



## COVID catch-up premium report 2020/2021

### COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	94	Amount of catch-up premium received per pupil:	£240.00
Total catch-up premium budget:	23040		

STRATEGY STATEMENT			
JWS Strategic Priorities 2020-21			
QUALITY of EDUCATION	BEHAVIOUR and ATTITUDES	PERSONAL DEVELOPMENT	LEADERSHIP and MANAGEMENT
<b>Priority 1</b> Consistent, high quality, person-centred teaching and learning	<b>Priority 2</b> Self-regulate appropriately, build resilience	<b>Priority 3</b> Engage safely in communities	<b>Priority 4</b> The schools' vision underpins strategic decision making

<p>Communication strategies are applied consistently</p> <p>Less formal daily activities are valued as learning opportunities</p>	<p>Family Links is evident in a range of environments</p> <p>Real life learning develops independence</p>	<p>Life skills, linked to ILPs, are demonstrated both in and beyond school</p>	<p>EHCPs drive focused, multi agency working</p> <p>Expand provision</p> <p>Develop strategic partnerships</p>	
<p><b>JWS Core Values embed SLICE strategically</b></p>				
<p><b>Safety</b></p>	<p><b>Learning</b></p>	<p><b>Independence</b></p>	<p><b>Communication</b></p>	<p><b>Engagement</b></p>
<p><i><b>expand SLICE and ensure we build capacity from all areas of the school</b></i></p>				
<p>All our students have Education, Health and Care Plans and we using the fund to support all students to catch up after the two national lockdowns:</p> <ul style="list-style-type: none"> <li>- Support pupils anxiety issues returning to school</li> <li>- To increase pupils ability to self regulate when feeling anxious to enable them to engage in learning</li> <li>- To raise progress and attainment for pupils to achieve their EHCP outcomes</li> </ul> <p>We are using structured and planned approaches to support all students, like Family Links - a nurturing program to support anxiety and changes, Numicon Maths intervention and Sound Reading System to support reading and writing. These interventions are taught in a small group or 1:1 basis. Part of the COVID Catch Up fundings are going towards this.</p>				

John Watson School has historically had a good attendance record.

Whole school attendance for 2-19 years	
Overall for the period pre-Covid 02/09/2019 - 20/03/2020	93%
Academic year 2019/2020	95%

The latest data from Gov.Uk, **Published: 24 November 2020**, on Attendance in education and early years settings during the Coronavirus (COVID-19) outbreak suggests that

Setting type	% response rate	% open	% attendance
State-funded special schools	79%	97%	<b>73%</b>

National data shows that fewer pupils were in attendance at state-funded special schools (73%) than state-funded primary and secondary schools. Typically attendance is lower in special schools than in mainstream settings.

As our students are more vulnerable with Profound and Multiple as well as Severe learning difficulties, we have had more students who are critically vulnerable and who had to shield, as a result, they are losing out on valuable face to face teaching and physiotherapy as well as the holistic care that they are receiving at school. The COVID catch up funds will be used to support students who had to shield to get back to their pre-COVID levels of engagement.

Data analysis that we have for last year  
 Low attendance  
 Home learning access and cost of google classroom  
 Live home learning not easy due to all being on individual pathways  
 PPE inhibiting pupils ability to gain information from adults faces and expressions

**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?
INterventions - Music - Intensive interaction - Family links circle times - SRS - STERN	To support communication To support social engagement To improve literacy To improve numeracy	SLICE and ILPs	Regular monitoring and data collections from EHCP		
<b>Less formal daily activities are valued as learning opportunities</b>					

<b>Communication strategies are applied consistently</b>					
<b>Family Links is evident in a range of environments</b>					
<b>Real life learning develops independence</b>					
<b>Life skills, linked to ILPs, are demonstrated both in and beyond school</b>					
<p>General ideas  Improved access to safe learning outside: fencing waterproof suits, equipment  SRS interventions:  Online offer: Music for Autism, Rachel C  Sensory expenditure: bubbles. Foam, etc  Google meets  Wednesdays to support home learning and communication  Washing area, towels and clothes etc  Access to real life learning: happy chicks, on site farm visits  KS1 outdoor classroom to support outdoor learning  Emotional literacy and Family Links time to create docs, posters etc and implement strategies.</p>					