When our pupils started the new school year in September, many were returning to the classroom for the first time in almost six months. Research conducted by the EEF (amongst others) strongly suggests that compensating for the negative impact of school closures on the gap will require a sustained response. The government announced in June that it was making available £1 billion of funding to support children and young people to catch up. This 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 lost teaching time.

“Every school will have been affected by Covid-19 differently and school leaders are best placed to understand the needs of their school communities. The right way to support pupils will differ between schools and must be informed by the professional judgement of teachers and school leaders”.

The amount allocated to Special Schools is £240 for each place for the 2020 to 2021 academic year. For Springfield School, that = £15,600 (65 pupils x £240). Additional weighting has been applied to specialist settings, recognising the significantly higher per pupil costs they face.

This document shows how Springfield School plan to support our pupils to return effectively to school:

* **Assessment of learning and of basic skills to identify any gaps**.
* **Focus on consolidation of basic skills**.
* **Additional teacher input on core teaching**.
* **Particular focus on early reading and phonics**.
* **For some children, additional time spent on mental health, wellbeing and social skills development**.

This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.



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|  | **What** | **Why** | **Who** | **How** | **Cost** | **Impact** |
| **Teaching and Whole-school strategies** | Pupil assessment and feedback | Assessments in literacy, numeracy and emotional health and wellbeing will be used to identify pupils who would benefit from additional catch-up support.  Curriculum planning will be informed by an assessment of pupils’ starting points and addressing the gaps in their knowledge and skills. | All teaching staff/Middle Leaders | Staff to identify pupils who have not been engaging with remote learning, who did not have access to technology needed to carry out remote learning, or who have experienced difficult family circumstances that have impacted upon their access to remote learning (for example family bereavement).  Send out questionnaire to obtain full picture of I.T needs/requirements at home.  Recovery Curriculum implemented and Return to School Plans completed. | Discovery Education experience £500.00  Sensory Room Refurbishment  £2,000  Pearson Bug Club Reading Books on line package  £1,500  Timetables Rock Star  £100  Room partitions  £365 | Lessons are high quality, fit for purpose and specifically address the needs of all pupils – including those pupils who have fallen behind. Outcomes to improve, in particular for vulnerable pupils and any gaps in attainment with their peers is reduced |
| Supporting great teaching | Staff who are currently undertaking NQT/Degree/PGCE training are particularly likely to benefit from additional mentoring and support. | Mentor time | Mentor to meet on more regular basis with student | Mentoring time £100.00 (1 pw x 20 weeks)  £2,000 | Student will meet mentor on regular weekly basis.  Student has ½ day to complete studies each week. |
| **Targeted Support** | Intervention programmes  Recovery Curriculum  Return to School Plans  One to one and small group tuition  Additional Teacher to be employed – starting 4th January 2021 | The Covid-19 lockdown led to a potential increase in anxiety, isolation and trauma for pupils. In 2020/21, the school needs to do what it can to restore the balance for our children and provide a safe, happy atmosphere where everyone can thrive and learn  Pupils may be experiencing a variety of emotions in response to the coronavirus outbreak, such as anxiety, stress or low mood. | Class teachers/class teams | School staff will work with pupils who struggle to reengage in school, who are at risk of being persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.  Additional time/support to readjust to school; some pupils may be showing signs of anxiety or depression.  Family Support Team will work with pupils as required. | Younger Minds Contract £1,073  NQT Appropriate Body fee  £1,000  Mentoring Support –  £3,000  Classroom resources  Emotions  £797  New laptop for new Class Teacher  £507 |  |
| Children who are suffering from particular anxieties or trauma are helped to improve their mental well -being and they feel safe |
| **Wider Strategies** | Supporting parents and carers  Appropriate referrals to external agencies for family support | We have holistic approach to supporting our pupils and families. | DSL  Family Support Team  Examples:  Social Care  Transport  School Health  CAMHS  SALT | DSL & Family Team liaising with social care team & other agencies providing strategies, resources and equipment to support E.g. Early Help, Occupational Therapy,  Medical. Transport etc | Family Team Support  (1 x DSL & 2 X SFSW)  £2,758 | The school community recovers from the trauma of the lockdown and pandemic and is fully functioning. |