



Stepping Stones (Short Stay) School

COVID – Catch up Premium Strategy 2020-2021

FUNDING ALLOCATION (ALTERNATIVE PROVISION)

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Stepping Stones School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

The allocated amount is £240 per child (The amount allocated is based upon the most up to date available data on pupils and high need placed numbers in AP) For AP the DFE will use 2019-2020 academic year place numbers from the published local authority budget returns.

Current Number of children on roll 31

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|-------------------------------------|----------------------------|
| Number of children on roll (Between | |
| Proportion of disadvantaged) | |
| Publish Date: | January 2021 |
| Review Date: | April 2021 |
| Created by | Alison Dodd (Head teacher) |
| Committee Lead | |

AMOUNT OF FUNDING

| | | |
|-----------------------|---------------|----------------------------|
| | | Based upon approx. |
| September 2020 | £2,298 | 28 pupils |
| March 2020 | £2,560 | 32 pupils |
| Summer 2020 | £3,200 | 32 pupils |
| TOTAL to date | £8,058 | Anticipated: £7,418 |

USE OF FUNDS

The Education Endowment Foundation (EEF) has [guidance](#) on catch-up approaches you could choose, as well as a [planning guide](#) to help you implement these catch-up strategies in this 2020/21 academic year.

There is no expectation for the funding to be spent on each child. It is at the discretion of the school to best plan the use of the funding to provide the best support for children who have been affected by the school closures.

ACCOUNTABILITY AND MONITORING

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Our Finance Committee will consider;

- Spending the funding in line with the school's catch-up priorities
- Ensure that there is transparency with parents on the use of the funding

SEPTEMBER – DECEMBER 2020

| Priorities / EEF research area | Possible Barrier | Actions | Cost / Time Frame | Desired Outcome | Impact to date December 2020 Update |
|--|---|--|---|--|---|
| Teaching EEF research "high quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. | Children may have fallen behind during the lockdowns. | All staff are highly skilled and will differentiate learning according to the child's individual needs. TA deployed to reassess children on return to school. (3 days in September & 3 days in December) | 6 DAYS of additional TA SUPPORT to cover assessment TA £504 | Reassessing children on return to school will establish new baselines. Teachers will then use this to feed into the recovery curriculum, IEP setting and programmes of support. | Assessments carried out created new baselines as starting points. December measuring against baselines showed good progress for the vast majority of children with a small proportion identified for additional intervention in the Spring term. |
| Targeted Academic Support Additional One to One intervention programme | Children returning and requiring a higher level of targeted support than previously required. | All TAs to be deployed by class teachers to support targeted learning in class. All children have additional IEP key target time to be factored into the session. By the end of September key children identified for one to one intervention. | Additional TA support across the school via school budget to support children on return to school. 4 x children 30 min per day 12 weeks Autumn term = £1,680 | Targeted support will enable the children to -achieve their academic targets which will be reviewed every 2-3 weeks. - ensure children 'gaps' in learning are addressed. | Assessment data in December shows children have made good progress on 'gaps' in learning. Additional provision to be in place for January. Targets are SMART and focussed work is in place for all to secure target work. |
| Wider Strategies Attendance | Possible issues around attendance in school on return. Parental and child anxiety around COVID. | Monitor all children attendance. Continue to work with parents / carers. Shared transparency re: risk assessment procedures and measures in place. | Time Allocated family support to communicate with key families as required. | Attendance for all children to be over 90%. | The vast majority of children in school have attendance over 95%. No children are falling below 89%. Systems are in place to monitor and support parents improve their child's attendance. |

| Priorities / EEF research area | Possible Barrier | Actions | Cost / Time Frame | Desired Outcome | Impact to date December 2020 Update |
|--|---|--|--|---|--|
| Behaviour and supporting pupils' social, emotional and behavioural needs. "focused time in the school day spend developing one or more social and emotional skills" | Children returning post COVID dysregulated, out of school routines with lack of structures, boundaries etc. | All children to have 1:1 session with experienced TA3 in school on pupil passport, identifying triggers, strategies and tools as part of their return to school. High risk children to be allocated key adult support on behaviour and mental health support re: return to school. SEMH targets and provision | TA3 1 day per week 12 weeks £1,008 | By increasing the support on behaviour and SEMH we are intending for children to return to school, feel supported, safe and be able to reduce behavioural incidents. With improved SEMH skills and behaviour the children will be in class learning a greater % of time. | <i>The changes in policy and procedures around behaviour enabled children to return to school and make good progress in this area. Curriculum changes and focussed time on social and emotional skills enabled progress. Additional support was allocated to key children. By December significant improvements.</i> |
| | | Total | £3,192 Additional subsidised by PPG funding | | |

JANUARY – MARCH

On January 4th it was announced that vulnerable children and those with EHC plans should return to school. Schools closed for the vast majority of children.

| Priorities / EEF research area | Possible Barrier | Actions | Cost / Time Frame | Desired Outcome | Impact to date March 2021 |
|--------------------------------|--|--|--|---|---|
| Remote Provision | Technology access for children. Parental engagement Pupil Engagement | Ensure all remote learners have adequate access to technology. Deploy key staff to teach key skills remotely in order to ensure consistency between the in school curriculum offer and remote curriculum offer. Allocate key adults to remote learners to maintain contact, teach and support as required. Where possible teachers to meet with key children to teach key concepts, whilst balancing the class in school. | Time TA deployment and additional cover for teachers Equivalent of 3 TA days per week 1,530 | For the children on the remote education provision to continue to access a curriculum which emulates as much as possible the curriculum taught in school. For the children on remote education provision to secure key skill concepts which had been identified on IEPs and Autumn term assessments. | <i>The vast majority of children attended school during the lockdown. A TA3 was allocated to provide additional support and to have the remote learners. In comparison to the previous lockdown we have a higher level of engagement and the curriculum was emulated with children receiving 1:1 session daily online with key staff, which supported their return and showed they accessed the curriculum.</i> |

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| <p>CONTINUED Targeted Academic Support</p> <p>Additional One to One intervention programme(s)</p> | <p>Children returning and requiring a higher level of targeted support than previously required.</p> | <p>All TAs to be deployed by class teachers to support targeted learning in class.</p> <p>All children have additional IEP key target time to be factored into the session.</p> <p>By the end of March key children identified for one to one intervention will have received bespoke programmes.</p> | <p>Additional TA support across the school via school budget to support children on return to school.</p> <p>4 x children 30 min per day 12 weeks Spring Term = £1,680</p> | <p>Targeted support will enable the children to</p> <ul style="list-style-type: none"> -achieve their academic targets which will be reviewed every 2-3 weeks. - ensure children 'gaps' in learning are addressed. | <p><i>The vast majority of children achieving their targets. Progress is evident from learning walks and learning is targeted to secure gaps in learning.</i></p> |
| | | <p>TOTAL</p> | <p>£3,210 Additional subsidised by PPG funding</p> | | |

MARCH 2021 – JULY 2021

| Priorities / EEF research area | Possible Barrier | Actions | Cost / Time Frame | Desired Outcome | Impact to date July 2021 |
|---|---|---|---|--|--------------------------|
| <p>CONTINUED Targeted Academic Support</p> <p>High quality 1:1 / small group tuition</p> | <p>Additional new admissions to be assessed and require bespoke provision</p> | <p>All TAs to be deployed by class teachers to support targeted learning in class.</p> <p>All children have additional IEP key target time to be factored into the session.</p> <p>By the end of July key children identified for one to one intervention will have received bespoke programmes.</p> | <p>Additional TA support across the school via school budget to support children on return to school.</p> <p>4 x children 30 min per day 12 weeks Summer Term = £1,680</p> | <p>Targeted support will enable the children to</p> <ul style="list-style-type: none"> -achieve their academic targets which will be reviewed every 2-3 weeks. - ensure children 'gaps' in learning are addressed. | |
| <p>Supporting children's social, emotional needs</p> <p>"focused time in the school day spend developing one or more</p> | <p>Additional COVID restrictions in place.</p> <p>Additional new children arriving that require a high level of support to settle in new environment.</p> | <p>High risk children to be allocated key adult support on behaviour and mental health support re: return to school and induction to school following an increase in referrals. SEMH targets and provision. Reintegration of key children to be focus to their / new mainstream provisions after a long period of</p> | <p>Allocate TA3 to reintegration and key adult support.</p> <p>20.50 per hour x 10 hours per week = 2,460</p> | <p>To reintegrate and support the mental health of children during key transitions.</p> <p>Successful transitions to have taken place.</p> | |

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| social and emotional skills” | | time in PRU provision due to covid restrictions hindering transitions. Key work on transitions and bespoke intervention programmes to support. | | | |
| | | TOTAL | £4,140 Additional subsidised by school budget | | |