


# Statement of Covid-19 CatchUp Premium

1. Summary information			
 <b>St Luke's School</b>		Type of SEN (eg.PMLD/SLD/MLD etc.) LD-complex SLCN, MLD,SLD,PD,VI,HI,ASC	
Academic Year: Sep 2020 – Aug 2021	Covid-19 Premium: £240 per pupil. <b>Total predicted: £38,400</b> Sep 2020 to Mar 2021: <b>£22,400</b> Apr 2021 – July 2021: <b>£16,000</b>		
Total number of pupils	160	Date for next internal review of this strategy	Jan 2021 May 2021

<i>Known challenges</i>	<i>Mitigation measures</i>
Mental Health affected (self, family and environmental impacts)	Learning online access – improving access to quality online programmes. Supporting parents and pupils by programmes that have clear instructions and support children learning at their identified level.
Long term impact of Covid	Working with children in school and at home – programmes interchangeable to support access and understanding.
Changes to examinations procedures	Continue following updates. Teachers and TAs to collate evidence of working at accreditation standards in case the exams go ahead. To continue to teach specification content in case of examination/ tests being introduced in the summer.

Barriers – Covid related	
A.	Learning halted for some children over lockdown – challenges of their participation working remotely can be great, despite lots of interventions already used.
B.	Evidenced that children who did participate in remote learning have not lost learning, though require additional time reviewing and compounding learning. The focus for remote learning will continue to consolidate learning, whilst teaching new content without seeking to overload.
C.	Effective assessment remotely challenges a clear understanding of pupils' progress and loss of learning.
D.	Pupils access to therapies, where online 1:1 therapy sessions have been successful, those with group sessions have not been able to take place and identification of needs has not been able to take place. Access to SALT and OT reduced to nil in some cases and not available remotely as therapists were pulled into NHS priority services. This has been improved for the third lockdown.
E.	Emotional readiness and opportunities to self regulate whilst maintaining Covid safe procedures.

F.	Equipment and reliable internet sources have been improved through the DfE rollout of laptops for most vulnerable and without access. Determined on a priority list in-house.
----	---

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<b>Improved communication.</b> - Children will have continued to make progress in communication skills measured through Communication STAPPS assessment	Children’s engagement with learning sustained through remote teaching and planned progress is maintained, particularly regarding communication.
B.	<b>Teachers will have an improved understanding of pupil’s standards in reading and phonics.</b> - STAR Reading programme’s reports and assessments	Programmes to determine standards with diagnostic teaching to make progress. Shared with parents to support at home and improve planning for teachers and TAs
C.	<b>Sequential learning is explicit and supported through Pathways curriculum teaching.</b>	Well researched solution has been implemented and teachers/TAs use this effectively for sequential learning. Improved understanding of pupil’ standards with tighter and systematic testing routines. This may include external tutoring for those hardest to reach.
D	<b>Improved access to therapies will be evidenced.</b> – supporting children to regain lost skills strategies and classroom readiness	Effective online and remote therapy support for pupils that enables pupils’ EHCP needs met (and advanced where possible).
E.	<b>Improved resources, support and equipment for self-regulation in and around the school</b> – improved equipment to engage pupils	An improved play/outside area for Upper school instead of having to use the field in inclement weather. Appropriate resources identified for individuals to support their self-regulation and communication skills.
F.	<b>Pupils without technology or internet and not in school, provided with laptops</b> - support for children to engage in remote learning and, improved internet access using the DfE scheme for those in need.	Administrated and supported by school staff, those in need will have the equipment required to access learning and supported to use this in remote education.



STAR Reading: testing online programme	Estimated: £7,000	£1000 per annum	Best programme when researched to reduce teacher workload, provide accurate assessment of children from our pupils yet to embark on reading to GCSE early grades.		AT	Summer 2021 £4,720.95
Ruth Miskin training – intervention training for staff for teaching phonics.	1525.00		Read, Write Inc phonics training programme – updating staff new to school and working directly with pupils online and through interventions.		AT	£1525.00
Helen Arkell spelling and phonics test – diagnostic phonics assessments	£70		An improvement on the Ver Hodder Spelling tests used in the school. Diagnostic phonemes and graphemes errors identified to support improved teaching.		AT	£70
<b>Total budgeted cost</b>						<b>£6315.95</b>

**C. Sequential learning is explicit and supported through Pathways curriculum teaching**

Chosen action/approach	Cost	Ongoing costs?	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	review?
Fleet tutors for pupils with long term absence, hard to reach through Teams teaching	£400 per week	£400 per week: 20 x 400: £8,000			SHA/ JC	8,000
<b>Total budgeted cost</b>						<b>Estimated 8,000</b>

**D. Improved pupil access to therapies remotely and for catchup when in school.**

Chosen action/approach	Cost	Ongoing costs?	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	review?
------------------------	------	----------------	---	---	------------	---------

SALT specialist teaching assistant – RV employed	£10,000	£10,000 – paid for out of main school budget	In light of NHS SaLT being reduced in our school by 50% and changes to the expectations of schools – RV employed to support SaLT programmes and support diagnostic testing of reading difficulties, such as dyslexia	Line management, Reviews with SaLT and Heads of Department and AT	RA	-
<b>Total budgeted cost</b>						<b>Estimated 0</b>
<b>E. Improved resources, support and equipment for self-regulation in and around the school.</b>						
Chosen action/approach	Cost	Ongoing costs?	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	review?
Creation of playground from parking area. Fencing to create play area.	£7,000	General maintenance	Maintain outdoor bubbles in winter months as a result of Covid. Creation of play area to prevent use of field in muddy conditions.	Project management. Quotations.	Manda Sides	£2,918
Lower School soft play area improvement	£400	Potentially	A location where staff can support children best (next to Cherry Class)			£400
Purchase of outdoor physical gym equipment for children with SEND	£9,000		Self-regulation, engagement. Better environment for communication stimulus.			£9,000
<b>Total budgeted cost</b>						<b>Estimated 36,792.60</b>