

Coronavirus Catch Up Premium Statement

School overview

Metric	Data
School name	Silverwood (Larkrise)
Pupils in school	101
Proportion of disadvantaged pupils	45%
Coronavirus Catch Up Premium allocation this academic year	£23,760 (approx.)
Academic year or years covered by statement	20/21
Publish date	October 20
Review date	July 21
Statement authorised by	Phil Cook
Coronavirus catch up premium lead	Siobhan Cheadle
Governor lead	Rebecca Windridge

Pupil barriers to success related to Coronavirus

Transition back into school following lockdown
Relationships and communication of feelings
Attendance and parental engagement

Teaching and whole school strategies

Aim	Evidence of impact	Target date
To effectively support transition back into school	Successful transition by most pupils	Dec 2020
To increase avenues for communication	Increased access to communication iPads	April 2021
To Improve social and emotional functioning and well being	Boxall Baseline of all pupils and targeted actions in place	Jan 2021

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1 To develop a recovery curriculum to support transition back into school</p>	<p>A recovery curriculum designed and shared with staff teams and reflected in medium and short term plans To improve access to online learning resources, e.g, online reading package.</p> <p><u>Review</u></p> <ul style="list-style-type: none"> • A recovery curriculum was developed and successfully delivered. Staff training took place at an INSET 1.9.20. • An online reading resource Rising Stars – Reading Planet was purchased and shared with staff and parents. 100% usage and engagement for all pupils in school. 14% usage and engagement for pupils at home (% driven by complex login process, further work by the company is needed to resolve this and set up a managed account). • A remote learning package was in place and shared with all parents.
<p>Priority 2 Increase communication technology within classes</p>	<p>Audit of communication technology. Resources enhanced</p> <p><u>Review</u></p> <ul style="list-style-type: none"> • An audit of iPads took place across the school in October 2021 • 20% increase in iPads aligned provision across the Campus • Due to Covid restrictions, an audit of communication technology at home was also undertaken to ensure that all pupils had access to remote learning. Technology access was supported/provided for those pupils that needed it. • Go Talk communication software was purchased and uploaded onto all iPads. • Apps to meet pupil specific needs were purchased and uploaded, for example, VI and numeracy.
<p>Priority 3 Social and emotional priorities for all pupils understood and planned for</p>	<p>Boxall Profile staff training and whole school baselining. Targeted development tracked in PLPs and Nurture referrals where appropriate</p> <p><u>Review</u></p> <ul style="list-style-type: none"> • All teachers received Boxall profile training. • Boxall Profile baselining was completed for all pupils

	<ul style="list-style-type: none"> • 92% pupils had a profile score within red and were set targets to support social, emotional and behavioural development • 87% pupils made progress against targets • 17% of pupils were referred to Nurture and 12% received targeted intervention and 84% made progress against targets.
Barriers to learning these priorities address	Release time for staff to Boxall baseline
Projected spending	£6000

Wider Strategies

Aim	Evidence of impact	Target date
Dance and movement psychotherapy developing relationships and communication	Improved social and communication skills	July 2021
PSA appointment to support attendance and engagement	Increased attendance and engagement	July 2021

Wider strategies for current academic year

Measure	Activity
<p>Priority 1 secure relationships and avenues for communication in place</p>	<p>Focused individual or groups support via Dance Movement Psychotherapist</p> <p>Review</p> <ul style="list-style-type: none"> • 3x groups and 2 x 1:1 Dance Therapy sessions took place. • Individual reports are available for all pupils to outline progress.
<p>Priority 2 Improved attendance and engagement</p>	<p>PSA appointment to work collaboratively with school, families and other services</p> <p>Review</p> <ul style="list-style-type: none"> • PSA appointment was set up from Jan 21 • Current caseload includes 25 families – 3 parental referrals and 22 teacher referrals. • Strengthened links are in place with over 8 outside services. • All contact continued throughout Covid restrictions via remote access, phone calls and written format. • 9% of pupils needed adapted timetables following Lockdown and all successfully returned to full time education • 2% of pupils are still not in school. 1% have in place an alternative curriculum package and 1% have EWO and SEND support in place.
<p>Barriers to learning these priorities address</p>	<p>Communication, social and emotional. Attendance and engagement Family, pupil and school staff support</p>
<p>Projected spending</p>	<p>£15,410</p>

Staff Impact

Aim	Evidence of impact	Target date
<p>Dance therapy sessions to reduce stress, increase fitness and improve confidence and self esteem</p>	<p>Verbal feedback following sessions, during staff meeting and TA meetings</p>	<p>July 2021</p>

Staff Impact for current academic year

Measure	Activity
Priority 1 Increased physical and emotional staff well being	After school Dance therapy sessions in place Review <ul style="list-style-type: none"> These sessions did not take place due to Covid restrictions and working within 'Bubbles'
Priority 2	
Barriers to learning these priorities address	Space and available time
Projected spending	Included within costing for wider strategies

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Absence, release time and ongoing Covid restrictions Purchasing technology during a pandemic.	Staff cover and appropriate adaptations in place to meet the Risk assessment requirements IT support to source equipment through a range of avenues
Targeted support	As above	As Above
Wider strategies	Appointment of staff Complying with Covid risk assessment Physical space and not sharing equipment Adapting communication avenues during a pandemic	A wide circulation of advertising. Separate equipment for all groups and individuals. Reviewing existing timetables and maximising use of available spaces. A range of remote communication avenues explored and in use.
Staff impact	Mixing 'Bubbles' within the school.	This was not resolvable within the Risk Assessment.