

COVID-19 Catch-Up Premium Report-March 22

Background

Covid 19 has brought extra challenges for the students of Presfield. They have shown resilience and perseverance when faced with daily changes in school, locally and nationally. A bespoke curriculum was put in place throughout each lockdown and return from lockdown. Students remained in class with staff traveling to them to minimise corridor traffic and reduce risk.

During the first lock down in March 2019 the school remained open for the students of critical workers and our most vulnerable students. We opened up throughout the Easter and May breaks and Mayday bank holiday. Staffing was voluntary and we took into account people's home situations. Those with young families, high anxieties or looking after elderly relatives were not initially asked to work. Numbers attending increased throughout this lockdown as students required a return to familiar routines to support their wellbeing. Our staff responded admirably to the increase in numbers ensuring all students could access the school regularly.

In September 2019 we started to work to close both academic and social gaps identified via our gaps analysis. Planning was adapted and our learning moved on line via Google Classroom which meant any student who was isolating or bubbles that closed was able to continue with their learning alongside their peers. Both students and staff isolating were able to join lessons via video link.

The second lockdown March 2020 to July 2020 saw us operate a shorter week, based on bubbles, for most students (although our most vulnerable remained full time) with staff working on a rota. We prioritised leavers academic qualifications and adopted a destination focussed approach ensuring all students had the opportunity to gain the qualifications they need to successfully gain places at their preferred destination. This involved developing a timetable whereby 1:1 and small group sessions could be delivered to ensure the content taught was highly differentiated and specific to student need and ability. Planning documentation was modified to enable the capture of planning for online learning.

School fully reopened Sept 20 with 12 students initially not returning to school. All subjects undertook a gaps analysis exercise before returning in Sept 2020 and produced a curriculum approach document containing this information.

Jan 21 following the third lockdown the school continued to function with 28% of students attending every day increasing to 54 % in March. We had 7 staff isolating through the section 44 letter. Three staff were shielding following NHS advice and two admin staff were working from home. All staff not in school had weekly welfare phone calls. The last half term (June/July 21) we operated a rota system to encourage as many staff as possible to return and reduce their anxieties prior to full return.

In May 21 students returned to moving to practical classes only as part of a slow transition to "normal". We placed a great emphasis on students' well being. Our social curriculum, provision map. Bespoke timetables have been there to support students well being.

Sept 21 all students and staff returned, planning was again adapted to enable students to access missed learning schemas. Year 9 (2021-2022) have been identified as a cohort who have yet to have an undisturbed year here at Presfield and are at a pivotal point in their education prior to entering KS4. With this in mind we devised an Understanding Self module for students based on Emotion Works to help them understand their diagnosis and how it impacts them.

A number of students are receiving academic and pastoral interventions to support the development of schemas that may have been missed during lockdown. The lifeskills curriculum has been adapted to ensure students are provided with the opportunity to develop cultural capital and character education through community experiences, discrete teaching and explicit social communication delivery.

Jan 22 24% of class based staff were absent due to covid. The school remained open to all students.

Statement of use of catch-up funding post pandemic SEN schools

2021- 2022

SUMMARY INFORMATION			
School	Presfield High School	Type of SEN	ASD
Academic Year	2021-2022	Total catch-up premium budget:	£8,800
Total number of pupils:	120	All students have a diagnosis of Autism.	

Barriers to Attainment

- Lack of resilience towards school expectations (staying on task, concentration, perseverance when things go wrong, resilience towards presenting behaviours of other students)
- Reduction in education stamina (staying in lessons, ability to write for prolonged periods, ability to regulate when things have not gone as expected including tolerance of others)
- Lack of self awareness about own diagnosis and how this impacts on daily life
- Lost self regulation skills (ease to frustration)
- Missed outside school life skill learning experiences and opportunities (impacting confidence, independence and self advocacy opportunities)
- Examination experience (Mocks are not real to a very literal student)
- Missed work and college placements helping to develop confidence and resilience
- Lost social opportunities (Loss of work experience, Loss of interaction opportunities with both familiar and unfamiliar people)
- Pressure on families leading to increased anxiety (Increase in DV, Family breakdown, Bereavement, Increased anxiety)

- Lost academic learning (gaps in knowledge and understanding schemas)

Where we have stated 'ALL' we have identified the needs of individuals, through liaison with teaching staff and Senior Leaders. Interventions may be targeted, small groups or whole years, dependent on identified needs. These will be reassessed regularly.

In- School barriers:

A	All: Lost social opportunities (Loss of work experience, Loss of interaction opportunities with both familiar and unfamiliar people, loss of wider experiences providing students with an awareness of the world around them, this includes Social, Moral, Spiritual and Cultural Experiences and knowledge of democracy and the rule of law.)
B	All: impact on mental health, resilience and education stamina affecting their ability to attend prolonged learning.
C	All: increased anxieties around friendships, life/death, socialising, and school.
D	All: loss of sense of self and identity within and without the school community
E	Sixth Form: missed opportunities in work experience and community cohesion.

ADDITIONAL BARRIERS

External barriers:

F	Increased parental stresses, leading to increased anxieties.
---	--

Outcomes expected with Success Criteria

(1) Pupils make good progress, as defined by tutors or subject coordinators, in their EHCP outcomes. Tutors 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.	Increased parental stresses, leading to increased anxieties.
---	--

(2) To participate and cooperate in lessons throughout the day, making good learning progress. Monitored and analysed through senior leadership team presence; teacher discussions and Arbor data.	Comparative incidents to same time last year (see Arbor data); noticeable reduction in incidents as term progresses. Good progress in subjects areas (80%+).
(3) To attain expected external accreditations, as predicted from their term 4 attainments. Evidenced externally through exam results. Data lead 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.

Here at Presfield High School we have always put your child at the center of all we do. We cannot ignore the fact that every child's experience of the Pandemic will have been different, however there is a common thread for all; loss of routine, structure, freedom, friendships and opportunity. These losses can trigger anxiety in our children, and we know that an anxious child is not in a place to learn effectively. Therefore we have designed a Recovery Curriculum that encompasses Professor Barry Carpenters 5 Levers:

Relationships – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Our lifeskills curriculum and social communication curriculum will afford explicit opportunities to enable this to happen; however staff are highly skilled at providing discrete opportunities for this to occur.

Community – we understand that most of your child's learning has taken place at home; we will listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Transparent Curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

What does all this mean?

- Staff have conducted an intense gap analysis and modified their curriculum to support gaps in knowledge (Stage 1)
- Staff will not try to “catch up” missed learning in the first half term back. It is recognised that this learning needs to be intrinsic in all they teach and block plans have been adapted to support this cross-curricular (Stage 2)
- The curriculum will be flexible and responsive to our students needs and we will develop an intervention plan (Stage 3)
- The academic and pastoral intervention teams will work closely with students to help support and track academic, social and behavioural progress (Stage 4)
- Prompting and supporting the self regulation of all our learners
- Maintaining our dynamic and highly effective pupil voice

Planned Expenditure(2021-22)

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- 2021 pandemic.

Action	Chosen action/approach	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 attend school full time as soon as possible.	<p>More robust attendance policy and procedures.</p> <p>DSL/Deputy DSL assigned to families to support pupils back into school.</p> <p>Increased bespoke intervention sessions in place to support students who are disengaged from learning.</p> <p>Transport for disengaged students who have an increased anxiety surrounding shared transport.</p>	Increased attendance will lead to increased opportunities for learning; improved friendships; build self-esteem; and develop sense of identity in their community.	<p>Monitor attendance and react quickly to implementing support, taking into account individual needs and anxieties.</p> <p>DSL to monitor attendance.</p>	CSM	March 2022 (at FGB Meeting)

<p>To participate and cooperate in lessons throughout the day, making good learning progress (Specific focus on Year 7 students).</p>	<p>Assigning of additional TA support in the Year 7 cohort to support behaviour and lost learning from Primary School</p> <p>Additional part time TA across Year 11 to support re engagement in the exam process after the disbandment of exams for the last two years.</p> <p>Delivery of ASC specific intervention for Year 9 students who have not yet had a full academic year in our specialist provision.</p>	<p>Current Year 7 cohort lost significant learning during Year 6 at primary schools. Extra TA support will help students catch up and ease transition into Year 7 at High School.</p> <p>Year 11 have had a interrupted start to KS4 and the expectations of exams. They have not had the exams process modeled for them by previous cohorts. Extra TA to support part time, in key lessons, to ensure students are aware of the expectations of exams.</p> <p>Year 9 are in a transitional year and have not yet had consistent ASC specific teaching and input. It has been identified they have a significantly under developed sense of their diagnosis and how to self regulate. An analysis of available support packages took place and Emotion Works was identified as an appropriate package to support our students' social progress.</p>	<p>Monitor behaviour/attainment of the Year 7/9/11 cohort.</p> <p>Data analysis in pupil reports</p> <p>Ability to self regulate and advocate for themselves.</p>	<p>TF/SSu</p>	<p>March 2022 (at FGB Meeting)</p>
<p>Pupils make good progress in Maths and reach their expected targets</p>	<p>Maths Teacher employed to provide targeted Maths interventions</p>	<p>Teachers have identified pupils who would benefit from extra support following lost learning during school closures and the pandemic.</p>	<p>Data analysis three times yearly.</p>	<p>OB</p>	<p>March 2022 (at FGB Meeting)</p>
<p>Support/training for families following</p>	<p>Assigning of a Parent Support Advisor who</p>	<p>Identified as an external barrier for pupil progress following COVID.</p>	<p>Feedback from parents/feedback from Annual Reviews for student EHCPs</p>	<p>KG</p>	<p>March 2022 (at FGB Meeting)</p>

increased anxieties following the pandemic	provides training to families. School Councillor made available for parents of our pupils	Parental stresses, leading to increased anxieties in the home and for the students. Supporting families will help alleviate anxieties and support our pupils.	OT to work with students and families		
Pupils make good progress across all GCSE subjects	Purchase of GCSE Pod Online Learning Portal	Used as a tool to support lost learning during the pandemic. GCSE Pod provides an additional online learning portal for our pupils.	Data analysis three times yearly/student attainment at GCSE.	JMc/LMc	March 2022 (at FGB Meeting)
Support the social progress of students who have significantly lost specific social communication input and have limited time for input left at Presfield (KS4&5)	Problem solving activity to promote team work, resilience and self advocacy	Escape room activity for KS4 and 5	Successful performance at interviews and transition to other settings. Good social progress data captured on show progress	JMc/LMc	March 28th 2022

Review of Expenditure

Desired Outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on students	Cost
Yearly average attendance over 90%	<p>More robust attendance policy and procedures.</p> <p>DSL/Deputy DSL assigned to families to support pupils back into school.</p> <p>School dogs used more frequently and out of the school setting</p> <p>School car and minibus used to supplement transport and ensure barriers to attend created by Covid are overcome</p> <p>End of year attendance rewards to act as motivator</p>	<p>Attendance policy in place and ratified by Govs</p> <p>Link with LA attendance officer to support families</p> <p>DSL to monitor attendance.</p> <p>18/3/22 93.3% attendance Current year attendance 89.4% 84 students have lost school days due to covid since Sept 21, this equates to 3.5%</p> <p>0.4% attendance has been due to holidays taken during the school term and 0.9% due to medical appointments`</p> <p>When transport stopped due to covid we ran our buses to pick up students to ensure attendance.</p> <p>We pick up students from home when they miss their transport or while transport issues are being resolved</p>	<p>SLT Time</p> <p>£500</p>
To participate and cooperate in lessons throughout the day, making good learning progress (with focus on Year 7 students).	Assigning of additional TA support in the Year 7 cohort to support behaviour and lost learning from Primary School	Additional TA in place in year7	£4,000 funding towards additional Year 7 TAs to support students (these have also been used to support other pupils across the school)

	Purchase of Emotion Works programme	The extent of the impact of the Emotion Works programme is difficult to gauge as the work with students is ongoing. The students have shown a greater understanding of the factors that affect positive and negative triggers in their school and home life throughout the sessions. The broader impact will be seen in the future and once the course is complete.	£750
Pupils make good progress in Maths and reach their expected targets	Maths Teacher employed to provide targeted Maths interventions	Interventions have been hampered as the intervention teacher has taken over maths teaching due to a staff member leaving. Subject specialist TA has supported student 1:1 DC2 Yr 7 47% on or above target Yr 8 24% on or above target Yr 9 56% on or above target Yr 10 57% on or above target Yr 11 50% on or above target	£2,300 funding towards employment of Maths Teacher for intervention work
Support/training for families following increased anxieties following the pandemic	Assigning of a Parent Support Advisor who provides training to families. School Councilor made available for parents of our pupils	PSA has worked with 30 families including Medication: Regular contact with parents, Ormskirk Hospital, and Alder Hey ADHD Team and Alder Hey Specialist Asthma Nurse, liaising with pharmacy / doctor when medication needs ordered or is out of date. Regular contact with parents to support at home: financial advice / benefit advice / housing / hygiene / transport / referrals / healthy lifestyle / mental health wellbeing / diet / social worker / medication / anxiety / transition / transport /	£150 for Parent Support Advisor to deliver Coffee Mornings/training to Parents

		<p>Immunisation / Respite.</p> <p>Agencies / Services used: Housing Options, Benefits, Welfare Rights, One Stop Shop, Financial Review, Property Pool, Rent Arrears, Food bank, Social Worker, Transport, Salvation Army support, Family Fund, DLA, ELAS, Travel pass, Sefton Carers, Aiming High, Emmaus, SWACA, OVH, Sanctuary Housing, Early Help, CAMHS, Buddy Up, Sefton Parent Carer Forum, Interpreter, Big Help Project, Direct Payments, Universal Credit, Springbrook, Southport College, Sefton County Council, Lancashire County Council and West Lancashire County Council.</p> <p>Presfied Coffee Mornings: Coffee mornings are held every other month. Topics covered SALT / Macmillan Coffee Morning, e.Safety, Health Promotion Officer Sefton Sexual Health Service. , ADDvanced Solutions (They offer support to parents through their community based groups, programmes & opportunities that raise awareness, develop skills, share learning experiences and build confidence, support children, young people and families living with neurodevelopmental conditions, learning difficulties and associated mental health needs.)</p> <p>Home visits to new students</p> <p>OT has supported 10 students and 6 families with anxiety some of which were linked directly to Covid</p>	
Pupils make good progress in GCSE subjects	Purchase of GCSE Pod Online learning platform	The school subscribed to GCSE Pod in January 2021 to support learning whether in school or working from home due to the pandemic.	£660

		<p>A wide variety of subjects are using POD, with the greatest usage appearing for Creative iMedia (826 total streams and downloads). Food Preparation and Nutrition and English Language (Full Course) were also heavily used during this period, with a usage of 328 and 311 respectively</p> <p>GCSEPod usage has been increasing over the whole period examined peaking in March-(Figure 3).</p> <p>Top Student Users – The top performing student (Figure 4), accessed an outstanding-613 pods, with second highest usage of 339. The 20 highest users (ranging from 36-613 streams and downloads) used GCSEPod very efficiently during this period.</p> <p>83% of total usage is in school and out of school usage was 17%.</p> <p>Students participated in a North West GCSE Pod league between November 2021 and February 2022 where they finished first, winning £150 in Amazon vouchers shared between the top 10 'podders'. They are now competing in the 'heavyweight' league between March and June 2022 with schools across the world and are currently in second place!</p> <p>Analysis of the 2020-2021 GCSE results showed that those students who were frequently accessing GCSEPod performed better in their exams.</p>	
<p>Support the social progress of students who have significantly lost specific social communication input and have limited time for input left at Presfield (KS4&5)</p>	<p>Escape room activity for KS4 and 5</p>	<p>The escape room will be taking place on 28th March 2022.</p> <p>Students from year 9 to 14 will be mixed across groups, giving them the opportunity to create new friendships and to socialise with different people</p>	<p>£640</p>

		The escape room is being funded in order to provide our students the opportunity to develop not only their problem solving skills but their communication and interaction skills with less familiar people and to give them the opportunity to spend time with other students that they have not had the opportunity to over the last couple of years due to covid restrictions.	
Total Spend			£9,000