



## Oak Field School

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

1. SUMMARY INFORMATION					
School	Oak Field School			Type of SEN	SLD/PMLD. ASD/CLDD
Academic Year	2020-2021	Total PP budget	£240 per pupil KS1-4	Date of governor reviews	March
Total number of pupils	168	Number of pupils eligible		Date for next internal review of this strategy	March 2021



## STRATEGY STATEMENT

- **Oak Field's catch-up priorities**

Ensure pupils settle back into school and adjust to the new 'normal'

Develop blended learning approaches to ensure all pupils, both those in school and those learning at home, have access to high quality individualised learning

Develop effective wellbeing strategies

- **The core approaches in catching helping pupils catch up missed learning**

Adjustment of the curriculum topics for the first half term to allow all classes to focus on the pupils and their needs

Class teams and phases to review and identify specific areas of need for individual pupils

- **The overall aims of our catch-up premium strategy**

To develop effective strategies to ensure each pupil has what they need access the best possible learning and support, including wellbeing support.

## GAPS IDENTIFIED THROUGH REVIEW

### Academic barriers:

A	Regression in physical skills, impacting on abilities to engage in learning tasks – (no space at home for equipment, lockdown restrictions meant access to physical play spaces and opportunities to practise skills outside the home reduced)
B	Social interaction – pupils and families have been isolated/shielding at home – limited interaction with anyone outside their immediate family
C	Communication – pupils discharged from SaLT caseload during the initial period of lockdown



## ADDITIONAL BARRIERS

### External barriers:

D	Access to online/remote learning including pressures for families who have multiple children at home, also reduced/no access to respite either through extended family or through eg linkwork and residential opportunities
E	
F	

## Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To develop staff support, including increased mentoring support for NQTs and middle leaders	High quality teaching and learning provided for pupils Successful completion of NQT year and middle leadership courses	Due to the need to set up school differently to meet Covid requirements – usual avenues of support have changed.	Assigned mentors – increase of designated time allocated to each NQT and new middle leaders	14-19 Phase leader DSL DHTs	Dec 2020  April 2021



To develop staff training and sharing of skills linked to remote teaching	High quality engaging learning resources shared with pupils and families Pupils/families engaging with home learning resources Pupils making progress at home	Moving forward there will be a need to provided a blended approach to learning, and staff need to be able to respond to this quickly and effectively. Some pupils will continue to learn at home as parents choose to continue to shield with them; others may have shorter periods where they may need to be at home and isolate.	Staff meetings to share high quality resources and share tips Monitoring of the quality of resources/information being shared	SLT/phase leaders	October 2020  Feb 2021
To support a smooth transition back into school for pupils and staff	Smooth transition back into school for both pupils and staff Engagement and learning in sessions back to pre-covid levels	Transition back to school following any period of absence/holiday can be challenging for our pupils, some of whom have not accessed school for several months	All pupils and staff receive a return to school booklet Dedicated time at the beginning of the year with both pupils and staff to go through new approaches and changes to how school will work. Phone calls from staff to families	SLT Sarah R  School Family Support Officer Class teachers	Sept 2020  Jan 2021  April 2021
To develop outdoor learning areas for each class/phase	Pupils engaging in high quality outdoor learning tailored to their individual needs	Outdoor learning identified as a key area to help support reduction of covid transmission in school; this also links to school development of Eco and outdoor learning	Classes to bid in for money/ resources for their outdoor learning areas linked to individual needs of the pupils in their classroom	Eco Team CH/VP Class teachers	April 2021
For pupils to have their physical and sensory needs met to enable them to engage positively in learning	Sensory strategies being used effectively to support pupils' engagement in sessions	As part of whole school reviews, physical abilities and ability to focus identified as areas where pupils are struggling on return to school. Developing expertise around sensory strategies to support pupils	Sensory OT to observe and create sensory profiles for pupils Staff training in sensory awareness and sensory circuits so they can implement recommended strategies. Review of impact of strategies by Sensory OT	LW, BH	Dec 2020  April 2021



Bespoke home learning/remote learning packs	Pupils learning at home making good progress. Feedback from families and work evidence shared demonstrates this	Feedback from lockdown showed that not all pupils engage well with online learning in any form. These pupils often require bespoke physical resources to be shared with families to support engagement in learning.	Monitoring of learning packs sent home Review of pupils' work linked to home learning Phone calls to families around engagement with home learning	Phase leaders/ SLT	November 2020  Feb 2021
Total budgeted cost:					
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To review remote learning to ensure high quality accessible provision that meets the needs of all families	Families and staff successfully using a range of tools to support pupils to engage in learning	Pupils and families have already experienced one lockdown and are able to feed back about what works and what doesn't for them – this will ensure that moving forward we take the best bits and enhance them further	Dedicated time for clear review and analysis of information. Sharing information with staff and developing staff training.	KT, SR	December 2020  April 2021
Increase parental take up of, and engagement with, online platforms	Pupils able to access high quality/bespoke remote learning through Seesaw. Pupils responding to activities and sharing learning at home.	Improving the uptake of Seesaw as a platform on which bespoke learning packages can be sent through to families.	Monitoring of take up and engagement Staff training to ensure they have the skills to use this platform effectively	MR, SR	Jan 2021  April 2021



To identify and implement strategies to support catch up	Pupils making progress in identified areas. Progress captured in Achievement Profiles and through EHCP reviews	Due to the individual needs and profiles of the pupils at Oak Field individualised approaches to catch up learning are required Targeted support in key areas will help to support catch up in these areas.	Review of learning against previous achievement Clear interventions identified for individual pupils and reviewed regularly through Achievement Profiles Staff training and reviews	SLT/phase leaders  SR	November 2020  Feb 2021
To identify and respond to the needs of those pupils who may require increased behavioural support.	Pupils settle back into school and engage successfully in learning	Some pupils will have struggled with the impact that Covid has had on their whole life and may respond to these changes through their behaviour	Staff training around de-escalation and strategies. <i>Approach</i> training – successfully completed. Regular monitoring of any incidents	LW	Nov 2020  Feb 2021
Total budgeted cost:					
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To create whole school art projects to support wellbeing and community	Pupils engaged in creative activities focused on wellbeing and sense of community. Whole school creative arts projects created.	To develop a sense of community to reduce anxieties around self-esteem. Art, music and play well documented as ways to help support this.	Clear directions and support for all pupils to take part Allocated time to create resources	AM – Arts Lead	Oct 2020  Feb 2021



<p>To develop assemblies/ performances in an online format to support engagement with the school community.</p>	<p>All pupils both in school and learning at home accessing the assembly Continued development of community ethos within the school</p>	<p>School assembly was a big success during lockdown and helped to keep people in touch with the school community. Now gatherings can't take place in school, developing a way to ensure this important part of the school community continues through assemblies and performances such as the Christmas Show is really important.</p>	<p>Monitoring of assemblies. Monitoring of engagement of families and pupils not accessing school.</p>	<p>MR</p>	<p>October 2020  Jan 2021  April 2021</p>
<p>To develop the use of tablets and laptops for home learning through IT reconfiguration</p>	<p>Pupils able to access high quality resources through appropriately configured equipment</p>	<p>Not all pupils are able to access IT at home and resources provided by the government don't necessarily meet the needs of pupils with SEND</p>	<p>Monitoring of engagement with learning for those pupils using devices at home.</p>	<p>MR Schools IT</p>	<p>Feb 2021</p>
<p>Total budgeted cost:</p>					



## ADDITIONAL INFORMATION

November review of pupil progress following the March – July 2020 lockdown

Parental review of remote learning during lockdown 1

