

COVID Catch-up Premium Report

COVID 19 SPENDING SUMMARY INFORMATION

Total number of pupils:	120	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£28,800		

STRATEGY STATEMENT

COVID has created disruption to pupil learning as well as the school's priorities for curricular and personal development. Additionally, pupil absence due to the pandemic has created gaps in learning, progress, increases in disruptive Behaviour, and overall achievement. As an SEMH school, we have remained open throughout the pandemic, with a core priority of keeping children onsite for their education. Simultaneously, we have provided a remote learning protocol as well as additional resources for our most vulnerable pupils and families. As we enter a new academic year, Nightingale has identified the need to adapt various practices in order to best support our pupils' welfare and academic achievement. NCA's core priorities for the 2021/22 academic year are:

- Supporting the mental health and well-being of our pupils, with particular emphasis on pupil's and staff impacted by the pandemic
- Support families and reduce the attainment gap of our most disadvantaged pupils
- Raise attendance by adapting current practice and adding additional staffing resources in order to meet national standard
- Close the attainment gap in English, Maths, and Science through a comprehensive intervention programme
- Enhance our virtual learning environment, and promote new policies around independent learning and homework
- Enhance our personal development programme, including the provision of cultural capital to pupils

Our mission this academic year is to create policies and procedures which help to close the gap in the aforementioned areas, all of which aim to nurture and support the well-being and progress of our pupils. By the end of this academic year, Nightingale aims to quantify impact by closing the identified attainment and attendance gaps, as well as increase the therapeutic and personal development programming in order to mitigate any disruption that the pandemic has caused.

Barriers to Learning

Focus	Identified Barriers to Learning
A	Academic Catch up - targeting across all key stages in English / Maths / Science GCSE
B	Whole School Approach to Reading
C	Student Behaviour upon returning to school has become more disruptive due to inconsistent attendance
D	Curricular gaps and poor resourcing in identified subjects
E	The VLE and Independent Learning platform used during COVID (TEAMS) was not suitable for long term instructional and supportive provision
F	Students have not had access to external personal development activities which has created deficit on cultural capital
G	Attendance
H	Pupils in receipt of Pupil Premium Grant
I	Parental Engagement with the School

Focus	COVID Specific Barriers to Learning
J	Access to technology / Home Learning
K	Mental Health and wellbeing issues for pupils who experienced trauma due to the pandemic
L	Gaps in knowledge due to poor attendance during the pandemic

Planned expenditure for Academic Year 2021/22

Action	Focus	Objective	Rationale	Success Criteria	Lead	Implementation
Pupil Premium Grant	H	<i>See Pupil Premium Report 2020/21</i>				
School Attendance		Attendance improves to at least pre-covid levels across every phase. Personal plans are in place and improving attendance for 9 out of 10 persistent absentees	Whole school attendance disproportionately impacted by persistent absentees; particularly in 6 th Form and KS4	<p>Attendance panel meetings will be routinely held with families and professionals</p> <p>Education welfare consultancy will provide statutory support and help with intervention planning for relevant cases</p> <p>Routine attendance performance will be reported by phase and subject leads; improvement planning will be led by the middle leadership group</p>	JBr	Ongoing: 0.1 LSP for attendance interventions £4.8k

<p>Quality First Teaching – Hiring of Qualified staff for gaps in curriculum (Music/Citizenship/Art/Mechanics)</p>	<p>A, D,</p>	<p>Curriculum gaps are filled with qualified teachers who are able to deliver an effective and holistic curriculum</p>	<p>Through COVID, specialist teachers willing to work in SEMH were difficult to retain, which negatively impacted accreditation for pupils in vocational subjects. Agency staffing quality was mixed, which necessitated a reexamination of budgets to ensure high quality teachers</p>	<p>Advertising of posts and rounds of job interviews for curricular leads rather than depending on day-to-day cover teachers</p>	<p>AB JB</p>	<p>Ongoing: Up to £6k for additional adverts</p>
<p>1:1 Intervention for Reading / Phonics / Maths / Science / GCSE / 6th Form Core</p>	<p>A, D, H, L</p>	<p>Children are provided with 1:1 tuition which helps them to reach national standards within paradigms and are back on track for flight paths</p>	<p>Intervention was fragmented last year due to COVID; as a result, children have fallen further behind in hitting national standard</p>	<p>Leaders have implemented intervention and they are routinely captured in SIMS. Learning walks observe 1:1 and small-group implementation. PUMA / PIRA / GAPS is routinely used to identify strands needing intervention as well as impact 1:1 Intervention for all key stages organized and launched during autumn term</p>	<p>MMC MME MM JB JMC</p>	<p>Termly (as stated in Year Plan): £2k for assessments & training</p>

Cultural Capital Trips and Guest Speakers	A, C, F, H, K	Children will receive cultural capital trips around all core subjects and most vocational subjects to gain experiences outside of classroom provision	No trips have occurred for pupils since pre-pandemic which has not provided cultural experiences and opportunities for boys to have guided social interaction with the public	Head of Personal Development and Phase leaders will organize trips for pupils each half term linked to planned curriculum Good news stories about experiences routinely captured on the website and shared in End of Term assemblies	MMK EJ GB RP	End of September £5k
Google Classrooms VLE /	A, B, I, J	Google Classrooms is implemented as a whole school platform which enhances independent learning opportunities for pupils. Teachers are able to identify pupils who are not accessing work from home	TEAMS was used last year to provide instructional and assessment material to pupils who did not attend, including opportunities for independent learning. This platform did not prove to be user friendly, or provide quality assurance measures which ensured pupils accessed and submitted work	SLT complete the design of the overall framework & provide CPD to staff (alongside IT lead) Middle Leadership manage VLE to ensure that agreed procedures and expectations are followed Parents provided with support and training online and in person training through Morning Coffee Sessions VLE expectations are aligned with Behaviour expectations to ensure that pupils catch up on required work Working Party meetings will examine use of VLE overtime to ensure that	YO DH EJ	Infrastructure to be built by the end of Autumn term: Cost: £7k

Independent Learning through VLE	A, B, I, J	Pupils build resilience around independent learning through a progressive homework plan across all key stages through use of the VLE	Routine homework is a challenge in any SEMH setting TEAMS demonstrated that pupils could engage in limited ways at home and parents supported the process where they were able but outcomes were limited. Catch up will be dependent on training pupils to confidently engage with additional materials for skills practice at home	<p>Google classrooms is completed with clear infrastructure and training for staff, pupils, and parents</p> <p>Middle Leadership / SLT have built a progressive model for homework</p> <p>Homework used to ensure pupils complete work and is fully integrated to behaviour procedures</p> <p>Quality assurance is conducted by Curricular leads</p>	MMC YO	Spring 2
Evidence for Learning through VLE	A, D, L	Evidence for Learning is Incorporated across whole school which leads to more consistent targeted marking which is shared to all relevant parties of pupils	Parental Engagement is a key component of success in SEMH settings. Covid made the connection stronger for many in regard to family welfare and we need to exploit these connections by bringing more hard-to-reach families into the education partnership	<p>Evidence for Learning is purchased and set up for all staff. Procedures are aligned with existing assessment processes</p> <p>Phase meetings are created to monitor and moderate marked work</p> <p>Evidence for Learning is routinely shared with parents to demonstrate progress of learners and identify independent learning opportunities</p>	EJ MMC RP YO	Autumn 1 Fortnightly

<p>Whole School Approach to Reading</p>	<p>A, B, L,</p>	<p>Reading is incorporated across multiple subjects, including form time, with pupils demonstrating a “joy for reading”</p>	<p>As the curriculum has been updated, class sets of books were difficult to order towards the end of last academic year.</p> <p>Lessons around key vocabulary have also been lost, necessitating a re-prioritization</p> <p>Library Audit to occur, with additional books being ordered for children</p> <p>Form time routines around reading have been lost, which will need support to re-embed</p>	<p>Class sets of books are ordered for all English classes</p> <p>Evidence for Learning and book scrutiny will require pupils to record key vocabulary and definitions in books</p> <p>Library to order additional books for pupils to read in Form time lessons</p> <p>Form time activities are re-imagined, launched, and quality assured over the first half term (to include points of DEAR time)</p>	<p>YO MMC</p>	<p>Audit and all books ordered in September</p> <p>Form time rota to be launched end of September</p> <p>EFL focus on key vocabulary to occur end of September £400</p>
<p>At Home Access to IT</p>	<p>D, E, I, J</p>	<p>All pupils have access to IT at home in order to engage with Independent Learning</p>	<p>Lockdown demonstrated that many families, particularly PPG pupils did not have access to IT from home. Computers were returned at the end of the academic year, but IT issues remain</p>	<p>Audit on family access to IT to occur at pupil/family level</p> <p>New laptops to be registered, equipped with necessary IT and signed off to families</p> <p>Training to occur with these families for use of VLE</p>	<p>DH JB</p>	<p>Autumn 2</p>

Healing Together (Group and Individual Therapy)	C,K	Pupils that have been exposed to Domestic Violence during the pandemic.	Evidence Based approach. Measures prior and post interventions have been uploaded on the Healing Together website.	Staff has attended specialist training and adheres to the Healing Together mode of delivery and planned sessions.	CMcG	Autumn 1
Virtual Parents Group Virtual Mental Health Support	C,K	Resources and sign posting for parents who need additional support in relation to the pandemic.	Groups and pages have been created in Teams and parents have access to a wide range of mental health resources.	Resources are uploaded and changing needs are monitored by the Therapy Lead.	CMcG	Autumn 1
Virtual Mental Health Support Hub for children and young people.	C,K	Resources, sign posting and direct mental health support for learners.	Groups and pages have been created in Teams and learners have access to a wide range of mental health resources. They can also request online support from one of our trained therapists.	Resources are uploaded and changing needs are monitored by the Therapy Lead.	CMcG	Autumn 1
Youth Mental Health First Aid	C,K	YMHFA training for all staff has been implemented.	All staff has been trained as mental health first aider. The team is confident and has sufficient knowledge of mental health needs and difficulties.	2-days training has been delivered in-house.	CMcG	Autumn 1
Emotion Coaching	C,K	Emotion Coaching training has been delivered to the whole staff group.	EC displays, strategies and techniques are widely implemented across the school.	In-house training delivered by a certified Emotion Coaching Trainer	CMcG	Autumn 1
Sensory Rooms	C, K	Three new Sensory Rooms have been set up to respond to learners' increased anxiety levels due to COVID	Sensory Rooms are accessed daily by learners who are becoming distressed or emotionally dysregulated.	Staff has been trained on how use of the sensory rooms and support students requesting to access the space.	CMcG	Autumn 1

Trainee Psychotherapists	C, K	In response to the increased numbers of students needing support during the pandemic, a new trainee program will be implemented to provide additional therapeutic capacity	Trainee psychotherapists are supervised by the Therapy Lead whilst the complete a clinical placement at the school, delivering individual and group therapy to learners.	Trainees are routinely assessed and supervised in-house by the Lead Therapist	CMcG	Autumn 1 Cost: £2k (year 1 supervision training)
Magic Breakfast / Chefs in Schools	K	Provide support to families impacted by the pandemic e.g., food parcels	Family welfare was impacted by the pandemic, often leading to financial challenges and difficulty providing basic necessities	<p>All families contacted, including PPG and encouraged by the school to join the National Charity</p> <p>Fortnightly parcels sent to families involved in the scheme and where need is greatest, food made available routinely</p> <p>Morning breakfasts provided for all</p>	RB	Summer Term Ongoing: Cost: £1k
Total Budgeting Estimate:					£29,000	

