

COVID-19 Catch-Up Premium Report

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	125	Amount of catch-up premium received:	£28,080

STRATEGY STATEMENT

We have streamlined our approach to teaching phonics to allow for clear progression of skills in our school. We are now using the validated DfE ‘Little Wandles Letters and Sounds’ across the school to embed phonics practice. This will particularly raise standards for our semi-formal and formal learners as resources will be centralised and uniform across the school. Our library and English scheme of work has undergone extensive development to become more inclusive. We have diversified the texts we use across the school for the scheme of work meaning that students have access to texts written and illustrated by a wide range of artists. Our texts in the library and scheme of work celebrate and include characters and authors from across the world and who have disabilities.

As a whole school, we took part in the SPARK! Book Awards reading initiative. The English subject lead was part of the 3-7 Children’s Book panel. This supported diversity and inclusion on the panel meaning final text selections were accessible to our students. All students were involved in reading, experiencing or reviewing a series of shortlisted books and each class took part in a vote to identify their favourite book. Students were able to attend author workshops and ask questions to the authors using AAC. This increased student’s confidence in using AAC with less familiar people and celebrated the use of AAC. One student was able to use his communication aid to introduce one of the awards during the award ceremony.

Bedelsford School worked with and is working with the ‘Shakespeare for Schools’ festivals with students from across the school taking part in the film and theatre festival. Over the pandemic students shielding at home and those in school worked towards and took part in a performance of Midsummer Night’s Dream through a virtual puppet theatre and zoom links. Students on the pre-formal pathway will continue to particularly benefit from taking part in this project where Shakespeare is made accessible through collaborative working with Tim and Carmen where the text is adapted into a musical and sensory experience. In 2021/22 we are continuing with Shakespeare Schools and adapting accordingly to Learning pathways

Due to the impact of the pandemic on our student’s physical skills, we have extended our MOVE provision to support the implementation of MOVE practice. We have funded senior practitioner training and ‘Train the Trainer’ for the Assistant Headteacher, who will support the MOVE co-ordinator to develop the MOVE programme to include more students. The Assistant Headteacher and the MOVE co-ordinator train school staff to practitioner and senior practitioner level which will allow for a greater number of students to have access to the programme.

The introduction of the Assistant Headteacher role, who specialises in integrated provision and communication across the school, offers a further link between the therapy provision and education at Bedelsford meaning that there is now a greater involvement of a therapeutic approach to learning in our curriculum. Therapists and the Assistant Headteacher have worked collaboratively to review equipment for the pupils and to organise training for parents and staff. The Assistant Headteacher teaches across the school enhances and delivers English and Communication sessions that allow for ongoing staff training and improved student recovery and outcomes.

A new Maths lead role across the school is developing. The role of enrichment Senior Teaching Assistant (STA) has been developed to support with phonics, English and mathematics across the school. The STA works alongside class teachers and therapists to provide enhancement to the English and mathematics curriculum and to implement the use of communication aids across the school day. The STA also works with the formal learners in 6th Form to gain accreditations in ASCENTIS and ASDAN.

We have developed the role of Senior Teaching Assistant for Integrated AAC to provide two post holders. One STA for AAC focuses on the integrated use of AAC in the Primary Department and one focuses on this provision in the Secondary department. These STAs work in conjunction with the teaching and therapy teams to provide the communication resources which are vital for our students to access the curriculum and world around them. Recently, we purchased a binding machine for communication books which allows our students to have greater access to their books. Books bound by the machine are more robust meaning they can be used in the community, at play time and in learning opportunities.

Barriers to learning

Overall strategy area	<ul style="list-style-type: none"> • Challenges to communicating, cognitive development and learning using non-verbal modes of communication due to remote learning restrictions, lack of interaction with wider community, Covid restrictions and no regular specific AAC group sessions with MDT Team • Physical deterioration impacting on learning while shielding due to no regular PE, pool sessions, wider outdoor learning spaces with Covid restrictions and lack of access to therapeutic equipment in house e.g. tricycles, walkers due to space restrictions
Teaching and whole-school strategies	<ul style="list-style-type: none"> • Child specific sessions and class remote learning joint with children in school • Bespoke Individual learning packs • Recovery Curriculum implementation for all children – 5 Levers – Metacognition, Relationships, Community, Space to be, Transparent curriculum • Focus on communication and cognitive development and physical and mental health and well-being.
Targeted approaches	<ul style="list-style-type: none"> • One to one and small group tuition Intervention programmes in place for physical development, reading and communication support, Maths timetabled outdoor learning, MOVE Programme, Forest schools, Expressive Music and wellbeing with THRIFT, Whole school remote assemblies inclusive of all at home.

Planned expenditure for current academic year

Quality of teaching for all		
Specific strategy	Success criteria	Impact
Employment of an Assistant Headteacher, Maths Lead and Senior Teaching Assistants responsible for Integrated Communication and Provision to develop AAC skills throughout the day	Provision in place to support the communicative and physical needs of all learners, taking into account their expressive and receptive language development and physical ability and positional needs.	Successful use of AAC for all pupils throughout their day including during educational visits and when using mobility equipment evidenced through EFL assessment tool including analysis of Insights.
Updated Phonics Programme and reading strategy	'Little Wandle Letters and Sounds' embedded across the school to develop phonics practice. Successful reading programmes incorporating wider diversity of texts	Standards raised for semi-formal and formal learners as resources are centralised and uniform across the school. Individual Learning Intentions over time and progress on EFL evidences clear development of phonics and reading skills for relevant pupils and accreditations and exams results evidence at least expected progress.
MOVE Training	Extended our MOVE provision to support the implementation of MOVE practice. We will have funded senior practitioner training and 'Train the Trainer' for the Assistant Headteacher leading to a greater number of students having access to the programme and subsequent development of improved physical skills.	Pupils and students' physical ability is maintained and improved to enable increased learning comfort and cognitive achievement.
		Total budgeted cost: 28,080

Additional comments/evaluations: