

Coronavirus Catch-Up Premium Statement

School overview

Metric	Data
School name	Silverwood School – Rowde Campus
Pupils in school	180
Proportion of disadvantaged pupils	46%
Coronavirus Catch Up Premium allocation this academic year	£39, 840
Academic year or years covered by statement	20/21
Publish date	October 20
Review date	September 21
Statement authorised by	Mike Loveridge
Coronavirus catch up premium lead	Terri Chard
Governor lead	Rebecca Windridge

Pupil barriers to success related to Coronavirus

Transition back into school following lockdown
Lack of ICT equipment to support remote learning
Mental Health and Well-being of students

Teaching and whole school strategies

Aim	Evidence of impact	Target date
To effectively support transition back into school	Successful transition for pupils	November 2020
To support access to education onsite and remotely	Increased access to technology	December 20 – March 21
To improve mental health and well-being following impact of Covid-19	Improved behaviour and resilience	October 20 – July 21

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Targeted academic support for current academic year

Measure	Activity
Priority 1 To develop a recovery curriculum to support transition back into school	A recovery curriculum designed and shared with staff teams and reflected in medium and short term plans To improve access to online learning resources,
Priority 2 Increase access to technology and improve skills to ensure that students can access learning	Audit of technology. Purchase additional resources. Ensure students are prioritised for access to appropriate devices.
Priority 3 Social and emotional priorities for all pupils understood and planned for	Staff training and whole school approach to recovery curriculum. Additional therapy to support social/emotional needs of students
Barriers to learning these priorities address	Social/emotional barriers. Access to technology
Projected spending	£9,240

Wider Strategies

Aim	Evidence of impact	Target date
Increased therapy time for identified students to support social/emotional issues	Improved social and communication skills. Reduction in behaviour incidents.	July 2021
Additional FSSW time to support attendance and engagement	Increased attendance and engagement	July 2021

Wider strategies for current academic year

Measure	Activity
Priority 1 Secure relationships and opportunities for well-being support in place	Focused individual or groups supported via additional therapy time
Priority 2 Improved attendance and engagement	FSSW time increased to work collaboratively with school, families and other services
Barriers to learning these priorities address	Communication, social and emotional. Attendance and engagement Family, pupil and school staff support
Projected spending	£ 25,400

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Staff Impact

Aim	Evidence of impact	Target date
Additional therapy time – Behaviour support team back filled to provide additional interventions for students	Verbal feedback following sessions. Decreased incidents of behaviour	July 2021

Staff Impact for current academic year

Measure	Activity
Priority 1 Increased therapy time to support appropriate learners following lockdown and Covid-19	Additional therapy time.
Barriers to learning these priorities address	Reduces incidents of behaviour which will increase learning time for all affected.
Projected spending	£5,200

Monitoring and evaluation – To be completed September 2021

Area	Impact
To effectively support transition back into school	The school devised a 'Recovery Curriculum' to ensure that all pupils were able to feel safe and secure during their return to school in September and after subsequent lock-downs. Pupils remained in class bubbles, which enabled class staff to monitor their emotional well-being. When concerns were raised, either by the young person themselves, parents/carers during annual reviews or by class staff, the school was able to offer interventions/therapies. This has led to strong attendance figures in line with national norms and well in advance of the annual average for special schools (94%)
To support access to education onsite and remotely	A significant amount of money was spent on providing technological support for students that needed help throughout lockdown or during times of blended learning as a result of the need to isolate. All pupils that needed it were given a laptop to use at home during periods of isolation or lockdown. Remote and face to face support was provided at home where teething problems were experienced to ensure that the technology was working. 99% of all students were able to access on-line learning. This contact with education has ensured that students have continued to make progress in line with previous years.
To improve mental health and well-being following impact of Covid-19	The school was able to offer an enrichment week, entitled 'Activities Week' where all pupils took part in a range of activities to develop key skills of resilience, self-esteem alongside having opportunities to try new activities. This week was offered at a heavily subsidised rate. These activities led to increased engagement and improved attendance at school.

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	<p>The school delivered a 'Preparation for adulthood week' as part of intensive transition/catch-up work for Year 11 students. This was offered, without cost, to students to ensure that it was fully inclusive. Students took part in work experience activities, visits to work placements and post-16 providers. The week was well received and it is hoped that this will become a regular feature of the school year. This led to a significant reduction in issues around transition to college and 0% NEETs.</p>
<p>Increased therapy time for identified students to support social/emotional issues</p>	<p>Therapy time increased significantly throughout the year with the appointment of a new member of staff to the team. Interventions ranged from music therapy, 1 to 1 coaching, behaviour support team interventions, play therapy, puberty and growing up interventions, and re-bounce therapy. In some cases, external support was also sought e.g. CAMHS intervention, Learning Disability Nursing Team etc.</p> <p>All interventions in the school are tracked, and evidence from this tracking shows that these interventions were successful in enabling pupils to discuss their feelings, work through difficulties and feel supported.</p> <p>Evidence from the Behaviour support team, also shows that pupils behaviour improved following this input, and there were fewer incidents of poor behaviour choices. Behaviour data shows a significant drop throughout the year compared to previous years.</p>
<p>Additional FSSW time to support attendance and engagement</p>	<p>A new (Family School Support Worker) FSSW has been appointed at the school to work two days a week. This has allowed us to support vulnerable and hard to reach families throughout this period of isolation. We have been able to continue to support safeguarding issues and to ensure a continued high attendance at school (94%). Engagement by families throughout this year has remained very high.</p>