



1. Summary information				
Penn Fields School			Type of SEN	Severe Learning Difficulty (SLD) /Speech, Language & Communication (SLC) / Autistic Spectrum Disorder (ASD) / Moderate Learning Difficulty (MLD) / Profound & Multiple Learning Difficulty (PMLD), Complex Learning Difficulty (CLD), Specific Learning Difficulty (SpLD), Other disability (OD)
2020-2021	Total PP budget	£240 per pupil	Date of governor reviews	Feb 2020
	Total fund	£37,440		
	Autumn payment	£9,360		
	Number of pupils eligible	190	Date for next internal review of this strategy	Feb 2020

2.Gaps identified; barriers to learning; trends identified;

This year Covid 19 has presented huge restrictions and had major impact on all aspects of a student’s life including social, health & education, this has resulted in students being out of school or having huge disruptions to their school day and their attendance, as well as limits on accessing specialist services. An additional Coronavirus catch up fund has been provided by the government for schools to support the gap created by the pandemic.

This report identifies the additional barriers facing the students at Penn Fields as a result.

The factors below identify some of the generic issues Covid 19 has presented;



- i. Reduced or no time in school for a considerable timescale,
- ii. Sense of loss and identity not being involved in a school community,
- iii. Heightened anxieties linked to the impact of the virus on health, well-being,
- iv. Challenging home experiences, such as family tension, poverty

Below lists some of the specific barriers facing particular year groups in school, and others identified as ‘all’ represent impact across all years. The barriers are gathered from consultation with staff, parents & students and help to inform the funding priority for the funding allocation.

In-school barriers

i.	Approximately 35% of the school population attended school during the Spring / Summer 2020. Staff baseline observations identify students have regressed in some skills, such as listening, concentration, behaviour and learning.
ii.	All students: increased lethargy as the students are getting back into a daily routine of being in school; and increased travel time due to alterations to transport arrangements.
iii.	All students: increased anxieties around friendships, life/death, socialising, and school being different. The variations are dependent on students’ individual maturity, cognition and experiences.
iv.	All students: missed face to face input from specialist services, such as OT / Physio / Visual team
v.	Sixth Form: missed opportunities for work experience and community cohesion.

External barriers

vi.	Heightened parental stresses, leading to increased anxieties and reluctance for their child to attend school. Addressing specific issues with parents directly to help alleviate their concerns surrounding Covid-19.
vii.	Issues of digital inequality, with lack of access for some parents to technology & the ability of parents/carers to support the access of remote learning.
viii.	Low income families & insecurities with jobs, placing strain on families.

ix.	Family bereavement impacting on emotional, social well-being and behaviour.
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Funding Focus

We have set out how we will allocate the additional funding to support curriculum recovery this academic year. This will be based around the EEF guidance and the use of a 3-tier approach:

Tier 1: Teaching

- Good - quality teaching
- Effective assessment review
- Supporting remote learning
- Focusing on professional development

Tier 2: Targeted academic support

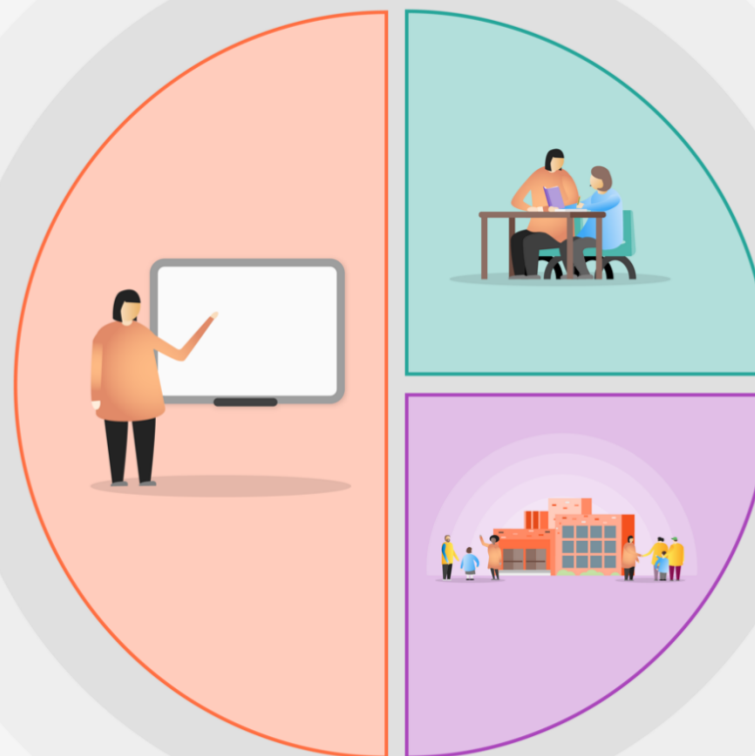
- Good quality one to one and small group interventions.
 - Using teaching assistants for 'targeted support'

Tier 3: Wider strategies

- Supporting student's behaviour, social & emotional needs.
- Providing parent / carer support with welfare & home learning.

1 Teaching

- Enable access to a blended / remote learning model.
- Resource packs for students.
- Appropriate broad and balanced curriculum.
- Termly pupil progress review.
- CPD for staff.
- ICT / sensory resource library.
- Active learning lessons.



2 Targeted academic support

- Nuffield Early Language Intervention Training (NELI).
- Accelerated Reading.
- Accelerated Maths.

3 Wider strategies

- Parent / carer home learning & welfare support.
- Staff & student well-being.
- Strategies for supporting behaviour, emotional & social skills.

Tier 1 - Digital access

In a time where many students have been unable to physically attend school, education systems have switched to emergency remote learning. The aim is to bridge any gap digital divide presents and mitigate its impact on our student’s learning. The implementation of a digital plan will include;

- Support the use of technology at home to facilitate access to online lessons.
- Invest in additional technology, providing devices or improving the facilities available in school.
- Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback
- Providing support and guidance on how to use technology effectively, particularly if new forms of technology are being introduced.

Priorities	Aim	Evidence of Impact	Timescale / By who	Projected expenditure	Actual expenditure
Provide access to a blended / remote learning approach.	<p>Purchase a range of ICT equipment that is available to be loaned out to families (possibly including: Laptops, iPads) and staff.</p> <p>Students have access to good quality ICT and computing resources, provided as a ‘loan out’ to support wider development and engagement in learning activities within the home environment.</p> <p>Provide access to teaching and online materials.</p> <p>Provide technical support.</p>	<p>Students’ access blended / remote learning in the event of school or bubble closure, or absence due to self-isolation not linked to school.</p> <p>Students continue to receive a good quality of education and support.</p>	<p>IE / NY / AD / NF</p> <p>(e-services)</p>	<p>£11,000</p>	

Catch-up funding post pandemic

2020-2021



Learning packs	<p>Resource packs available to support blended / remote learning.</p> <p>Curriculum resource packs available for distribution in the event of a lockdown, bubble closure or self-isolation to support remote learning.</p> <p>Support access to a range of appropriate resources to support remote learning.</p> <p>Provide parental / carer support to deliver remote learning activities</p>			£500	
CPD for staff	Increase staff knowledge of teaching using TEAMS.	Staff confidence to teach lessons via a digital platform increased.	IE / NY	Ongoing	
Online safety	Integrate online safety with continued support for students and opportunities to assist parents.	Increase awareness of staying safe online.	IE / NY	£240	
Increase advanced technical support & support ICT development plan.	Purchase additional time from e-services to provide support to enhance our remote & on-site learning.	Improved remote & online service support.	IE	£5,000	

Tier 2 - Neli (Nuffield Early Language Intervention)

The Catch-up funding will support the introduction and delivery of a subsidised language skills program. The Nuffield Early Language Intervention (NELI) is designed to improve the spoken language ability of students, predominantly in Year 1 and in additional to other students across Primary.

What Is Nuffield Early Language Intervention?

It is a 20-week programme proven to help younger students to overcome language difficulties. It is designed for younger students and combines small group work with one-to-one sessions delivered by trained staff, targeting vocabulary, narrative skills, active listening and phonological awareness. The intervention has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. These have found it to be effective for improving children’s oral language skills as well as promoting longer-term progress in reading comprehension.

Priority	Aim	Evidence of Impact	Timescale / By who	Projected Expenditure	Actual expenditure
Staff to attend the NELI training. Work alongside SALT Team to increase staff expertise.	Increased understanding of strategies to support language and communication difficulties.	Greater staff confidence with supporting communication difficulties.	July 2020	Training cover costs £840	
Implement intervention to support students’ with language difficulties.	Improvements to language skills.	Improvements in the following areas of a students’ language; Vocabulary, Active listening, Spoken language confidence,	July 2021	National Tutoring Programme £1,500	

Tier 2 - Accelerated Maths

The Covid Catch-up funding will continue to support the delivery of Accelerated Maths from Year 6 upwards.

What Is The Accelerated Maths?

The Accelerated Maths will provide an online tool to help manage and monitor and enhance students' mathematics practice and mastery. Through the platform, a student can complete personalised tasks. A review in the software or an individual report enables evidence of which skills have been mastered and which require further practice or intervention from the teacher. The teacher uses the information in the report to help the student with specific concepts. Once skills have been mastered, students undertake an online assessment to demonstrate their competency. If a student is struggling with a topic the system highlights this to the teacher and extra practice or a diagnostic test can be given to support the learner. The programme facilitates;

- Individualised tasks to challenge skills.
- Individualised learning
- Working towards a better understanding of a maths concept
- formative feedback for the teacher

Priority	Aim	Evidence of Impact	Timescale / By who	Projected expenditure	Actual expenditure
Purchase the license fee to enable access to Accelerated Maths.	Increase the participation of students in individualised maths tasks.	Improvement in student progress in maths.	M Sharp	£1,404	
Increase the subscription to ensure all students working above NC Year 1 can have access to the program.	Reach end of year scale score target.				



Tier 2 - Accelerated Reading

The Catch-up funding is supporting Accelerated Reader with students from Year 5 upwards.

What Is The Accelerated Reader?

The Accelerated Reader provides a learning information system that enables freestanding computer-assisted assessment of student comprehension of “real” books. It facilitates

- more frequent and more detailed assessment in less time and with greater consistency
- formative feedback for the student
- increased student motivation to read more, longer, and harder books
- formative feedback for the teacher
- class-wide diagnostic information, including alerts regarding students who are at risk
- teacher promotion and management of effective reading practice

The Accelerated Reader is a curriculum-based assessment tool that provides a summary and analysis of results to enable teachers to monitor both the quantity and quality of reading practice engaged in by their students. Students administer comprehension tests voluntarily themselves, and the system is intended specifically to have strong formative effects on subsequent learning.

Students select their own books and read at their own pace. In addition, teachers may choose to allow students to take tests on books that are read to and with them.

Priority	Aim	Evidence of Impact	Timescale / By who	Projected expenditure	Actual expenditure

Catch-up funding post pandemic

2020-2021



<p>Purchase the license fee / additional pupil subscription.</p> <p>Daily reading identified on timetable at KS3.</p> <p>Reading an integral part of RWI in KS 1&2.</p>	<p>Motivate readers, to read more books.</p> <p>Foster independent readers.</p>	<p>Improve reading progress.</p> <p>Develop & extend vocabulary.</p> <p>Provide a greater range of reading materials to enhance the library books.</p>	<p>July 2020</p> <p>BW (HofE) English teachers</p>	<p>£1,404</p>	
<p>Purchase reading books for the Accelerated reading library.</p>	<p>Match reading materials to interests, and learning level.</p> <p>Increase the range of reading materials students are exposed to.</p>			<p>£1,000</p>	

Tier 3 - Emotional well-being					
Priority	Aim	Evidence of Impact	Timescale / By who	Projected expenditure	Actual expenditure
Parent & carer support	<p>Provide parent training / workshops to support a range of topics, possibly including; mental health; behaviour; communication</p> <p>Families support for welfare needs in response to the impact of Coronavirus.</p>	Increase parent confidence to support issues that challenge at home.	<p>July 2020</p> <p>NP / JAC</p>	£600	
Supporting student well-being	<p>Support and promote student mental health and well-being.</p> <p>Mental health and wellbeing group to provide opportunities to promote and focus on wellbeing.</p> <p>Provide on-site activities to provide motivating, confidence building opportunities.</p>	<p>Students have improved mental health.</p> <p>Students have increased self-esteem.</p>	<p>July 2020</p> <p>SLT</p>	£3,000	
Support the emotional responses of identified students through positive strategies and liaison with families.	Provide specialist support to 'high priority' students, to involve them in a program to meet their emotional, social & behavioural needs.	Students demonstrate improved 'control' in managing situations that cause anger or anxiety.	8 sessions per student	8 x 50/60 min sessions,	

Catch-up funding post pandemic

2020-2021



<p>Involvement of external agencies to provide targeted and specialised projects / services to specific students & working alongside parents / families to provide support.</p>	<p>Anger/Behaviour management intervention program consists of; self-esteem, confidence, effective decision making, positive role modelling, building resilience, conflict resolution and consequential thinking.</p> <p>Increasing parents/carers awareness and role in managing negative behaviours, supporting behaviours and emotions.</p>	<p>Parents are involved in a program of support to empower them with strategies in dealing with difficult situations.</p>		<p>£320 per student</p> <p>5 students - £1,600</p> <p>£600</p>	
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