









## COVID-19 Catch Up Expenditure Report to Parents & Carers

Summary information			
School	Shorefields School	Type of SEN	SLD/PMLD
Academic Year	2020-2021	Total COVID budget Total fund (Split into three payments) Autumn Payment Spring Payment Summer Payment	£240 per pupil £33, 600 £8400 £11,200 £14,000
Total number of pupils	145	Number of pupils eligible	140

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. premium funds are used to support and enhance provision to the educational or social needs due to loss of face-to-face teaching.

As a school we have closely considered our cohort of pupils against the SEND Code of Practice areas of need. With this in mind, we have used this funding to support specific areas of the curriculum where we have identified potential gaps in attainment.

Priority Areas			
	Identified Need/ Current Barrier	Strategy	Expected Outcomes/Success Criteria
 <b>Communication &amp; Interaction</b>	Students will have missed out on lessons focussed around developing their communication skills. Some students will have had limited or no access to their communication devices such as PECS, Makaton, AAC Eye Gaze and touch pad.	Recruitment of a <b>Speech &amp; Language facilitator</b> on a fixed term contract to support individual pupils or cohorts of pupils with communication and implementing different strategies to enhance whole school total communication.	The aim for pupils to be making expected progress on their EHCP targets. Tapestry evidence.
 <b>Social &amp; Emotional</b>	Many students across the school will have experienced social isolation from either being shielding or due to school closure and missing peers/staff. With many students routinely thriving on the social aspect that the school community brings.	The additional hours given to the <b>thrive practitioner</b> to help support the social, emotional, and mental health needs during one-to-one sessions, group sessions or targeted interventions within the classroom.	Pupils emotional and mental health needs are met consistently.  Students are ready and happy to engage in learning.

	Furthermore, where students have been required to isolate due to being symptomatic or identified as a close contact causing emotional trauma.		
 <p><b>Cognition &amp; Learning</b></p>	For many students within the school, remote learning is not the best support during school closures due to their disability. Therefore, some student's educational attainment may have decreased because of school closure.	Teaching staff have routinely liaised with parents/SLT and class staff to identify gaps and barriers to learning through individual education plans linking to their EHCP. Targeted interventions within the class where appropriate to support individual pupils.	Increased attainment throughout their EHCP progress grids, picking up from where they left or were expected to be during the school closure.
 <p><b>Physical &amp; Sensory</b></p>	Many students across the school (with particular emphasis on students within Pier Strand) have had limited access to physical therapies or their individual therapy equipment to support their physical health.	All NHS therapy staff have supported class staff to review and implement relevant changes to their therapy plan, where COVID-19 has caused a deterioration on students' physical abilities. Staff within Pier Strand have put a greater emphasis on supporting pupils with their therapy needs to rebuild those potentially 'lost' skills.	Students are supported to have their physical needs met so that they can engage in learning. Tapestry evidence as well as physical target attainment, will ensure students are supported appropriately.

Due to the nature of the pupils that we teach, many learners require face-to-face learning and therefore we will continue to regularly assess learners needs and educational attainment throughout the year against the catch-up funding.

Assessment approaches may include and are not exhaustive too.

- EHCP progress grid assessment,
- Key stage standard assessments,
  - EHCP Annual Review,
  - Tapestry
- Individual pupils work.