



**Willoughby Covid Catch Up Premium Strategy and Action Plan**

<b>Number of eligible pupils: 110</b>	<b>Pupil Premium budget: £23,760</b>
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**Strategy Statement**

The school aims to identify barriers to learning due to the Covid-19 pandemic. The Covid catch up premium will focus on supporting pupils in their readiness to learn, levels of independence, behaviour for learning and sensory needs. An important focus for supporting learners in their academic and personal progress is developing pupils verbal and non-verbal modes of communication. This will allow them to understand and access the curriculum. It will support pupils social and emotional wellbeing and support them to feel happy, settled and integrated into their school community.

- **To raise the attainment both academic and pastoral, of all pupils across the school.**

<b>Desired Outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
1	All pupils to make expected progress. Pupils who are not making expected progress are identified early and appropriate early intervention is in place.	All pupils to meet their expected academic progress targets.
2	Pupils social emotional wellbeing is developed to improve readiness for learning, raise attendance and further academic progress.	All pupils access extended learning opportunities. Improved attendance rates.
3	Behaviour and welfare issues are effectively addressed to support pupils to make and sustain expected progress.	Behaviour incidents in school reduced and pupils readiness for learning significantly increased.
4	All relevant pupils to have an occupational therapy sensory assessment and follow up practical sensory programme as required.	All pupils receive a written occupational sensory assessment and programme. The programme is delivered in line with recommendations.

**Planned Expenditure**

Desired outcome	Specific Intended Outcome	Amount allocated to the intervention/action (£)	Brief Summary of the planned intervention.	Monitoring schedule	Actual Impact (review date September 2021)
<p><b>1</b> All pupils to make expected progress. Pupils who are not making expected progress are identified early and appropriate early intervention is in place.</p>	<p>Additional support available for small group or 1:1 work with pupils as required</p>	<p>£8,895 Teaching Assistant for 15 hours per week.</p>	<p>To provide additional support in class to enable focussed work on key identified areas</p>	<p>Deputy Headteacher (academic) and class teachers</p> <p>Termly progress meetings identify areas of need. Post support meeting identifies impact</p>	<p>The majority of pupils made progress in line with, or exceeding, their set academic targets. Where appropriate, individualised intervention took place to support pupils who had not met their expected targets.</p>
	<p>Provide specific resources and equipment to enable pupils to access the curriculum</p>	<p>£784</p>	<p>Provide communication aids for most vulnerable pupils.</p> <p>Specialised resources for core subjects</p>	<p>Deputy Headteacher (academic) monitors impact through termly progress meetings with teachers and discussions with curriculum leaders</p>	<p>Additional curriculum resources were purchased to support pupils communication needs. All SALT programmes were delivered in line with professional guidance.</p>
<p><b>2</b> Pupils social emotional wellbeing is developed to improve readiness for learning, raise attendance and further academic progress.</p>	<p>Enhanced PSHE curriculum and lesson time for all pupils.</p>	<p>£1,186 Teaching Assistant for 2 hours per week.</p>	<p>Curriculum release time for PSHE lead</p>	<p>Deputy Headteacher (academic) monitors impact through termly progress meetings with teachers and PSHE curriculum leader</p>	<p>Reformulated PSHE curriculum in line with new statutory guidance implemented within all classes and across all curriculum pathways. PSHE Lead effectively used release time to monitor implementation of PSHE curriculum.</p>

	Support for pupils and parents to return to school and improve attendance.	£2,965 Pastoral Manager 5 hours per week.	Dedicated Pastoral Support Manager to support pupils and parents returning to school.	Deputy Headteacher (pastoral) to ensure all families are aware of the support. Specific support for certain families and pupils  Attendance reports	Attendance rates were closely monitored and regularly reviewed. Additional support was provided to parents pupils where deemed appropriate. Pupils were carefully transitioned back into education after extended periods of absence.
<b>3</b> <b>Behaviour and welfare issues are effectively addressed to support pupils to make and sustain expected progress.</b>	<p>Pastoral Manager is effective in supporting pupils to be happy and settled resulting in reduced behaviours</p> <p>Behaviour incidents are reduced across the school.</p> <p>Low level disruption in classes is reduced with pupils accessing more learning opportunities</p>	<p>£2,965 Pastoral Manager for 5 hours per week.</p> <p>£1000</p>	<p>Dedicated Pastoral Support Manager to support pupils in their social and emotional development</p> <p>Providing training for staff in behaviour management strategies and specialist approaches to supporting pupils with ASD and sensory needs</p>	<p>Deputy Headteacher (pastoral) monitors and tracks behaviour incidents across school</p> <p>Deputy Headteacher (pastoral) provides training schedule and opportunities</p>	<p>Pupils identified as needing additional support were offered individual and ongoing sessions with the pastoral manager.</p> <p>A range of support mechanisms were enacted to support pupils behaviour for learning and ensure positive pupil wellbeing.</p> <p>Negative behavioural incidences were reduced and appropriately managed.</p>
<b>4</b> <b>All relevant pupils to have an occupational therapy sensory</b>	Pupils able to manage their sensory needs, (with or without adult support) to develop their	<p>£3,000 Sensory OT for 12 Days.</p> <p>£2,965</p>	Sensory Occupational Therapy Assessment for each relevant pupil.	Deputy Headteacher (pastoral) to meet fortnightly with sensory OT to discuss	All pupils identified as having needed sensory integration were reviewed by the school's sensory OT.

<b>assessment and follow up practical sensory programme as required.</b>	readiness to learn and ability to stay on task.	Teaching Assistant for 5 hours per week.	Written Sensory programme  Sensory OT programme delivered for each pupil	assessments, programmes, progress and impact.	Programmes were implemented and followed. Sensory OT reviewed pupils regularly making adjustments and amendments where needed. As a result, pupils sensory needs were met allowing them to access their learning.
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