interventions for those who have been highlighted as below target.</p> <p>Additional resources for literacy and numeracy interventions such as Nessy reading and spelling, phonic books, Numicon sets, and additional training in RWI.</p> <p>Pupils normally benefit from a variety of activities and trip to enliven the curriculum which</p> <p>have had to be put on hold this year. Therefore, we plan to hold some activity days to enliven the curriculum and promote across bubble collaboration</p>	<p>To return to a broad and balanced curriculum as soon as possible to restore routines and expectations. These are important for the pupils at AKS and support their wellbeing.</p> <p>To be able to measure the academic progress of individuals in line with the assessment policy. To pick up any pupils who have shown regression from the previous assessment point in Feb and to start literacy and numeracy interventions as necessary.</p> <p>Evidence based interventions and resources.</p> <p>Engagement with whole school activities to promote cohesion and enliven the curriculum</p>	<p>Subject leaders in English and Maths to highlight pupils who need literacy and numeracy intervention in November. These will start as soon as possible. Baseline assessment will be completed at the start and at the end of a block of work so the impact of the intervention can be measured.</p> <p>Monitoring of interventions by Subject Leaders and SLT</p> <p>Monitoring of activity days and sharing results with parents and carers.</p>	<p>Hannah Shaw</p>	<p>Nov/ Feb/ June</p>
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<p>To attain expected external accreditations in year 11 and P16, as predicted in June 2020.</p>	<p>Monitoring of progress through assessment periods. Additional practice for examination questions through homework and submitting of homework through Microsoft teams.</p> <p>The use of Microsoft teams for pupils who have to self-isolate</p> <p>Catch up sessions after school</p> <p>Purchase of revision support books</p>	<p>Whole school approach to setting homework through Microsoft teams.</p> <p>Specific teaching of examination technique to help pupils answer longer examination questions</p> <p>Cover additional content missed during lockdown and to revise content already covered. Help pupils structure their revision sessions</p>	<p>Subject leaders will monitor progress through interim progress reports submitted to SLT after each assessment period.</p> <p>Speaking to parents through regular parents' meetings and Annual Reviews.</p> <p>Reminding pupils on resources available and showing them effective ways of using the guides</p>	<p>Hannah Shaw</p>	<p>Dec/ April/ July</p>
<p>Post 16 students will attend a variety of work placements linked to their aspirations if at all possible. Students will have a personalised plan for developing their work related skills.</p>	<p>Meet with each student to discuss their aspirations and goals</p> <p>Discussions of how this could be achieved working within the current guidance</p> <p>Work related skill sessions for p16 students based on their ambitions. Zoom sessions with employers and external support where needed to enliven the sessions.</p>	<p>To provide students with as much opportunity as possible to gain relevant work related skills whilst complying with COVID restrictions.</p>	<p>Monitoring of work related learning through observations and work scrutiny</p> <p>Achievement of the employability qualification</p>	<p>Rachel Dickenson</p>	<p>Dec/April/July</p>

4. Review of expenditure -Completed in **October 2021**

Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils	Lessons learned (and whether you will continue with this approach)	Cost Proposed cost in blue- Actual cost in red.
<p>A) Pupils make good progress in their personal development, as defined by tutors, in their EHCP outcomes</p>	<p>5 ways to wellbeing promoted through Tutor PSD and C+I sessions during term 1. Focusing on experiences during lockdown and positive mental health.</p> <p>Close monitoring of IEP targets through tutor monitoring sessions with the tutees as part of the PSD and C+I increased allocated time due to assemblies and other whole school events being put on hold due to COVID restrictions.</p> <p>Additional pastoral interventions for pupils who need additional support as identify by tutors</p>	<p>5 ways to wellbeing was implemented and was successful in settling the pupils back into the school routine and supporting their wellbeing.</p> <p>Additional pastoral interventions were started in Drawing and Talking and ELSA to support wellbeing. New intervention monitoring procedures were put in place. 10 pupils access ELSA interventions. 2 Pupils access drawing and talking therapy. 5 pupils accessed support through the Educational Psychologist and 4 pupils had bespoke interventions. In addition to this mentoring and counselling was provided to pupils as and when needed by the school mentor.</p>	<p>5 ways to wellbeing will continue as part of the PSD programme. Over the year it became apparent that it would be more beneficial for the tutor to teach PSD to their own tutor group. This will support their personal, social development as they have more knowledge and understanding of the individual needs of each pupil.</p> <p>The pastoral interventions were successful supporting pupils wellbeing however this needs to be revised to provide support to address specific areas of development e.g. social interaction, emotional management etc.</p>	<p>Cost of pastoral interventions- £7545</p> <p>Actual Cost-£600 for ELSA for 3 pupils</p> <p>Educational Psychologist £1500</p> <p>Bespoke interventions £1000</p> <p>Total Cost £3100</p>
<p>B) To attend school full time as soon as possible.</p>	<p>Reduce anxiety for parents with the publication of the school risk assessment and regular communication with parents</p>	<p>School risk assessment and operational plan was shard with parents and a</p>	<p>Further support neds to be given to ensure that attendance is</p>	

	<p>use of TAs to support pupils back into school</p> <p>Pastoral team will support families to support pupils back into school.</p> <p>Appropriate IT equipment for any pupil if they have to self-isolate or are not able to attend e.g. Laptops and wifi dongles</p>	<p>version was created for pupils and students. This was updated numerous times over the year following updated guidance from DfE and Public Health. Parents reported excellent communication in the parental survey sent out in July 2021.</p> <p>‘Great staff who go over and above. Teaching assistants supportive to parents and children. Have dealt very well with a challenging year and facilitated good home learning experiences.’</p> <p>‘The school has been fantastic through Covid.’</p> <p>‘Thank you for steering us all through this challenging year.’</p> <p>The school provided 34 laptops to pupils during term. This is more than the budgeted at the beginning of the year.</p>	<p>monitored careful to reflect home learning and which pupil engaged with home learning.</p> <p>Weduc was very successful in supporting communication with parents and carers.</p> <p>Microsoft Teams was challenging to implement due to the technology knowledge at home and the variability in internet connections.</p>	<p>10 additional laptops at £550= £5500 Actually provided 34 laptops not 10</p> <p>£11, 272 Trolley £1333</p> <p>20 wifi dongles at £35= £700 These were not purchased as provided.</p>
<p>C) To participate and cooperate in full broad and balanced curriculum, making good and outstanding academic progress</p>	<p>Operate a full broad and balanced curriculum for all subjects. Conducting thorough risk assessments and a detailed operation plan which ensure the curriculum is offered is as close to normal operating procedures. Standardised assessments at the beginning of the term and assessment using the AKS</p>	<p>Operational plan was updated numerous time throughout the year based on the guidance from DfE and Public Health England.</p>	<p>Restrictions were still in place and although a full curriculum was offered to the pupils the additional trips and speakers into school had to be put on hold.</p>	<p>Interventions- £11,000 based on 1 teacher 0.4 per week Interventions were carried out and recorded</p>

	<p>stages in October/November as per assessment policy.</p> <p>Literacy and Numeracy Interventions for those who have been highlighted as below target.</p> <p>Additional resources for literacy and numeracy interventions such as Nesy reading and spelling, phonic books, Numicon sets, and additional training in RWI fresh start phonics</p>	<p>Literacy and numeracy interventions were but in place and carried out for 30 pupils. These were taught by a range of teachers.</p> <p>Additional resources were purchased to support pupils such as new phonic books, maths resources, and resources to aid revision and study sessions for those Y11 and P16 pupils taking examinations.</p> <p>3 members of staff were trained in RWI fresh start phonics</p>	<p>Interventions were successful in supporting progress made by pupils in English and Maths.</p> <p>Some additional resource need to be purchased for RWI and will be included in next year</p> <p>Further training needed for some staff and basic training needed for TAs in RWI to support in phonics and fresh start phonics.</p>	<p>Nesy- £840 This was not purchased at this time but will be investigated next year.</p> <p>Phonics books - £550 These were purchased</p> <p>Maths Resources £500 Additional resources were purchased.</p> <p>RWI training- £650- We had 3 members of staff trained in RWI fresh start</p>
<p>To attain expected external accreditations in year 11 and P16, as predicted in June 2020.</p>	<p>Monitoring of progress through assessment periods.</p> <p>Additional practice for examination questions through homework and submitting of homework through Microsoft teams.</p> <p>The use of Microsoft teams for pupils who have to self-isolate</p> <p>Catch up sessions after school</p> <p>Purchase of revision support books and revision cards</p>	<p>All pupils and students achieved their accreditations at the end of the year. Most pupils achieved their expected grade and some made outstanding progress and above expected. For full results please see SEF.</p> <p>Additional support was provided to the Y11 and P16 groups to help and</p>	<p>Full results are given in standards and achievement folder but the results for Y11 and P16 accreditations were outstanding considering the difficult year. A huge amount of work was carried out by staff to internally and externally moderate work for the TAG folders. This was a massive additional</p>	<p>Setting up Teams Time for teachers and IT Staff= £2000 The actual time was well in excess of this figure. Approximately £4000</p> <p>Teacher Time Approximately £4000 This was</p>

		<p>support lessons. Additional resources such as study guides and flashcards were purchased to support revision.</p> <p>Microsoft Teams was implemented to support remote education and these pupils and students were able to join lessons remotely and submit work.</p>	<p>task to add to teachers but all folders were completed to a high standard (As commented by SIP in NOV). Work was submitted to the exam board in English and Art and no changes were made.</p> <p>The school was able to build up closely links with local school for moderation of work as only 1 teacher in most subjects to ensure consistency we moderated across settings.</p>	<p>well in excess of this £5000</p> <p>GCP Books and cards and additional revision resources £450</p> <p>These were purchased for a variety of different groups</p> <p>Approximately £750</p>
<p>Post 16 students will attend a variety of work placements linked to their aspirations if at all possible. Students will have a personalised plan for developing their work related skills.</p>	<p>Meet with each student to discuss their aspirations and goals</p> <p>Discussions of how this could be achieved working within the current guidance</p> <p>Work related skill sessions for p16 students based on their ambitions</p>	<p>To gain experience of different situations and for the students to try out potential employment and volunteering options. Preparation for adulthood, developing independence and the world of work.</p>	<p>Students will continue with the employability qualification and once restrictions have been fully lifted and employers are taking work experience students we will reinstate this important part of the curriculum/</p>	<p>None due to COVID restrictions</p>
<p>Total spend</p>				<p>£33735</p> <p>Actual spend in excess of £38,155</p>