When our pupils started the new school year in September, most 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 The Meadows School, that = £27,600 (115 pupils x £240). Additional weighting has been applied to specialist settings, recognising the significantly higher per pupil costs they face.

This document shows how The Meadows 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**.
* **Additional time spent on mental health, wellbeing and social skills development**.
* **Support for families**.

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** |
| **Whole-school teaching and assessment** | 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/ Assessment Lead | Assessment Lead to create an assessment to monitor impact of the recovery curriculum. 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 increased gaps in their learning. Teaching staff to assess against the recovery curriculum and academic assessments. | AssessmentMaterials Efl bolt on £1200Staff time – assessment Lead – 5 days - £1200 | Lessons are high quality, fit for purpose and specifically address the needs of all pupils – including those pupils who have fallen behind. Outcomes improve, in particular for vulnerable pupils and any gap in attainment with their peers is reduced |
| **Targeted Support** | Intervention programmesOne to one and small group emotion coaching and building resilience | 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 learnPupils may be experiencing a variety of emotions in response to the coronavirus outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker.  | Class staff in bubbles.  | 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. Classes to have access to outdoor learning to support mental health and wellbeing. | TA 0.2 = £6000Teacher 0.2 = £6200 |  |
| 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 carersAppropriate referrals to external agencies for family support | Supporting pupils/families to reengage with school and support pupils to attend school. | DSL FST | Family support team will work with pupils/families 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. DSL/FST liaising with social care team providing strategies, resources and equipment to support families | FST time – 0.4 - £13,000 | The school community recovers from the trauma of the lockdown and pandemic and is fully functioning. |

Total projected spend to date £27,600

* Staff time £26,400
* Additional assessment materials £1200