



## Foreland Fields School

### COVID-19 Catch-Up Premium 2020-21

Foreland Fields School received £53,520 of Department of Education Catch-up Premium for the academic year 2020-21, to support pupils to catch up on missed learning caused by coronavirus, particularly vulnerable pupils who have been disproportionately affected by the disruption to their education. The school has used the funding in line with the Department for Education guidance which is:

- To provide specific activities to help pupils to catch up on missed learning.
- To focus on vulnerable and disadvantaged pupils.

The funding has been used to support pupils to catch up with missed learning in the following ways:

- To support pupils with the most profound physical impairments to regain physical skills that may have regressed during the pandemic, with extra Teaching Assistant hours funded to ensure additional teaching and learning within physiotherapy programmes and a hoist purchased to increase access to equipment that allows a greater range of positioning and movement
- To support pupils with their mental health that has been impacted by the pandemic, with engaging full time support from an Assistant Psychologist to provide advice, counselling, individual or group support and referral to mental health services where appropriate
- To increase attendance for vulnerable pupils, by providing transport
- To fund additional Teaching Assistant hours to ensure a high ratio of staff to pupils
- To support pupils with reading recovery, with an additional teacher for 2 days per week
- To support pupils with communication recovery via targeted interventions, with an additional half day per week for our Communication Leader
- To provide and deliver learning resources for pupils unable to attend the school site.

## Recovery Curriculum

*“Our quest, our mission as educators, should be the journey with a child through a process of reengagement, which leads them back to their rightful status as a fully engaged, authentic learner”*

*“Now is the time to address the damage of loss and trauma, so that it does not rob our children of their lifelong opportunities. Now is the time to ensure that we restore mental wealth in our children, so that their aspirations for their future, can be a vision that becomes, one day, a reality.”*

(Barry Carpenter & Matthew Carpenter 2020)

Foreland Fields School supported pupils back to school through the introduction of a Recovery Curriculum. This Recovery Curriculum was based on the work of Barry Carpenter and the Evidence for Learning team:

“A Recovery Curriculum: Loss and Life for our children and schools post pandemic”.

The curriculum addressed the impact of the national lockdown and the following areas which are identified as possible effects of the COVID-19 pandemic:

- Anxiety
- Poor sleep
- Regression of physical skills
- New unwanted behaviours
- Mental health issues
- Attachment issues
- Lack of engagement
- Trauma/Bereavement Response

Initially, the focus for all teachers was to re-engage pupils and to make accurate assessments of points of learning for each pupil. These assessments informed Personal Learning Intentions/goals for each pupil moving forward.

This initial holistic approach led to targeted recovery for pupils where a personalised needs-led approach was required. It is thought that some pupils may require a longer period of recovery, which will require more intense and prolonged specialist support.

## Expenditure

<b>COVID-19 Catch-Up Premium</b>	
	<b>Total Received</b>
	<b>£53,520</b>

<b>Expenditure</b>	
<b>Teachers</b> Reading catch up, communication, etc.	<b>£5,693.69</b>
<b>Additional Classroom Support</b> We provided support in classes where pupils required additional support following long periods of time spent at home. To support pupils with the most profound physical impairments to regain physical skills that may have regressed during the pandemic	<b>£9,165.27</b>
<b>Travel – School Minibus to Pick Up and Take Home Pupils</b> Government advice was that people should avoid travelling on public transport. The school had a number of pupils who relied on public transport therefore the school laid on a service to pick up and deliver the pupils home at the end of the day. Costs are for staff accompanying pupils.	<b>£1,525.64</b>
<b>Training</b> Training for staff.	<b>£300</b>
<b>MDM Additional hours</b> Some of our Midday Meal Supervisors worked additional hours to provide support for afternoon activities, many of which were outside learning opportunities.	<b>£4,568</b>
<b>School Film</b> Due to being unable to allow visitors into the school, we used the services of an independent video company to make a film about the school and what it can offer.	<b>£1,442</b>
<b>Homework Packs/Worksheets</b>	<b>£3,670</b>
<b>IT</b> To ensure IT capacity for a family (not covered by DfE)	<b>£165</b>

<b>Assistant Psychologist</b>	<b>£14,980</b>
<b>IT Hardware</b> To ensure remote learning was possible	<b>£10,640.58</b>
<b>Class Resources</b>	<b>£4,208.13</b>
<b>Physical Wellbeing Classroom adaptation</b> Gantry hoist for PMLD pupils to enable them to access a wider range of equipment for positioning.	<b>£1,995</b>
<b>Total Expenditure</b>	<b>£58,353.31</b>
<b>Total Received</b>	<b>£53,520</b>
<b>Rollover (Overspend)</b>	<b>-£4,833.31</b>

## Impact

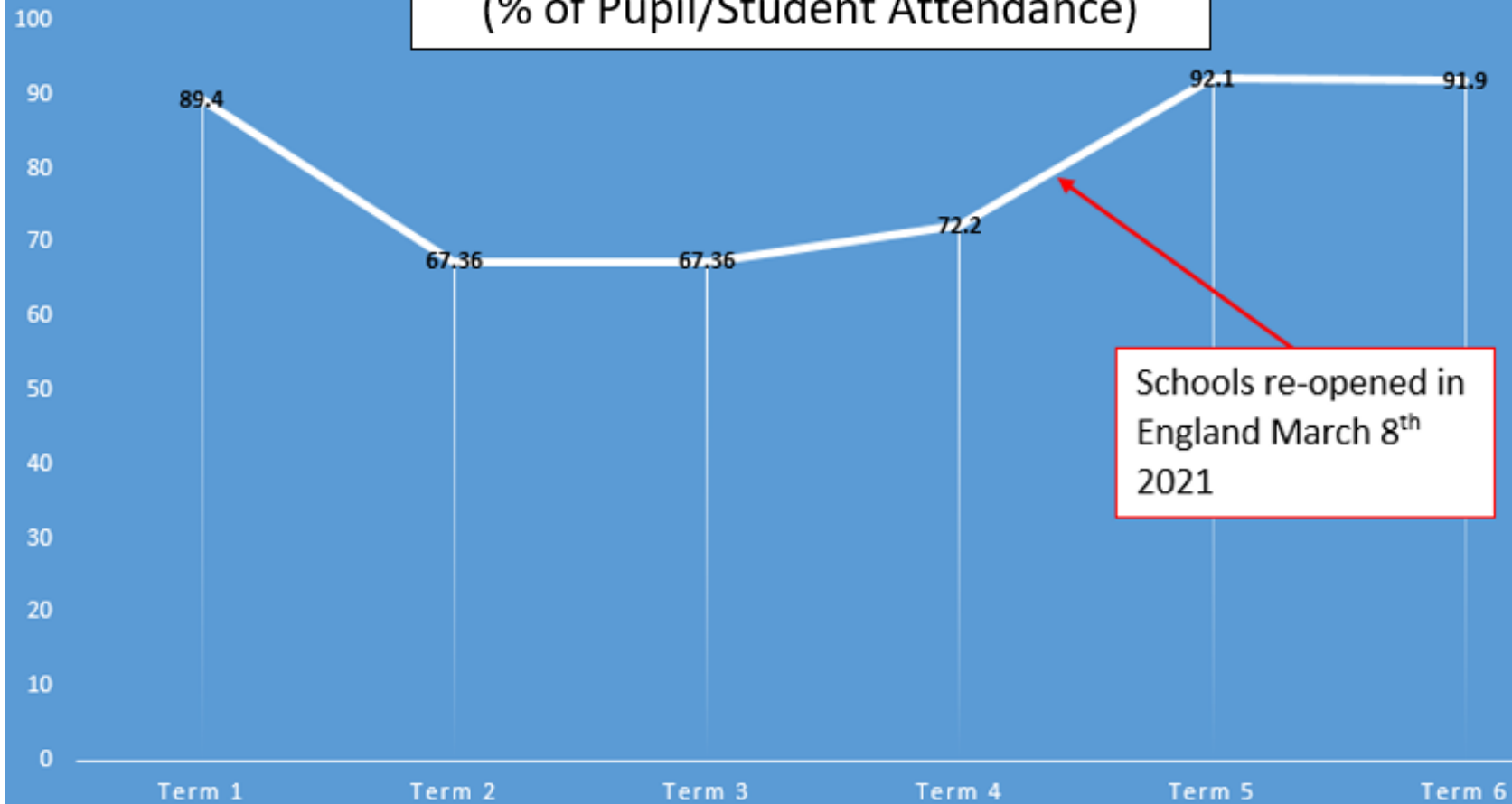
### Attendance

The government announced that after more than two months of home schooling, from 8<sup>th</sup> March school's would re-open to all pupils, others than those still asked to shield by their medical professional. Whilst school was open to all pupils, during the period of school closures, some of our pupils did not attend, and others attended part-time. Remote learning was offered to all pupils/students not attending school.

Foreland Fields School remained open throughout the pandemic, even offering some holiday provision for Key Worker families at the beginning of the pandemic.



# Foreland Fields School Attendance Data 2020-21 (% of Pupil/Student Attendance)



## **Assistant Psychologist**

The Covid-19 pandemic was an extremely confusing time for many of our pupils/students.

Throughout the COVID-19 pandemic, Young Minds, the UK's leading charity fighting for children and young people's mental health, urged the government to make wellbeing a priority in school catch-up planning, and take a cautious approach to measures that could introduce additional pressure to some young people.

As a school we identified that impact the pandemic could/would have on our young people,

Our Assistant Psychologist, who we have employed for a 6-month period through CAMHS, is offering support to our young people, staff and families.

Our Assistant Psychologist currently:

- provides 1:1 sessions for pupils previously referred to her. The Assistant Psychologist may also refer these pupils on to CAMHS if she feels they require more specialist support
- provides advice to staff re. strategies for specific pupils/groups
- provides sessions for staff requiring psychology support
- provides support to parents re. strategies for their child and/or support for themselves.

## **Impact on Learning Outcomes**

### **Areas of Learning**

#### **EYFS**

Over 90% of pupils made expected progress or above in all key areas of learning.

**Explorers' Pathway**

Over 90% of pupils made expected progress or above in all areas of learning apart from Physical Development (80%). Time away from school due to the pandemic has had a notable impact on the physical development of a small number of Explorers' pupils. COVID Catch Up Funding has been used to address this.

**Discoverers' Pathway**

Over 90% of pupils made expected progress or above in all areas of learning apart from Social, Emotional and Mental Health (89%). Time away from school due to the pandemic has had some impact on the mental health of a small number of pupils. COVID Catch Up Funding has been used to address this (see below).

**Pioneers' Pathway**

Over 90% of pupils made expected progress or above in all areas of learning apart from PE (88%). Time away from school due to the pandemic may have had an impact on a small number of pupils. COVID Catch Up Funding has been used to address this (see below).