



**Additional Catch-Up Funding for 2020/21  
COVID-19: V.5 update (July 2021)**

**1. Summary Information:**

<b>School</b>	Fairfield School		<b>Academic Year</b>	2020/21
<b>Total number of pupils on roll</b>	124	<b>Total Catch-Up Funding</b>	<b>£29,760</b> Tranche 1 £7,440 Nov 20 Tranche 2 £11,160 Feb 21 Tranche 3 £11,160 May 21	<b>Number of pupils eligible for PP 44 (35%)</b>
				<b>Pupils eligible for PP (National average) 17.3%</b>

**Key Priorities for 2020/21 Catch-Up Funding**

<b>A</b>	Teacher assessment of pupils to identify and understand individual gaps in the key objectives from the personalised curriculum of students. Respond to these gaps during the 'Return to School' phase of the Autumn Term
<b>B</b>	Recognition of regression in progress due to lack of effective interventions and personalised learning - focus on Recovery Curriculum for students
<b>C</b>	Consider individual programmes of SEMH support for students who have identified needs, as a result of the impact of the pandemic and lockdown, providing support with life outside school/for the wider family as required.
<b>D</b>	Enhance attendance support to target pupils with low attendance which is due to COVID -9 anxieties and to reassure / encourage to return to school – continue to develop remote learning links and opportunities where appropriate
<b>E</b>	Identify students who have not had access to the technology and physical therapies required during lockdown to fully engage with the learning approaches and develop an enhanced offer and access to additional resources to support their progress and enable to enhance engagement in the event of further COVID 19 absence – additional equipment and resources in key areas to compensate for regression in progress due to lack of access
<b>F</b>	Additional support and resources to support the areas of Communication and Interaction; including reading and the sensory curriculum which have been impacted greatly by the COVID-19 situation

### Quality of Education – Assessment and Identification of gaps in learning

Key Priority A	Sub Actions to ensure effective implementation	Estimated Spend	Staff lead	Rag Review Dec	Rag Review March	Rag Review July
Teacher assessment of pupils to identify and understand individual gaps in the key objectives from the personalised curriculum of students. Respond to these gaps during the 'Return to School' phase of the Autumn Term	Purchase additional iPads (Evidence for Learning) for catch up baselining and assessment of students through prolonged absence (10 @£255)	<b>£2,500</b>	JH/RH	iPads purchased	All in use	All in use
<b>Summary of impact</b>	Increased access to learning opportunities. More effective baselining to inform future targets with identified gaps. Increased ease of access and availability of more equipment has enabled this. Enhanced addition of PLGs to personalised learning targets.				<b>Planned Spend £2,500</b>	

### Quality of Education – Individual 'catch-up' and Recovery Curriculum

Key Priority B	Sub Actions to ensure effective implementation	Estimated Spend	Staff lead	Rag Review Dec	Rag Review March	Rag Review July
Recognition of regression in progress due to lack of effective interventions and personalised learning - focus on Recovery Curriculum for students	Additional classroom resources to support planning for 'Recovery Curriculum' – specific VI/MSI resources/equipment	<b>£550</b>	BB	To order	ordered	In use
	Enhanced equipment to support physical skills due to regression over COVID-19 (limited access) – including outdoor bikes x 2 for Semi-Formal/specific sensory integration equipment for ABC	<b>£400</b>	BB	Bikes received SF	All in use	All in use
	Additional VI support resources to support Lifeskills and independence – skills that have regressed through lockdown	<b>£250</b>	LR	To order	ordered	In use
<b>Summary of impact</b>	Pupils access to enhanced resourcing to access learning opportunities that have been compromised through Covid – increased opportunities for outdoor learning activities – bikes. Addition VI/MSI resources have facilitated staff training to support pupils more effectively. Pupils settled and classrooms effectively supporting the needs of VI/MSI students				<b>Planned Spend £1,200</b>	

### Quality of Education – Personal Development and Well-Being

Key Priority C	Sub Actions to ensure effective implementation	Estimated Spend	Staff lead	Rag Review Dec	Rag Review March	Rag Review July
Consider individual programmes of SEMH support for students who have identified needs, as a result of the impact of the pandemic and lockdown, providing support with life outside school/for the wider family as required.	Sensory Pod – OIAB (3m) – inflatable sensory space	<b>£1,300</b>	LR	Purchased - received	In use	In use
	Resources to enhance 'home schooling' packs and connection with families	<b>£500</b>	TI	On-going	used	used
<b>Summary of impact</b>	All pupils returned have settled in positively and are supported by an enhanced sensory provision which also supported holiday programmes for those identified initially as more vulnerable. Home schooling packs were effective in supporting home learning and parents in home activities in a practical way. These were regularly distributed to families throughout the Covid lockdown and 'shielding' periods					<b>Planned Spend £1,800</b>

### Quality of Education – Remote Learning and Welfare support

Key Priority D	Sub Actions to ensure effective implementation	Estimated Spend	Staff lead	Rag Review Dec	Rag Review March	Rag Review July
Enhance attendance support to target pupils with low attendance which is due to COVID -19 anxieties and to reassure / encourage to return to school – continue to develop remote learning links and opportunities where appropriate	Purchase of USB Cameras for all class plasma screens	<b>£600</b>	JH	Purchased	In use	In use
	FSM for those shielding up to Jan 2021 FSM for those not attending Sept to 1 <sup>st</sup> 2020	<b>£6,229</b>	SW	Purchased	spent	spent
<b>Summary of impact</b>	Maintained effective home/school links Continued interaction and communication with classes/groups around the school and beyond school All students received FSM funding as eligible Maintained parent/school partnerships throughout the COVID period – virtual meetings/annual reviews/pupil progress					<b>Planned Spend £6,829</b>

**Quality of Education – Intent and Implementation - Identification of gaps and recovery curriculum**

<b>Key Priority E</b>	<b>Sub Actions to ensure effective implementation</b>	<b>Estimated Spend</b>	<b>Staff lead</b>	<b>Rag Review Dec</b>	<b>Rag Review March</b>	<b>Rag Review July</b>
Identify students who have not had access to the technology and physical therapies required during lockdown to fully engage with the learning approaches and develop an enhanced offer and access to additional resources to support their progress and enable to enhance engagement in the event of further COVID 19 absence – additional equipment and resources in key areas to compensate for regression in progress due to lack of access	Enhanced resources to enhance access to specialised areas where COVID has impacted – Eye Gaze set up (EY/POST 16)	<b>£4,919.80</b>	RH	Received and in use	In use	In use
	Update of SoundBeam 6 Technology to compensate for missed learning opportunities and access to sensory experiences	<b>£3,000</b>	LR	Purchased and in use	In use	In use
	Additional AAC resources – Switches/communication aids	<b>£500</b>	RH	i click x2 Look2read	Purchased In use	In use
	Purchase of large bubble tubes for enhanced sensory exploration (EY/Post16) and making independent choices	<b>£2,846</b>	LR	ordered	In use	In use
	Purchase of electric Big Shots (x 2)– enhanced engagement through creative activities – links to careers and enterprise	<b>£324</b>	LR	Purchased	In use	In use
<b>Summary of impact</b>	Enhanced access to required devices to support communication and interaction – a big gap identified in determining the recovery curriculum – where pupils had no access to aids these have now been enhanced and compensate greatly to opportunities that were compromised due to forced absence and non-attendance e.g. shielding on medical grounds. Sensory resources were a key focus to enhance to ensure engagement and interaction on the return back into the school provision					<b>Planned Spend £11,589.80</b>

**Quality of Education – Identification of gaps and recovery curriculum**

<b>Key Priority F</b>	<b>Sub Actions to ensure effective implementation</b>	<b>Estimated Spend</b>	<b>Staff lead</b>	<b>Rag Review Dec</b>	<b>Rag Review March</b>	<b>Rag Review July</b>
Additional support and resources to support the areas of Communication and Interaction; including reading and the sensory curriculum which have	Enhance See and Learn resources for catch-up reading opportunities 4 x iPads/cases £1016 Speech bundle £332 Reading bundle £684	<b>£2,031</b>	RC/RS	iPads received	In use	In use
	Review of Reading Policy and audit of current needs to enable catch up access and engagement - library enhancement	<b>£1,100</b>	RC	ordered	In use	In use

been impacted greatly by the COVID-19 situation	Purchase of online Boardmaker – enhanced communication access – training for staff (10 user site licence)	<b>£2,593.80</b>	RH	ordering	purchased	In use
	Purchase of mounted scissors (x4 each Pathway)	<b>£352</b>	LR	ordered	In use	In use
<b>Summary of impact</b>	Improved access to develop communication and literacy skills compromised by non-attendance. Enhanced access to communication aids supported by Boardmaker and developed school library provision being used effectively to support engagement and reading skills at all levels across the curriculum. Pupils making good progress (Nov 2021 impact data) now back to full time educational provision					<b>Planned Spend £6,076.80</b>
		<b>Planned Spend:</b>	<b>£29,760</b>	<b>Total spent</b>	<b>£29,995.60</b>	

<b>Barriers to future progress</b>		<b>Desired Outcomes</b>
<b>A</b>	Access to personalised learning has been significantly impacted through absence in lockdown – limited opportunities for physical therapies and specialised input	Gaps in student knowledge and understanding are identified and enhanced interventions in place compensate for impact on progress and development
<b>B</b>	Pupils have been away from school for a significant and sustained period of time, which has made academic, physical and social reintegration challenging	Recovery Curriculum and personal plans allow students to successfully reintegrate into school, with a clear understanding of expectations and routines
<b>C</b>	A large number of students will have experienced some level of trauma and dysregulation during lockdown and closure. A planned period of transition and recovery is vital to re-establish routines and relationships	Staff identify students who may require additional emotional support early and these students are supported appropriately through the recovery curriculum and access to appropriate agencies where appropriate
<b>D</b>	Some students and families continue to have concerns about returning to school, on health and safety/risk grounds. A number of students remain 'shielding' so will require continued remote learning and contact with school	Effective communication and support from the school ensures trust and confidence with parents and families to re-engage and transition all pupils to full time provision. Increase to full attendance in time
<b>E</b>	Future absence from school due to individuals and groups following COVID isolation and quarantine guidance will further impact on those pupils without access to specialist interventions including technology at home. This could reduce engagement with the school; remote learning activities and resources	Those still at home are effectively supported and engaged through remote learning opportunities appropriate to the student. Engagement with other key agencies are sustained
<b>F</b>	Reduced access to specialised interventions and resources within school have significantly impacted on personal development and specific key skill areas for development usually supported by a personalised curriculum	Students have access to enhanced resources and equipment which compensate for lack of intervention and access throughout lockdown (where progress and development have been impacted)