

Evergreen School: Statement of use of catch-up funding

2020-2021

1. Summary information					
School	Evergreen School			Type of SEN	Generic
Academic Year	2020-2021	Total PP budget Total fund Autumn payment	£240 per pupil £60,960	Date of governor reviews	January 2021
Total number of pupils	266	Number of pupils eligible	254 (Census October 2019)	Date for next internal review of this strategy	April 2022

2. Gaps identified; barriers to learning; trends identified; specific to SEN learning needs

Where we have stated 'ALL' or generalised the groups, we have identified the needs of individuals, through liaison with class teachers, parents and pupil views. Interventions may be targeted, small groups or class bubbles, dependent on identified needs. These will be reassessed in April, July and January.

In-school barriers

- i. Primary: many pupils have regressed or found it difficult to maintain previously learnt skills due to absence or change in routines at school.
- ii. Secondary: Up to 90% of school population did not attend school for term 4 and 5 leading to regression in some skills and minimal progress in knowledge attainment.
- iii. All: loss of sense of self and identity within and without the school community
- iv. All: increased anxieties around friendships, life/death, socialising, and school.
- v. Post 16: missed opportunities in work experience and community cohesion.

External barriers

- vi. Increased parental stresses, leading to increased anxieties.
- vii. Reduction in therapeutic support which has resulted in decreased ability to self-regulate and engage in learning effectively
- viii. Reduced access to social and community learning which has resulted in isolation and increased risk of harm

3. Outcomes expected, with success criteria.

a)	Pupils make good progress, as defined by teachers, in their EHCP outcomes. Teachers and Senior Leaders monitor the progress; pupil and parent response	EHCP outcomes agreed by parents and short steps achieved by end of Key Stage 80% on average for each pupil.
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	to progress; leadership team to monitor and target support as needed; gather parent/pupil views on EHCP progress and reviews.	Positive responses from parent/pupil questionnaires.
b)	To attend school full time as soon as possible. Monitor and analyse attendance data; SLT to discuss support with attendance lead / Family support worker weekly.	All pupils attend school unless the risk to the pupil and family is such that it is agreed by the headteacher for home learning to be the safest option
c)	To participate and engage in lessons throughout the day, making good learning progress. Monitored and analysed through monthly behaviour analysis report and discussed at monthly leadership team meetings; teacher discussions; evidence of learning & progress on MAPP; and IRIS data.	Comparative incidents to same time last year (see SIMS data), noticeable reduction in incidents as term progresses. Pupil Progress meetings identify reduction in individual pupils presenting with challenging or risk behaviour
d)	To attain expected external accreditations & Internal assessment in Branches 2 and Leaves, as predicted from their pupil progress report. Evidenced externally through accreditation results. SLT to ensure that phase leads, and subject coordinators are alerted early to lagged attainment, and support in place swiftly.	Data will show pupils' expected exam results are achieved.
e)	Reading progress, throughout the school, is good as predicted by class teachers and literacy lead. Evidenced through pupil progress monitoring by the leadership team; literacy lead data with regards to accelerated reading; baseline data and predicted attainment in reading; questionnaires for parents/pupils.	Improved parental engagement in reading at home. Over 80% of pupils make good progress in reading.
f)	Post 16 students will attend a variety of on-site work linked experiences linked to their aspirations outlined in their careers interview report. Head of post 16 to monitor and analyse, putting in support swiftly as needed. Post 16 lead to focus on careers opportunities within the local community (as soon as safe to do so) and evaluate effectiveness of placements and report to DHT. Design on site opportunities such as café, shop, workshop and horticulture area.	All post-16 students will have had least one placement on or off site linked to aspirations/vocational course by end of year; and pending covid restrictions will attend relevant work placements regularly in the Summer Term.
g)	To feel safe and settled back in school, learning effectively within a restricted environment.	Pupils will access the relevant therapeutic support as identified in the pupil progress meeting. Support such as sensory OT, mental health in schools, life space and play therapy.

4. Planned expenditure	
Academic year	2020- 2021
The headings below enable schools to demonstrate how they are using the catch-up funds to reduce the gaps in pupil learning, emotional and social well-being, and communication skills due to the 2020 pandemic.	
Details	

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils make good progress, as defined by teachers, in their EHCP outcomes. Teachers and Senior Leaders monitor the progress; pupil and parent response to progress; leadership team to monitor and target support as needed; gather parent/pupil views on EHCP progress and reviews.	<p>iii) Whole school Enterprise Project, Whole school reading initiative, launch new curriculum (bubble based/nurture approach)</p> <p>iv) Staff training to focus on emotion coaching & resilience.</p> <p>iv) Workshop on Zones of Regulation</p> <p>iv) EP support for individual pupils</p> <p>i/ ii/ iv. Music therapy and play therapy, life space mentoring & MHST counselling</p> <p>i/ ii/ iv. Occupational Therapy (sensory) for individuals</p>	To develop sense of community to reduce anxieties around self-esteem. The use of art, music and play therapy is well documented. We believe that a differentiated approach is needed, and therefore this support will be targeted to individuals.	Research into appropriate interventions which have been peer reviewed. Monitoring of impacts termly.	DHT	February, June & October
To attend school full time as soon as possible. Monitor and analyse attendance data; SLT to discuss support with attendance lead / Family support worker weekly.	<p>ii/ vi. use of TAs to support pupils back into school</p> <p>Develop use of dojo and newsletter to encourage safe attendance</p> <p>SLT & FSW's assigned to hard-to-reach families to support pupils back into school using a re integration plan with a graded response</p>	Increased attendance will lead to increased opportunities for learning; improved friendships; build self-esteem; and develop sense of identity in their community and ultimately high levels of attainment	<p>Monitor attendance and react quickly to implementing support, taking into account individual needs and anxieties.</p> <p>Assign FSW to specific families to ensure consistent communication with safe and well checks and support offered.</p>	SLT & FSWs	Weekly
To participate and engage in lessons throughout the day, making good learning progress. Monitored and analysed through monthly behaviour analysis report and discussed at monthly leadership team meetings; teacher discussions; evidence of learning & progress on MAPP; and IRIS data.	<p>i. Primary pupils focus on restoring routines and structure within a nurturing class bubble approach. ii. Upskills Staff to understand pupils defensive & risk behaviours and to unpick what the child or young person is expressing / feeling through bespoke individual support plans. i. Adapt school shared areas to create extra break out spaces for classes that are struggling with limited opportunities to the school environment.i. purchase 2 days week Children's Therapy Solutions (sensory OT) i. ii. Whole School Staff training EP service. Emotion coaching. EP advice for individuals (circle of adults). OT advice & individual assessments.</p>	Pupils with SEND have a wide variety of barriers to learning. We believe 'behaviour' is a child or young person trying to communicate. Happy children who feel safe and secure and nurtured learn well.	Led by class teachers Impacts monitored monthly	AHTs & DHT	Dec/ April/ July
To attain expected external accreditations in Branches 2 and Leaves, as predicted from their pupil progress report. Evidenced externally through exam results. SLT to ensure that phase leads, and subject coordinators are alerted early to lagged attainment, and support in place swiftly.	<p>ii. Purchasing of iPad & upgrading old laptops to support pupils with both class-based learning & home learning. Purchase of selected apps and programmes on them, for use in lessons and at home. (My Maths, Education City, Evidence Me)</p> <p>ii. Employed additional TA's to deliver individual interventions post 16</p>	Some pupils would benefit from using personal IT devices for extended writing. Class based teaching has reduced the availability to the ICT suite, classes need class-based computers for pupils to access, along with laptops for home learning. Some of the KS4-5 groups are larger and have previously been staffed with low adult to pupil ratios, they will benefit from extra teaching staff who can focus on areas to develop, such as higher attaining pupils who will be entered for functional skills	<p>SLT to monitor impacts in academic lessons, and also during remote learning.</p> <p>SLT assigned to deploy staff and monitor individual pupils impacts.</p>	SLT	Jan/ April/ July

<p>Reading progress, throughout the school, is good as predicted by class teachers and literacy lead. Evidenced through pupil progress monitoring by the leadership team; literacy lead data with regards to accelerated reading; baseline data and predicted attainment in reading; questionnaires for parents/pupils.</p>	<p>ii. improved access to whole class ICT, with appropriate literacy and numeracy apps ii. Training of staff to use accelerated reading programme (3 hours per staff member) ii/ iii/ iv. Use of extra cover staff to take individual and small group sessions to focus on gaps in literacy</p>	<p>Researched current IT to ensure we find the most up to date and future proof devices. Recommended by EP service Phonics sessions for small groups/ individuals, where gaps or regression has been identified through testing.</p>	<p>IT network manager will advise HT as to the best value and effective IT for classes.</p> <p>My Language & Literacy Lead & SLT will monitor impacts.</p>	<p>SLT & SJ</p>	<p>Jan/ April/ July</p>
<p>Post 16 students will attend a variety of on-site work linked experiences linked to their aspirations outlined in their careers interview report. Head of post 16 to monitor and analyse, putting in support swiftly as needed. Post 16 lead to focus on careers opportunities within the local community (as soon as safe to do so) and evaluate effectiveness of placements and report to DHT. Design on site opportunities such as café, shop, workshop and horticulture area.</p>	<p>v. Create a working party to create community links for future work experience opportunities. V. Visits out and about to local community resources & leisure facilities (when safe to do so) v. specialist career advice with local knowledge leading to a bespoke curriculum and Open Awards modules & qualifications. v. On site development to create learning opportunities such as a new community Book</p>	<p>To build young peoples' sense of identity, self-worth, knowledge of their community, and networking with local employers/college courses. Need for our young people to develop their employment skills; knowledge of opportunities; and increase their life opportunities.</p>	<p>Post 16 and careers lead will analyse impacts, through work placements attended; qualitative positive responses from being out and about; improved confidence being out and increased ability to be safe whilst out and about. (This includes on campus work related learning)</p>	<p>MM & JH</p>	<p>Jan/ April/ July</p>
<p>To feel safe and settled back in school, learning effectively within a restricted environment.</p>	<p>Viii. Commission Therapeutic support swiftly for individual pupils such as sensory OT, mental health in schools, life space and play therapy Viii create themes whole school events that are fun, and child led such as The Virtual Variety Show, Eco decorating Christmas Tree Competition Viii maintain class bubbles with limited interchange of staff</p>	<p>Pupils with autism struggle with anxiety this pandemic has exasperated many of their worries and they need specialist support to enable them to be calm and happy and ready to learn. Pupils with SEND struggle with change and it takes time for staff to understand pupils needs and barriers to learning including how best to support positive behaviour and reduce the child or young person anxieties</p>	<p>Monitor pupil's behaviour and engagement in learning/attainment. Monitor safeguarding concerns and refer to appropriate services.</p>	<p>SLT</p>	<p>Weekly</p>
Total budgeted cost					

5. Review of expenditure

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils	Lessons learned (and whether you will continue with this approach)	Cost
Pupils make good progress, as defined by teachers, in their EHCP outcomes. Teachers and Senior Leaders monitor the progress; pupil and parent response to progress; leadership team to monitor and target support as needed; gather parent/pupil views on EHCP progress and reviews	iii) Whole school Enterprise Project, Whole school reading imitative, launch new curriculum (bubble based/nurture approach) iv) Staff training to focus on emotion coaching & resilience. iv) Workshop on Zones of Regulation iv) EP support for individual pupils i/ ii/ iv. Music therapy and play therapy, life space mentoring & MHST counselling i/ ii/ iv. Occupational Therapy (sensory) for individuals			EP time staff training & pupil support £5699 Music therapy - £1900 (PP) Life space - £5850 (PP & King Henry Charity donation)
To attend school full time as soon as possible. Monitor and analyse attendance data; SLT to discuss support with attendance lead / Family support worker weekly.	ii/ vi. use of TAs to support pupils back into school Develop use of dojo and newsletter to encourage safe attendance SLT & FSW's assigned to hard-to-reach families to support pupils back into school using a re integration plan with a graded response			FSW - £29,166 (school budget)
To participate and engage in lessons throughout the day, making good learning progress. Monitored and analysed through monthly behaviour analysis report and discussed at monthly leadership team meetings; teacher discussions; evidence of learning & progress on MAPP; and IRIS data.	i. Primary pupils focus on restoring routines and structure within a nurturing class bubble approach. ii. Upskills Staff to understand pupils defensive & risk behaviours and to unpick what the child or young person is expressing / feeling through bespoke individual support plans. i. Adapt school shared areas to create extra break out spaces for classes that are struggling with limited opportunities to the school environment. i. purchase 2 days week Children's Therapy Solutions (sensory OT) i. ii. Whole School Staff training EP service. Emotion coaching. EP advice for individuals (circle of adults). OT advice & individual assessments.			SLT time - £1350 (0.5 day a month School budget) EP & CTS services as above
To attain expected external accreditations in Branches 2 and Leaves, as predicted from their pupil progress report. Evidenced externally through exam results. SLT to ensure that phase leads, and subject coordinators are alerted early to lagged attainment, and support in place swiftly.	ii. Purchasing of iPads & upgrading old laptops to support pupils with both class-based learning & home learning. Purchase of selected apps and programmes on them, for use in lessons and at home. (My Maths, Education City, Evidence Me) ii. Employed additional TA's to deliver individual interventions post 16			Ipad provided by DfE Upgrade laptops – Laptops provided under DfE scheme Ed city £650 My Maths £600 Evidence me £600 (PP)

<p>Reading progress, throughout the school, is good as predicted by class teachers and literacy lead. Evidenced through pupil progress monitoring by the leadership team; literacy lead data with regards to accelerated reading; baseline data and predicted attainment in reading; questionnaires for parents/pupils.</p>	<p>ii. improved access to whole class ICT, with appropriate literacy and numeracy apps ii. Training of staff to use accelerated reading programme (3 hours per staff member) ii/ iii/ iv. Use of extra cover staff to take individual and small group sessions to focus on gaps in literacy</p>			<p>TA one day a week (reading for pleasure) - £4389 (PP)</p>
<p>Post 16 students will attend a variety of on-site work linked experiences linked to their aspirations outlined in their careers interview report. Head of post 16 to monitor and analyse, putting in support swiftly as needed. Post 16 lead to focus on careers opportunities within the local community (as soon as safe to do so) and evaluate effectiveness of placements and report to DHT. Design on site opportunities such as café, shop, workshop and horticulture area.</p>	<p>v. Create a working party to create community links for future work experience opportunities. V. Visits out and about to local community resources & leisure facilities (when safe to do so) v. specialist career advice with local knowledge leading to a bespoke curriculum and Open Awards modules & qualifications. v. On site development to create learning opportunities such as a new community Book, Enterprise shop, poly tunnel, workshop</p>			<p>Poly Tunnel, Enterprise shop & Workshop upgrade costs - Request funding by Friends of Evergreen charity</p>
<p>To feel safe and settled back in school, learning effectively within a restricted environment.</p>	<p>Viii. Commission Therapeutic support swiftly for individual pupils such as sensory OT, mental health in schools, life space and play therapy Viii create themes whole school events that are fun, and child led such as The Virtual Variety Show, Eco decorating Christmas Tree Competition Viii maintain class bubbles with limited interchange of staff</p>			<p>TA costs to reduce interchange. £43,890 (2 additional TA's)</p>
				<p>£61,359</p>