

# Welburn Hall School



## Covid-19 Catch-up premium report

Date report adopted by school:  
Review Period: Annual  
Next review Due: 01 April 2022

Signed by Quality Control Manager:

A handwritten signature in black ink, appearing to read 'M. Burt'.

Date: 01 April 2021

Approved by Governors:  
Date: 26<sup>th</sup> March 2021

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## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	78	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£17,760		

## STRATEGY STATEMENT

The overall aim of our use of Covid catch-up funding is to reduce any attainment gaps caused by Covid and to ensure educational/mental wellbeing for all pupils, following the trauma of the pandemic

The SLT (Senior Leadership Team) had the following catch-up priorities, identified through attendance, attainment and behaviour data:

- Ensuring that SEMH boys were successfully supported throughout the pandemic, including those who were risk assessed as being unable to attend onsite until Easter 2021. This support included home visits every week from SLT, Nurture Group lead teacher, ATA (advanced teaching assistant).
- When reintegrated this priority focus changed to support from home to school, taxi into class and maintaining concentration in learning, ensuring a successful social and emotional reintegration into their peer group
- Ensuring that all our pupils with communication and interaction difficulties, were supported adequately online via the purchase and delivery of SALT programmes recommended by the NHS, such as Elkan. This meant ALL pupils could be communicated with to support mental well-being
- Ensuring as many pupils as possible could safely access onsite learning when possible, through the purchase of 15 new tables, that ensured the correct spacing according to legal requirements for social distancing
- Ensuring capacity to deliver catch-up learning/well-being activities for all pupils affected by missing school during Covid

We identified the following barriers to learning in our school. These are identified already but worsened during Covid. We use our internal assessment systems to identify attainment gaps and analyse PPG, FSM and other areas of vulnerability within our cohort data.

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	All students have EHCPs and learning needs. Pupils with ASD and SEMH have high levels of anxiety, OCD, hypervigilance, sensory intolerance manifesting themselves in negative behaviors' which act as a barrier to their own learning and that of their peer group
B	Students join the school with low numeracy and literacy grades. Pupils with ASD, ADHD & SEMH are highly unpredictable, impulsive and are unable to respect boundaries. These behaviors' act as a barrier to their own learning and that of their peers. Some pupils experience a disorganised approach to their daily dietary intake which affects their ability to focus on learning at points during the school day
C	Many students have poor social and communication needs
D	Pupils with ASD, SEMH, Attachment Disorder, etc can find low self-esteem and low confidence levels a real barrier to simple communication
E	Attendance rates for pupils eligible for PP are 89.68% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.

## ADDITIONAL BARRIERS

### External barriers:

F	Economic and social deprivation
G	Unstructured home life
H	Medical conditions

### Planned expenditure for current academic year

#### Quality of teaching for all

Action	Intended outcome and success criteria	Evidence and rationale	Quality assurance	Staff lead	When will you review this?

<p>Purchase 15 new tables</p> <p>£839</p>	<p>To ensure correct distancing and enable more pupils to attend onsite</p>	<ul style="list-style-type: none"> <li>• DfE guidance on how to maintain appropriate distance within a classroom ie 2m person to person or 1m+ with full adherence to mask wearing. A lot of our students will not/cannot wear masks and our teachers had difficulties communicating with a mask on, we also observed the negative impact on pupil wellbeing (being upset by mask wearing), therefore set desks up at 2m distance</li> <li>• Evidence that pupils happier in school with the social groups, particularly given our setting and lack of opportunities in the local area, even without Covid</li> <li>• Concern about pupils' learning regressing at home</li> <li>• Welfare concerns in the home, stress on families</li> </ul>	<ul style="list-style-type: none"> <li>• SLT measured each room, assessed impact of installing so many hard desks</li> <li>• SLT carried out lesson observations and assessed how the desk had either improved outcomes (because of attendance) or had any negative impact (because seating plan is imposed)</li> </ul>	<p>Sarah Barker</p>	<p>September 2021</p>
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Expenditure on preparing and posting large packs of work, purchasing resources for pupils to use at home:  £1254.58	Teachers wanted to ensure as far as possible that learning continued at home, even for those unable to access online learning	<ul style="list-style-type: none"> <li>• Recognition that parents may be unable to support specialized learning or understand SEND approaches</li> <li>• Ensuring inclusion for all pupils including those unable to attend site or access online learning</li> </ul>	<ul style="list-style-type: none"> <li>• Attainment report sent to governors (March 21) including review of remote learning</li> </ul>	Marianne Best/Sarah Barker	
Total budgeted cost:					£2093.58
Targeted support					
Action	Intended outcome and success criteria	Evidence and rationale	Quality assurance	Staff lead	When will you review this?
Purchase 15 pupils' ELAKN training  £3568	To ensure all pupils can be communicated with to support mental wellbeing	<ul style="list-style-type: none"> <li>• Advice from SALT service in NHS was that pupils with C&amp;I (communication and interaction) difficulties were struggling most at home; suggested we purchase ELKAN</li> </ul>	<ul style="list-style-type: none"> <li>• SLT monitoring engagement and impact</li> </ul>	Sarah Barker	April 2022

<p>Contribution of funds to provide extra staff hours (GTA time for SEMH)</p> <p>COST: £165 per day per member of staff x 100+ days</p> <p>£12098 used from Covid Catch-up funding = 73 days worth of funding</p>	<p>To ensure those boys within Nurture Group, with most profound SEMH who have missed school are able to attend successfully</p>	<ul style="list-style-type: none"> <li>• In SEMH/Lower Nurture Group, the boys are those pupils who are historically at risk of exclusion in school due to dysregulated behaviour</li> <li>• These pupils were risk assessed as being unable to attend during lockdowns and one has not been able to attend throughout the pandemic, until April 2021, due to extreme behaviours (assaulting others, harming self, absconson, damaging property)</li> <li>• These pupils also fall into the lower deprivation category and those most at risk of social isolation and chronic mental health difficulties</li> <li>• Normal staffing ratios could not compensate for any of this and we needed the capacity to be able to support them to be onsite and/or sustain home visits/local walks</li> </ul>	<ul style="list-style-type: none"> <li>• SLT monitoring of attendance and attainment</li> <li>• Parent feedback on behaviour at home</li> </ul>		
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Total budgeted cost:	£12098
	