

Statement of use of catch-up funding Bents Green 2020-2021

1. Summary information					
School	Bents Green			Type of SEN	SCLD
Academic Year	2020-2021	Total	48,960	Date of governor reviews Date for next internal review of this strategy	Dec 2020 April 2021

2. Gaps identified; barriers to learning; trends identified; specific to SEN learning needs	
<p>Where we have stated 'ALL' or generalised the groups, we have identified the needs of individuals, through liaison with tutors, parents and student views. Interventions may be targeted, small groups or whole years, dependent on identified needs. These will be reassessed in December, April and July.</p>	
In-school barriers	
i.	All: Up to 50% of school population did not attend school for term 5 and 6 leading to regression in some skills and minimal progress in knowledge attainment.
ii.	All: loss of sense of self and identity within and without the school community
iii.	All: increased anxieties around friendships, life/death, socialising, and school.
iv.	<p>Missed opportunities to undertake a comprehensive transition programme for :</p> <ul style="list-style-type: none"> • Year 6 students moving to Year 7 • Y11 and Post 16 students moving to Gleadless • Post 16 students moving to Gleadless
External barriers	
v.	Increased parental stresses, leading to increased anxieties.

3. Outcomes expected, with success criteria.

a)	<p>Students make good progress, as defined by tutors or subject coordinators. Tutors monitor the progress through RAP meetings Leadership team to monitor and target support as needed through RAP meetings and data tracking Parent/student views assessed via parent's evenings and annual review process.</p>	<p>Students to make progress in line with Bents Green expectations. Where students are not making expected progress, there is rapid identification and strategies put in place to break down the barriers to learning. Positive responses from parent/student questionnaires.</p>
b)	<p>To attend school full time as soon as possible. Staff team to monitor and analyse attendance data Phase leads to discuss support with attendance lead weekly.</p>	<p>At least 80% attendance for 1st full week, and over 90% for term 1.</p>
c)	<p>Students to participate and engage in lessons throughout the day, making good learning progress. High leadership team and intervention team presence to monitor and support reengagement Phase Team meetings focussing on strategies to support reengagement Monitoring of behaviour and intervention tracking data to ensure support is appropriately deployed.</p>	<p>Comparative incidents to same time last year (see SIMS data); Noticeable reduction in incidents as term progresses. B Squared data shows good progress in subjects areas (80%+).</p>
d)	<p>Students to attain expected external accreditations evidenced externally through exam results. Assistant Heads and subject coordinators are alerted early to lagged attainment, and appropriate support identified and swiftly actioned.</p>	<p>Data will show students' expected exam results are achieved.</p>
e)	<p>Reading progress, throughout the school, is good as identified by tutors, and teachers of English. Evidenced of literacy progress through tutor monitoring; leadership monitoring; Reading Tests, Reading for Inference data; B Squared data and exam results.</p>	<p>Over 80% of students make good progress in reading.</p>
f)	<p>School to become a trauma informed school Safeguarding lead to undertake training to become Trauma Informed Practitioner Specialist ELSA Tas in place to develop and disseminate a trauma informed approach</p>	<p>All student to successfully transition to into their new settings All students and parents to be supported with their anxieties around returning to school Ongoing trauma work to be implicit in our curriculum</p>

4. Planned expenditure

Academic year	2020- 2021
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The headings below enable schools to demonstrate how they are using the catch up funds to reduce the gaps in student learning, emotional and social well-being, and communication skills due to the 2020 pandemic.

Details					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To attend school full time as soon as possible.	Assistant Heads, Attendance Lead and Intervention TAs to support students back into school	Increased attendance will lead to increased opportunities for learning; improved friendships; build self-esteem; and develop sense of identity in their community.	Monitor attendance from day 1, and react quickly to implementing support, taking into account individual needs and anxieties. Assign SLT to lead in their areas.	SS	Ongoing Attendance Lead (50%) £18000 Intervention TAs £20040
Students make good progress, as defined by tutors or subject coordinators, in their exams and B Squared data	Whole school tracking Revised curriculum offer New appropriate progressive exam specifications	To identify students with barriers to learning and to implement appropriate strategies to ensure the barriers are removed swiftly develop sense of community to reduce anxieties around self-esteem.	Research into appropriate interventions which have been peer reviewed. Monitoring of impacts termly.	SLT	Data collection points 3 times a year B Squared Software Steps for Life £2000 Access arrangements £1200 Life Skills Challenge Registrations £589 Functional Skills Resources: £740 PSD All Levels Webinar: £110
To participate and cooperate in lessons throughout the day, making good learning progress	Effective use of TAs to support learning and engagement through academic and wellbeing Intervention strategies including TT10, Flower 125, Sensory sessions etc	Interventions support engagement and participation which helps support a growth mindset. (EEF)	Led by TAs Impacts monitored termly.	CB	Ongoing Deaf Awareness Workshop: £75 Personal Progress Webinar: £110

To attain expected external accreditations	Purchase and loan of ICT to students for use in lessons and at home. Identified teaching task force to develop curriculum resources and remote learning	Some students would benefit from using personal IT devices for extended writing. Students will benefit from additional resources to support learning particularly identified teaching staff who can focus on areas to develop, such as higher attaining students who may be entered for GCSEs or vocational accreditations. (EEF 2020)	SLT to monitor impacts in academic lessons; and also during remote learning. SLT assigned to deploy staff and monitor individual students impacts.	SLT, HP, AC, JS, AM, SH	Dec/ April/ July Laptops: £1764
Reading progress, throughout the school, is good as predicted by tutors, and teachers of English.	Improved access to whole class reading Reading for Inference programme Reading scheme TA's to deliver individual and small group sessions to focus on gaps in literacy Dyslexia software Dyslexia training	Researched current dyslexia interventions to ensure we find the most up to date and future proof devices. External research (EEF) Recommended through use in other schools. Phonics sessions for small groups/ individuals, where gaps or regression has been identified through testing. (EEF)	English Hub will advise DHT as to the best value and effective Reading Interventions and support. SLT lead will monitor impacts.	CB	Dec/ April/ July Dyslexia Training: £500 Dyslexia Software: £1000 Reading for Inference Connections in Learning : £225 Reading resources: £462
To become a Trauma Informed School	CV to undertake Trauma Informed Training to become practitioner All staff to have CPD on trauma informed approach TAs to undertake ELSA training	The 2017 Government Green Paper on Children's Mental Health Provision in stated that, 'There is evidence that appropriately trained and supported staff... teachers... teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems.	Review approach through monitoring of interventions and Trauma recertification.	CV	Ongoing Trauma Informed Training £1395 ELSA Training: £750
Total budgeted cost					£48,960

5. Review of expenditure

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on students	Lessons learned (and whether you will continue with this approach)	Cost

Total spend				