

Holbrook School for Autism

Summary information					
School	Holbrook School for Autism				
Academic Year	2020-21	Total Catch-Up Premium	£30,480	Number of pupils	127

Guidance	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>	
Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Catch-up priorities

The overall aim of the catch up strategy at Holbrook school for Autism is to;

- Raise the attainment of all pupils to close the gap created by Covid-19 school closures
- Support and repair identified lost learning
- Provide opportunities to promote acquired skills and knowledge
- Support and nurture the wellbeing of all students to ensure they are happy and safe

Recovery Curriculum

Following national lockdown due to Covid-19, we are aware that each child will not access the curriculum at exactly the same point at which they left it on the day that school closed. Whilst we provided personalised support during phased reopening and home learning, there has been a marked disruption in the lives of our pupils. This disruption experienced during the pandemic will have caused issues around attachment, anxiety and mental health. For some families the challenges of Covid-19 and lockdown will have increased resilience but for many of our pupils' families the challenges will have increased vulnerability. We hope that this approach will support the wellbeing of all pupils in school as they begin their re-engagement with learning. All of our learners will need a holistic recovery and we will work in close partnership with parents, carers and agencies to support our pupils to transition back to school successfully.

Learning in sessions will link to previous and current topic learning and pupil's key interests and motivators. Pupils will have missed out on many opportunities being at home that they are naturally exposed to at school such as peer interaction, active opportunities and experiences that develop their cognition and learning and these will be built into each day to support pupils to have a broad range of opportunity, experience and fun.

Identified impact of lockdown – My Plan Review

All students at Holbrook have a 'My Plan' provision map which is split into four areas of need to support in developing outcomes identified their individual Education, Health Care Plan. These four areas are 'My Body', 'My Thinking', 'My Communication' and 'My Feelings'. We acknowledge that throughout lockdown every single one of our students will have had a different experience and therefore any lost or acquired learning will be very specific to the individual.

All students were baselined academically (My Thinking) to identify any individual areas of lost learning within the academic curriculum.

As our students are working below the national average academically the significant impact was identified within the areas of well-being (My Feelings), physical development (My Body) and social communication (My Communication). The main increase in skills was seen generally within life skills.

Reintegration Strategy

All students had a reintegration plan which was informed by liaising with parents/carers, students and other professionals to capture a summary of the individuals lockdown experience. Some students, particularly those identified as high risk or vulnerable continued to access the school provision throughout lockdown, where other students who were shielding or not accessing the school environment were taught remotely or engaged in home learning.

The provision within a student's My Plan, which could no longer be delivered as a result of Covid-19 was identified and alternative provision put in place to ensure the student needs continued to be met.

Lost learning was identified and specific, timely strategies put in place to support the development within the identified area.

Acquired learning was identified to celebrate and promote engagement through identified strategies.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools

Teaching and whole school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting great teaching</u>	Individualised reintegration plans and personalised resources to support (£8000) Additional 1:1/small group OT input Support sessions to move teaching from good to outstanding in line with 'Culture of Improvement'	Most students achieved goals set out in their reintegration plan and made progress in lateral learning as evidenced on the online learning journal. Seesaw updated to support remote teaching and learning alongside teacher judgements. Support sessions worked with team to ensure adaptive teaching approaches were consistent and staff sharing best practice to support input. Input into teamwork and staff well-being to increase motivation and engagement from all staff, which has a direct impact on student experiences.	Deputy/Assistant Head	December 2020
<u>Teaching assessment and feedback</u>	Whole school re-baselined to identify new starting point for learning	Students generally making good progress overall (Autumn data drop) KS1 writing and PE only areas not making expected progress. No other significant trends for specific groups or subjects. Communication is a noted area of significant concern as a result of Covid-19, although Holbrook students are making above expected progress.	Assistant Head	December 2020
<u>Transition support</u>	Increased staffing to support behaviours and transition back to learning (A: £7700, B: £3000, C: £1000, D: £10,000)	Additional staffing now reduced and all students on an individual plan accessing classroom environment. Decrease in behaviour throughout Autumn term for those students with increased difficulties. OT input to support self-regulation opportunities and advice for families to implement in the home. Referrals to external services to support any ongoing transition difficulties.	Safeguarding/Pastoral Lead	December 2020

Targeted approaches

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u>	OT input where this has been missed or students require increased input to support self-regulation Nurture groups through the use of the Boxall profile where high need has been identified 1:1 to support development in areas of identified lost learning 1:1 intensive interaction, PECS, TACPAC to support communication	OT audit identified priority students and ensured staff received advice on all students. Hub Lead to deliver Nurture programme to pilot groups in hub to continue to support SEMH needs and building positive relationships. R-time to be piloted in lower school to continue building relationships and social communication. 1:1 teaching and support has enabled students to make great progress in alternative strategies such as PECS, TACPAC as evidence by teacher judgement.	Deputy headteacher/Assistant Headteacher	December 2020
<u>Intervention programmes</u>	Increase in occupational therapy and targeted assessment for students identified as high need Intervention programme to support communication and comprehension Increased opportunities for social interaction and play PSHE opportunities based on zones of regulation to support wellbeing and understanding of emotions and regulation strategies	OT audit identified priority students and ensured staff received advice on all students. OT support on use of zones of regulation has resulted in this being embedded throughout the curriculum rather than being taught in silo. In addition sensory circuits embedded throughout lesson to support self-regulation. Students beginning to take ownership for their behaviour and teachers beginning to see ownership of regulation and self-identification, and management of needs.	Deputy Headteacher/Assistant Headteacher	December 2020
<u>Extended school time</u>	Focus on recovery curriculum and reintegration plans with a graduated approach to full curriculum blueprint	Students generally transitioned back to school well and are accessing a full timetable excluding swimming, horse riding and community access as a result of the national tier system	Headteacher	December 2020

Wider strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?

	Weekly welfare calls to parents/carers. Seesaw, online platform for parent/carer engagement upgraded to support remote learning and lateral assessment. Regular monitoring by assistant head to ensure appropriate expectations and engagement	Audit suggests breadth of lateral curriculum covered and students making good progress. Parents/carers uploading work to evidence generalisation of skills	Assistant Headteacher	December 2020
<u>Access to technology</u>	All parents who requested devices to access remote learning and contact with school received one	Students who were unable to access remote learning or contact from home were able to access remote learning	School Business Manager	July 2020
<u>Summer Support</u> NA	NA	NA	NA	NA