

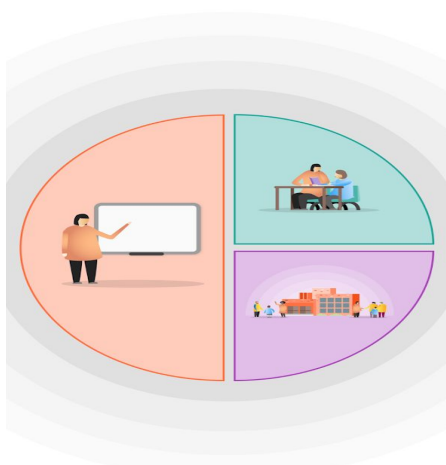
COVID CATCH UP PREMIUM SCHOOL PLANNING (2020-21)

Epinay Business and Enterprise School - TOTAL FUNDING £36,950

1 Teaching

At Epina y we plan to provide...

- High quality differentiated teaching and learning experiences both first hand and remotely. The focus in the first instance is ensuring core teaching of phonics, literacy and maths continues.
- Increased teaching of phonics and literacy skills through the Read Write Ink programme and maths skills via a tailored SOW and ensure they are taught in the same way in the classroom or using google classrooms remotely. Quality assurance by SLT ensures this is robust.
- Opportunities for ALL students to have access to classroom teaching and online materials. A detailed risk assessment has been developed to ensure 100% of students can be taught in school at any one time. In the event of bubble or individual isolation plans are in place to ensure all students access remote teaching (minimum 3 lessons per day)
- A broad and engaging curriculum that weaves wellbeing, mental & physical health into every lesson which in turn promotes positive behaviour in school and when attending remote lessons.
- Whole class shared, guided and individual reading opportunities using Read Write Ink is embedded 3 times per week for all classes in phase 1-3.
- Quality assurance that involves staff to actively support curriculum development
- Opportunities for students to access quality digital learning programmes that are individualised to learner's level of development and monitored by teachers & support staff which are currently in use in school such as Purple Mash, RWI/ Nesy/ RM Maths)



2 Targeted academic support

At Epina y we plan to provide...

- One to one tuition involving a teacher, HLTA or teaching assistant - giving support 1 hour after school or during school holidays (Literacy / Numeracy Catch Up or mental health and wellbeing support) using in house systems tailored to students EHCP objectives or recommendations from educational psychologists, occupational therapists or bought in programmes.
- PITSTOP intervention in small bubble groups or 1:1 offering targeted support in areas of regression or weakness identified via assessment and data analysis.
- Provide inhouse literacy and numeracy CPD delivered by specialists or buy in impact proven external CPD to ensure high-quality teaching and intervention bridges the regression gap.
- Students identified through referral or MAKW involvement as suffering the greatest impact from the pandemic in terms of poverty, parental issues or mental health/anxiety concerns will be offered support/respite from key school staff out of normal school hours.

3 Wider strategies

At Epina y we plan to provide...

- Engagement with parents and carers using the school mentor system, safeguarding team and MAKW, families and school to work together as pupils return to school.
- Support and guidance on remote learning opportunities in the event of further Covid related absences, identify and offer support around barriers to engagement due to technology or a lack of other forms of support.
- Equipment such as laptops and ensure families have access to internet facilities via the use of remote dongles and sim cards.
- Ongoing technical support to all stakeholders.
- Deliveries of FSM during periods of isolation, food parcels to families in poverty and support to access external services such as job seekers, income support, mental health support etc. Referrals for students who may need additional support from specialists.

Epinay School Catch Up Spending

Rationale

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs.

The DfE has also set out the following Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education

DfE asks that schools meet the following key expectations:

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
- Aim to return to the school's normal curriculum in all subjects by summer term 2021.
- Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
- Develop remote education so that it is integrated into school curriculum planning.

At Epinay Business and Enterprise School we have set out how we will allocate the additional funding to support curriculum recovery this academic year. Using the guidance from the Education Endowment Foundation has helped leaders to implement the catch up strategy by focusing on the '3 tiered approach', as described above.

Action / Approach	What's the evidence and rationale for this choice?	How will you make sure it's implemented well	Costing	Review / Impact evidence/invoice
<p>Whole School Support</p> <p>Ensure ICT provision is in place and accessible to ensure high quality remote learning can take place</p>	<p>Supporting effective remote learning will mitigate the extent to which the gap widens Pupils can learn through remote teaching. However, ensuring the elements of effective teaching are present—for example through clear explanations, scaffolding and feedback—is more important than how or when lessons or support are provided. EEF Rapid Evidence Assessment Report</p> <p>Nessy Reading and Spelling was developed at the Bristol Dyslexia Centre by a team of specialists. The programme has been used successfully since 1999, with 100,000s of children around the world. During that time, it has proved to be one of the most effective teaching systems ever created. It was designed for students aged 6-11 years. Independent research has shown the programme to be effective even for those learning English as an additional language.</p>	<p>Provide high quality remote learning packs created by teaching staff (photocopied and stored in files)</p> <p>Stationery packs prepared for each pupil and delivered to homes (Stationery items to the value of £500 donated to school from ASDA South Shields used to top-up initial pupils resources packs provided to home)</p> <p>Purchase of Nessy reading and spelling programme - proven track record of success independently - This intervention programme can be completed remotely in their home. https://www.nessy.com/uk/</p> <p>Purple Mash – platform to allow less able students to access work without the need to download/print core subject work https://2simple.com/</p> <p>Purchase of high quality CGP workbooks matched to core curriculum areas to ensure remote lessons link to hard copy work where needed during periods of isolation (Reduced costs on photocopying packs,</p>	<p>A4 folders £412</p> <p>Postage £2,302</p> <p>Photocopying ink - £5,700 paper - £469 stationery- £3,656</p> <p>£160</p> <p>£740</p> <p>£1,878</p>	

	<p>Ensuring access to technology is key, particularly for disadvantaged pupils Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology. In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented. EEF Remote Learning Report April 2020.</p>	<p>teacher time and stress, transport of delivery)</p> <p>Ensure pupils have access to ICT equipment at home - Laptops issued to pupils identified and dropped off at home. Government laptop scheme providing 49 disadvantaged pupils with laptops, identified from ICT needs audit. Any pupils found to be without a device in future (ie broken) will be issued with a school laptop on loan.</p> <p>Google Classroom readily available. Trial subscription for School 360 (free). Q/A carried out to establish a preferred and most appropriate method of provision or multiple methods used across the whole school.</p> <p>Staff training delivered by ICT in schools and internal staff (staff skills training)</p>	<p>Laptop chargers £75</p> <p>£1,300</p>	
<p>Ensure school transport is available to ensure remote learning equipment and resources are delivered in a timely fashion, mental health and social needs can be met and staff can offer daily support to families in crisis</p>	<p>The survey carried out by the Children's Society 2020 found evidence that children in poverty were more worried during lockdown. A higher proportion of young people in poverty stated they were 'very worried' about Coronavirus than those not in poverty (23% compared to 15%).</p> <p>Numerous studies have indicated that families on free school meals and in</p>	<p>Initially taxis were used for drop offs, this was replaced as more cost effective - use school mini bus to support ad hoc deliveries of remote work and ICT equipment, home welfare checks, support FSM deliveries - reduce food poverty and promote healthy choice, enable staff to carry out catch up work in the home, transport to venues used for catch up work.</p> <p>Logs kept and monitored.</p> <p>Epinay staff team providing service to ensure consistent staff and safeguarding</p>	<p>£230- taxi costs £2,253 - staff time on deliveries £620 - minibus running costs</p>	

	<p>areas of high deprivation have struggled to support home learning most and the impact on these families is significant. By offering daily contact and the ability to visit homes with equipment, food, advice, help and support the negative impact of the pandemic may be reduced.</p>			
<p><u>Targeted Support</u> Bridging the gap/catch up sessions are offered, continuity of curriculum during teacher self isolation</p>	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average EEF</p>	<p>Employ an additional member of staff - September 2020 new post to cover staff self isolating or absent due to children self isolating, additional support in the classroom to address regression and to facilitate remote learning.</p> <p>additional 1:1 teaching opportunities identified - direct teaching intervention programmes for identified children delivered by LSA outside of school teaching hours.</p>	<p>£11,750</p> <p>£staffing cost (additional hours)</p>	

<p><u>Wider Support</u> Mental health and wellbeing of all stakeholders is a priority</p>	<p>More than two-thirds of adults in the UK (69%) report feeling somewhat or very worried about the effect COVID-19 is having on their life. The most common issues affecting wellbeing are worry about the future (63%), feeling stressed or anxious (56%) and feeling bored (49%) - Office or National Statistics</p> <p>The survey carried out by the Children's Society 2020 found that overall, 9 in 10 of all children (89%) said they were worried to some extent about coronavirus.</p> <p>For children and adolescents with mental health needs, school closures mean a lack of access to the resources they usually have through schools. In a survey by the mental health charity YoungMinds, which included 2111 participants up to age 25 years with a mental illness history in the UK, 83% said the pandemic had made their conditions worse. 26% said they were unable to access mental health support; peer support groups and face-to-face services have been cancelled, and support by phone or online can be challenging for some young people.(The</p>	<p><u>Parent Communications</u> - To provide fluid communication and current information from school with regard to COVID 19.</p> <p>Initially letters sent to inform re self isolation</p> <p>Ensure parents/carers are contacted and kept in the loop using phone (2 numbers stored) email, Parent Hub, Parent Pay, school website and social media feeds with regard to remote learning and school closures/structure/events.</p> <p>Information shared by the senior leadership team to administration staff to inform all stakeholders.</p> <p>Website software upgrades, website and social media kept-up-to-date via developments to ensure easy access to remote learning and sharing information</p> <p>A comprehensive remote learning policy devised, staff are trained in policy and procedures. Shared with all stakeholders.</p> <p>To ensure parent/carer support help sheets produced for easy understanding of remote learning and getting on line. Advice about acceptable use of ICT equipment and safeguarding of pupils whilst online given</p> <p>safety of staff - ensure staff attend meetings remotely and are equipped to do so - cameras/speakers for teacher desktops (29) or iPads purchased</p> <p>Wellbeing school policy to support all stakeholders</p>	<p>£ existing links</p> <p>£65 website</p>	
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	LANCET - Mental health effects of school closures during COVID-19)	written and shared. Employed a full time cleaner to support staff anxiety around cleanliness and effective sanitizing to minimise risk	£5,290	
		Total Expenditure	£36,900	