

## Statement of use of catch-up funding post pandemic SEN schools 2021- 2022

1. Summary information					
School	Crowdys Hill school			Type of SEN	SCLD/ MLD
Academic Year	2021-2022	Total catch up budget from last year	£64,440 - £21,000* = £43,440	Date of governor reviews	Dec 2021 July 2022
Total number of pupils	250	Number of pupils eligible	180	Date for next internal review of this strategy	Dec 2021

**\*This funding was a one off payment through the DFE. £21,000 was spent last year. Some of the actions and interventions are continuing through this school year.**

2. Gaps identified; barriers to learning; trends identified; specific to SEN learning needs	
Where we have stated 'ALL' or generalised the groups, we have identified the needs of individuals, through liaison with tutors, parents and pupil views. Interventions may be targeted, small groups or whole years, dependent on identified needs. These will be reassessed in December, April and July.	
In-school barriers	
i.	Primary: many pupils have sensory imbalances due to absence from routines at school.
ii.	All: impact on mental health and resilience, affecting their ability to attend to learning.
iii.	All: loss of sense of self and identity within and without the school community
iv.	All: increased anxieties around friendships, life/death, socialising, and school.
v.	Sixth Form: missed opportunities in work experience and community cohesion.
External barriers	
vi.	Increased parental stresses, leading to increased anxieties.

3. Outcomes expected, with success criteria.		
a)	Pupils make good progress, as defined by tutors or subject coordinators, 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 achieved 80% on average for each pupil. Positive responses from parent/pupil questionnaires.

b)	To attend school full time as soon as possible. Monitor and analyse attendance data; phase leads to discuss support with attendance lead weekly.	At least 80% attendance for 1 <sup>st</sup> full week, and over 90% for term 1.
c)	To participate and cooperate in lessons throughout the day, making good learning progress. Monitored and analysed through high leadership team presence; teacher discussions; Evidence for Learning data; and SIMS data.	Comparative incidents to same time last year (see SIMS data); noticeable reduction in incidents as term progresses. EfL data shows good progress in subjects areas (80%+).
d)	To attain expected external accreditations, as predicted from their term 4 attainments. Evidenced externally through exam results. Data lead to ensure that phase leads and subject coordinators are alerted early to lagged attainment, and support in place swiftly.	Data will show pupils' expected exam results are achieved.
e)	Reading progress, throughout the school, is good as predicted by tutors, literacy lead and teachers of English. Evidenced through tutor monitoring; leadership monitoring; literacy lead data; baseline data and predicted attainment in reading; questionnaires for parents/pupils.	Improved parental engagement in reading at home. Over 80% of pupils make good progress in reading.
f)	Sixth Form students will attend a variety of work placements linked to their aspirations. Head of Sixth Form to monitor and analyse, putting in support swiftly as needed. Careers lead to evaluate effectiveness of placements and report to HT.	All post-16 students will have had least one placement linked to aspirations/vocational course by end of year; and all will attend relevant work placements regularly.

4. Planned expenditure					
Academic year		2021- 2022			
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- 2021 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?
To attend school full time as soon as possible.	More robust attendance policy and procedures.  SLT assigned to families to support pupils back into school.	Increased attendance will lead to increased opportunities for learning; improved friendships; build self- esteem; and develop sense of identity in their community.	Monitor attendance from day 1, and react quickly to implementing support, taking into account individual needs and anxieties. Assign SLT to lead in their areas.	Gemma	Dec/ April/ July

Pupils make good progress in English, and reach their expected targets.	Some pupils identified for the NTP. Sign up for NELI programme for primary pupils.	Through the DFE recommended use of NTP and NELI.	Research into appropriate interventions which have been peer reviewed. Monitoring of impacts termly.	Gemma/ Emma O	Dec/ April/ July
To participate and cooperate in lessons throughout the day, making good learning progress	Continue with the THRIVE approach, and increase ELSA and counsellor time available.	Trauma informed schools approach as recommended through DFE and SBC.	THRIVE training for staff. Strong plan in place for ELSA and counselling; with robust monitoring of impacts.	Gemma	Dec/ April/ July
To attain expected external accreditations and ensure year 11 pupils aiming for college get onto their requested courses.	Use of NTP- external tutoring in school.	Tutors have identified named pupils who would benefit from extra English tuition.	Data analysis three times yearly.	Gemma/ Lisa B	Dec/ April/ July

Reading progress, throughout the school, is good as predicted by tutors, literacy lead and teachers of English.	Nessy programme NELI programme Targeted literacy interventions.	External research (EEF) Recommended through use in other schools. Phonics sessions for small groups/ individuals, where gaps or regression has been identified through testing. (EEF) Recommended through DFE.	English/ reading SLT lead will monitor impacts.	Becky N/ Charlotte	Dec/ April/ July
Sixth Form students will attend a variety of work placements linked to their aspirations.	Head of sixth form to promote work experience to external providers. Careers lead to develop a more robust programme.	To build young peoples' sense of identity, self worth, knowledge of their community, and networking with local employers. Need for our young people to develop their employment skills; knowledge of opportunities; and increase their life opportunities.	Sixth Form lead and careers lead will analyse impacts, through work placements attended; qualitative positive responses from being out and about; improved confidence being out and increased ability to be safe whilst out and about.	Lisa B/ Jo B	Dec/ April/ July
<b>Total budgeted cost</b>					

<b>5. Review of expenditure</b>			
<b>i. Quality of teaching for all</b>			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils <b>Review Dec/ April/ July</b>	Cost
Week 1 over 80% attendance Term 1- over 90% attendance Term 2 – over 90% attendance Year average over 90%	More robust attendance policy and procedures.  SLT assigned to families to support pupils back into school.		SLT time Extra EWO- £500

<p>Pupils make good progress in English, and reach their expected targets.</p>	<p>Some pupils identified for the NTP. Sign up for NELI programme for primary pupils.</p>		<p>£1,800 term 1  Dependent upon pupil- £225 per pupil</p>
<p>To participate and cooperate in lessons throughout the day, making good learning progress</p>	<p>Continue with the THRIVE approach, and increase ELSA and counsellor time available.</p>		<p>£3,600 to train 2 staff to become trainers.  £3,000 term 1 for training</p>
<p>To attain expected external accreditations and ensure year 11 pupils aiming for college get onto their requested courses.</p>	<p>Use of NTP- external tutoring in school.</p>		<p>NTP as above</p>

Reading progress, throughout the school, is good as predicted by tutors, literacy lead and teachers of English.	Nessy programme NELI programme Targeted literacy interventions.		£800 for NESSY  Literacy lead time £29,000
Sixth Form students will attend a variety of work placements linked to their aspirations.	Head of sixth form to promote work experience to external providers. Careers lead to develop a more robust programme.		SLT and careers lead time
Total spend			£37,900 plus additional NTP