

Coronavirus Catch Up Premium

School overview

Metric	Data
School name	Silverwood School Chippenham Campus
Pupils in school	82
Coronavirus Catch Up Premium allocation this academic year	£18,700 (approx.)
Academic year or years covered by statement	2020/2021
Publish date	November 2020
Review date	July 21
Statement authorised by	Ros Way
Coronavirus catch up premium lead	Michael Pearce and Katie Charles
Governor lead	Rebecca Windridge

September restart – Happiness and access to exercise

1 - Teaching and whole-school strategies					
Objective	Lead	Success Criteria	Start date	Finish date	Resource Implications
Implement Recovery curriculum	RW/MP	Pupils return to school successfully accessing a curriculum built around 5 losses, of routine, structure, friendship, opportunity and freedom,	Oct	Dec	Teacher planning time
Improve mental health and physical wellbeing	KC/MP	Increase in pupil wellbeing ensuring the curriculum offer reflects the needs of pupils	Sept	On-going	Purchase resources Timetables reflect curriculum offer
Trauma Informed Curriculum	KC	Implement Five to thrive through Inset training and purchase resources to supports its implementation as part of the curriculum	Nov	July	Purchase resources Staff training
Allocation of Funds					£6200
2 - Targeted support					

COVID Catch Up Action Plan: September 2020 - July 2021

Objective	Lead	Success Criteria	Start date	Finish date	Resource Implications
ICT support for parents/teachers and pupils	MP	Increase number of parents engaging with online support, resources, meetings, school staff support	Sept	Ongoing	Teacher time to support parents
Purchase Learning Platform Google Gsuite	MP	Implement the use of Google Gsuite to support blended and remote learning effectively supporting parents and pupils in accessing resources	Sept	Ongoing	Purchase of Gsuite Training for staff Training for parents
Allocation of Funds					£8700
Review Statement:					
<p>The recovery curriculum was implemented through Teachers planning effective ways to reintroduce pupils to school which allowed pupils to settle quickly and access learning. Pupils were able to access a vast range of experiences including building friendships, following up on mental health issues and re-familiarising themselves with the routine of school. Negative incidents of behaviour reduced across the school due to this planning which was effectively implemented. Staff who have been trained in Trauma awareness have effectively supported all teachers in supporting pupils, further reducing the incidents of challenging behaviour</p> <p>Staff and parents were supported with provision of hardware, online support, 1:1 technical support and lessons on how to access the full range of Gsuite. This enabled all parents to engage with teachers in school, especially when pupils were isolating or shielding. This has continued throughout the school year and continues to have a very positive impact on pupils and parents engaging with learning whilst at home.</p> <p>The Gsuite platform has been used for email, online live lessons/activities, resources and recording of sessions.</p>					
Next steps:					
<ul style="list-style-type: none"> • Continue support for the learning platform or subsequent platforms if the school chooses an alternative, this will require training for parents and staff. • Ensure pupils who are reintegrating back into school environment are supported through a recovery curriculum support. 					

Lockdown January 2021- Lockdown Learning

1 - Teaching and whole-school strategies

Objective	Lead	Success Criteria	Start date	Finish date	Resource Implications
Home Learning Resources	SLT	Resources are prepared and delivered to pupils to support learning in school and at home	January 2021	End of Lockdown	Teacher time to amend curriculum plans TA/Teacher time to prepare resources Resources Delivery of resources

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Blended Learning	MP	All pupils are able to effectively access blended learning and/or home learning through delivery and support from the class teacher	January 2021	End of Lockdown	Teachers time to prepare and implement resources
2 - Targeted support					
Objective	Lead	Success Criteria	Start date	Finish date	Resource Implications
ICT support	MP	Parents and pupils are supported to ensure they are able to access all online learning through effectively through the Gsuite	January 2021	Ongoing	Time
Weekly Parent contacts	KC	Teachers to maintain weekly contact with parents to support and ensure engagement of pupils in Blended learning. Parents and pupils attend Gmeet sessions as per class timetable.	January 2021	Until end of lockdown	Teacher/TA time to contact parents Resources to support pupils/parents for home learning/blended learning
Review Statement:					
<p>During the lockdown, lessons learnt from previous circumstances enabled teachers and parents to access a much more cohesive and coherent curriculum whilst being in lockdown and learning from home. Pupils who were at home accessed on-line learning, and this continued throughout the remainder of the year with only 1 pupil continuing to isolate due to recommendation from a clinician.</p> <p>ICT support continued for parents and the Gsuite was much more active in this time.</p> <p>Regular Gmeet sessions were introduced for all classes.</p>					
Next steps:					
<ul style="list-style-type: none"> • Ensure blended learning resources are prepared should the school closures happen in the future. • Ensure all Parents are able to access the platform used effectively through training and support sessions. 					

Post Lockdown 3 – Recovering from being apart

1 - Teaching and whole-school strategies					
Objective	Lead	Success Criteria	Start date	Finish date	Resource Implications
Continue Implementation of Recovery curriculum	MP	Pupils return to school successfully accessing a curriculum built around 5 losses, of routine, structure, friendship, opportunity and freedom,	t.b.c	t.b.c	Teacher planning time

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Continue improving mental health and physical wellbeing	MP/K C	Increase in pupil wellbeing ensuring the curriculum offer reflects the needs of pupils	t.b.c	t.b.c	Purchase resources Timetables reflect curriculum offer
Continue delivering a Trauma Informed Curriculum	KC	Implement Five to thrive through Inset training and purchase resources to supports its implementation as part of the curriculum	t.b.c	t.b.c	Purchase resources Staff training

2 - Targeted support

Objective	Lead	Success Criteria	Start date	Finish date	Resource Implications
Literacy Catch up	C+I Leads	Identify pupils and implement small group/ 1:1 sessions, pupils make progress against C+L targets	t.b.c	July 2021	Time for assessments TA/teacher time 1:1 sessions Resources
Numeracy Catch up	C+L leads	Identify pupils and implement small group/ 1:1 sessions, pupils make progress against C+I targets	t.b.c	July 2021	Time for assessments TA/teacher time 1:1 sessions Resources

3 - Wider strategies

Objective	Lead	Success Criteria	Start date	Finish date	Resource Implications
Implement Play therapy to support and initiate play skills	KC/TL	Staff access training to implement "Play Therapy" and embed within the Curriculum	t.b.c	July 2021	Inset/CPD time Resources
Secure opportunities for pupils to socially interact with peers	SLT	Pupils are able to access as many opportunities in school for example assemblies, playtimes and social events,	t.b.c	July 2021	

Allocation of Funds £3,800

Review Statement:

The recovery curriculum continued in its implementation through this time, building on previous learning. Pupils who had been at home through the second lockdown were able to reintegrate into school effectively with the compassion and support required. Attendance significantly improved throughout lockdown 3 and afterwards, with the full return to school. Staff worked on developing pupil's mental health and wellbeing, using opportunities, prepared resources and outdoor play areas to support play, interaction and stimulation of sensory needs. The trauma informed support and curriculum was paramount to the pupils settlings and accessing learning and led to a greater quality of engagement and improved attendance at school.

Staff were trained in Play therapy skills and this has supported early play skills in lesson time learning and at lunchtimes. This is highly effective in the EYFS setting where the class teacher is leading by example and sharing good practice. A number of events and social events have taken place within the school this term, pupils are now accessing an assembly and have joined together in the hall for "Bubble" assemblies and whole school assemblies.

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Next steps:

- Further development on play therapy and early play skills for all teachers and TAs, pupils will benefit highly from this training in learning to play.
- Ensure pupils are integrated into whole school events through effective support, social stories and opportunities.
- Literacy and Numeracy interventions to identify and support underperformance and lost learning time due to COVID
- Ensure mental health and wellbeing of staff and pupils continues to meet need and identifies key groups or high priority groups.