



Universal Covid Catch-up Premium Funding 2020-2021

Summary information	
Medeshamstede Academy	Academic Year 2020/21
Total Number of pupils: 121	Review Date: July 2021
Publish Date: October 2020	Total Funding: £240/pupil https://www.gov.uk/government/publications/coronavirus-covid-19-catch-up-premium-provisional-allocations
Has the academy registered with the National Tutoring Programme?	No

1. Quality of teaching for all						
Assessment of Need-identifying the gap	Action and rationale	Personnel and timeframe	Target Group / Number	Expected Cost	Intended Outcome / Impact	Monitoring / Evaluation
All pupils have communication & interaction as their main presenting need identified as an area of SEND identified on their EHCP.	Academy to employ a speech and language therapist (SaLT) for one day a week this year. This will help to close the gap and deliver this aspect of EHCP as core provision and a foundation for the curriculum and all learning. During school closure Section M forms (as an adjustment to the	SaLT 1 day a week. Implement project management approach where a team of staff work with the professional to disseminate SaLT	All pupils with SaLT identified on EHCP: Pre-formal pupils Semi-formal pupils	£300/week	The gap is reduced for children who have fallen further behind in their speech and language development. This will have further impact on: the development of reading comprehension skills	SaLT Principal/SENCO EHCP Co-ordinator Phase Leaders

<p>During school closure therapy was not delivered face to face.</p>	<p>EHCP) illustrate that SaLT provision was difficult to deliver remotely for some pupils.</p> <p>The SaLT delivers intervention for pupils at the stages of pre-formal, semi-formal and formal stages of development children (eg: Colourful Semantics, PDD books and Attention Autism).</p> <p>The SaLT works with a core group of teachers who disseminate training and the interventions across the wider staff. In this way all children can benefit from SaLT expertise and we work collaboratively with other professionals to deliver the health aspect of the EHCP.</p>	<p>intervention programmes.</p>			<p>staff leaders to embed speech, language and communication as part of whole school development planning and practice, to ensure a sustainable approach to speech, language and communication support.</p> <p>workforce development for all staff to support children's CI needs, including an experienced, trained and managed Speech and Language Therapist (SaLT) working in school one day per week training all staff.</p>	
Total budgeted cost					£11,700	

2. Targeted academic support

Assessment of Need-identifying the gap	Action and rationale	Personnel and timeframe	Target Group / Number	Expected Cost	Intended Outcome / Impact	Monitoring / Evaluation
<p>Children with social workers (75% increase within the academy this term). Identified in What works for children in</p>	<p>Implement Switch On reading intervention for primary phase learners and Smart English reading intervention for secondary phase learners for this group of children who have fallen furthest behind.</p>	<p>Lorna Pembery Yvonne Youngman 12 week intervention</p>	<p>Children with social workers (75% increase within the academy this term).</p>	<p>£48/pupil</p>	<p>Children catch up with phonics and reading as the foundation for learning and accessing the curriculum.</p>	<p>Reading Champions Principal/SENCO EHCP Co-ordinator Phase Leaders</p>

Education Who have had Social Workers? Summary Report – EET)	Reading champions to deliver training to TAs to support the intervention for Switch On in class groups.					
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Total budgeted cost £ 4 800

3. Other wider strategies

Assessment of Need-identifying the gap	Action and rationale	Personnel and timeframe	Target Group / Number	Expected Cost	Intended Outcome / Impact	Monitoring / Evaluation
<p>All pupils have sensory and physical needs as their main presenting need identified as an area of SEND identified on their EHCP.</p> <p>During school closure therapy was not delivered face to face.</p>	<p>Academy to employ an occupational therapist (OT) for one day a week this year. This will help to close the gap and deliver this aspect of EHCP as core need for the daily living and functional skills to develop attention, motor planning, sensory profiling and all learning.</p> <p>During school closure Section M forms (as an adjustment to the EHCP) illustrates that OT provision was difficult to deliver remotely for some pupils.</p> <p>The OT delivers intervention for pupils at the stages of pre-formal, semi-formal and formal stages of development children (eg: provision to overcome sensory difficulties which is a barrier to learning).</p>	<p>OT 1 day a week. Implement project management approach where a team of staff work with the professional to disseminate OT intervention programmes.</p>	<p>All pupils with OT identified on EHCP and wider class groups.</p>	<p>£300/week</p>	<p>OT will support self-regulation and metacognitive strategies which the EEF identifies as having most impact for pupil progress and enables pupils to make progress across all areas of learning and reduce the gap.</p>	<p>OT and project group teachers Principal/SENCO EHCP Co-ordinator Phase Leaders</p>

	<p>The OT works with a core group of teachers who disseminate training and the interventions across the wider staff. In this way all children can benefit from SaLT expertise and we work collaboratively with other professionals to deliver the health aspect of the EHCP.</p> <p>Interventions which target social and emotional learning seek to improve pupils' attention and self-management (independence), rather than focusing directly on the academic elements of learning. EEF identifies an average overall impact of four months' additional progress on attainment.</p>					
Total budgeted cost					£11,700	

Additional materials for support/guidance:

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Guide_to_supporting_school_planning_-_tiered_models.pdf

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

<https://whatworks-csc.org.uk/blog/education-interventions-show-signs-of-potential/>