



## Statement of use of catch-up funding SEN schools 2020-2021

Summary information					
School	Tettenhall Wood School			Type of SEN	ASD
Academic Year	2020-2021	Total PP budget	£23040 - £240 per pupil KS1-4	Date of governor reviews	February 2021 May 2021
Total number of pupils	141	Number of pupils eligible	96	Date for next internal review of this strategy	March 2021

### Contextual Information

Covid-19 disrupted learning significantly this year. Pre-lockdown, there was uncertainty as to whether schools would remain open or closed, and if the country would go into national lockdown, along with speculation of what this would look like and the many ways in which it would impact us and our pupils.

This undoubtedly affected mental health, which in turn affected learning. School also finished two weeks early, meaning that pupils received 10 weeks of teaching instead of the usual 12 weeks.

With this acknowledged, it was decided that a Recovery Curriculum would be in place for the return of school at the beginning of September 2020. This involved significantly more learning time attributed to PSHE and SEMH, with English and maths subject leads agreeing that one session a week for each subject could be used to facilitate these extra PSHE sessions.

We agreed that it was important to acknowledge, monitor and then address the impact of Covid-19 on pupils' learning and achievement and devised a method, agreed with SLT and shared with teachers, in which to highlight where regression of skills had happened. It was also agreed that more 'settling in time' would be necessary before a true assessment could take place. With this in mind, teachers were asked to complete the baseline using these new steps a month later than usual – mid November 2020.

Teachers were directed to record where the pupils were at that point, along with highlighting in purple skills that the pupil previously had, but that have been temporarily lost due to various Covid-19 impacts (time off school, mental health, disruption to routines at home and school). In December, teachers were also asked to separately indicate pupils in whom they could see a decline in readiness to learn i.e. focus, listening and attention skills. This data was collected and analysed alongside the skill-based data.

### Gaps identified

- 25% of pupils (30 pupils) have shown regression in skills in English. (See Appendix 1)
- 21% of pupils (25 pupils) have shown regression in skills in maths. (See Appendix 1)
- 14% of pupils (17 pupils) have shown regression in both English and maths. (Indicated in yellow – Appendix 1)

- The majority of pupils who have regressed have shown up to 10% regression in English and/or math

Pupils have been identified by teachers as regressed in being, **'ready to learn'**, but who have not shown a regression in English or maths skills. Pupils have identified and will be monitored until the next data collection in February half term. Gaps/regressions include:

- Not focussing for as long on a learning task as they previously could;
- Not interested in learning activities they used to;
- Not listening and responding to adults during learning like they used to;
- Not listening and responding to pupils during learning like they used to;
- Not being able to work in a small group, now need 1:1 or a lower ratio to gain the same level of work (See Appendix 2)

- Communication and Interaction: The percentage of pupils regressing in this area increases in formal classes and increases again by age. This correlates with the need for whole school intervention of Social Use of Language programme to structurally develop pupils' social communication skills

- Reading: Second affected component after Communication and Interaction. The percentage numbers of pupils regressing in reading decreases as pupils get older. This correlates with the need to establish an effective and adaptive phonics programme again in KS1 and 2 predominantly.

- The number of pupils regressing in Number and Geometry remain the prominent components and this is consistent through school.
- Pupils who regress, do so in a wider range of maths areas relative to those areas that have been taught.
- Both progress and therefore regression in Time and Money are low/non-existent even though the new TW Steps begin from TW5 in these areas alongside Number and Geometry. This suggests that there is little time given to teaching these areas in comparison to Number and Geometry and requires further investigation and training.

Significant impact on progress towards outcomes for

- Communication and interaction
- SEMH

For pupils with above 41 sessions absent

Significant impact on progress in all four areas of need for 14-19 pupils

### In-school barriers

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| i. | ALL<br>Increased mental health needs affecting anxieties relating to:<br>COVID 19<br>friendships |
|----|--|

	changes in routines sensory overload Listening and attention
ii.	ALL Increased time to implement the Recovery Curriculum
iii.	ALL Attendance of pupils limited due to: <ul style="list-style-type: none"> <li>• agreed leave of Absence</li> <li>• Self-isolation</li> <li>• Positive COVID tests</li> <li>• Staffing crisis</li> </ul>
iv.	14-19 Missed opportunities in work experience and community cohesion
v.	ALL <ul style="list-style-type: none"> <li>• Missed opportunities for specialist teaching and interventions including:</li> <li>• Swimming</li> <li>• Forest School</li> <li>• Horticulture</li> <li>• Music Therapy</li> <li>• Motional programs</li> <li>• PE</li> <li>• Rebound Therapy</li> </ul>
<b>External barriers</b>	
vi.	Increased parental stresses, leading to increased anxieties.
vii.	Increased COVID cases locally

## 1. Outcomes expected, with success criteria.

a)	Pupils make good progress, as defined by teachers, in their EHCP outcomes. Teachers monitor the progress; pupil and parent response to progress; leadership team to monitor and target support as needed; gather parent/pupil views on EHCP progress and reviews.	EHCP outcomes achieved 80% on average for each pupil. Positive responses from parent/pupil questionnaires.
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b)	To attend school full time as soon as possible. Monitor and analyse attendance data; phase leads to discuss support with attendance lead weekly.	At least 80% attendance for week beginning 8.3.2021 if it is SAFE to do so
c)	To participate and cooperate in lessons throughout the day, making good learning progress. Monitored and analysed through high leadership team presence; teacher discussions; Evidence for Learning data; behaviour data	Reduced incidents analysed year on year. EFL data shows good progress in all areas of need (80%+). TW steps shows good progress in Eng and Ma (80% +)
d)	To attain expected external accreditations, as predicted from their term 4 attainments. Evidenced externally through exam results. Data lead to ensure that phase leads and subject coordinators are alerted early to lagged attainment, and support in place swiftly.	Data will show pupils' expected exam results are achieved.
e)	To attain expected reading progress, throughout the school as predicted by teachers, English lead. Evidenced through teacher assessments; leadership monitoring; English lead data; baseline data and predicted attainment in reading; questionnaires for parents/pupils.	Improved parental engagement in reading at home. Over 80% of pupils make good progress in reading.
F)	To ensure all pupils are ready to learn and there are improved engagement from pupils. Monitored and analysed through high leadership team presence; teacher discussions; Evidence for Learning data; behaviour data	Improved engagement in learning with EFL data shows good progress in all areas of need (80%+).
f)	Sixth Form students will attend a variety of work placements linked to their aspirations. Head of Sixth Form to monitor and analyse, putting in support swiftly as needed. Careers lead to evaluate effectiveness of placements and report to HT.	All post-16 students will have had least one placement linked to aspirations/vocational course by end of year; and all will attend relevant work placements regularly.

## 2. Planned expenditure

Academic year	2020- 2021				
Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Focused Personal Learning Planners</p> <p>Continued implementation of Recovery Curriculum</p> <p>Online and recorded lessons</p>	<ul style="list-style-type: none"> <li>EHCP outcomes achieved 80% on average for each pupil.</li> <li>TW step progress and 80% good</li> <li>Positive responses from parent/pupil questionnaires.</li> </ul>	<p>Using data nd summaries from:</p> <ul style="list-style-type: none"> <li>EHCP/EfL data analysis</li> <li>TW step analysis</li> <li>Teacher observations and teacher meetings</li> <li>PSHE recovery curriculum feed back</li> </ul> <p>Will allow for:</p> <ul style="list-style-type: none"> <li>increased opportunities for learning;</li> <li>improved friendships;</li> <li>build self- esteem;</li> <li>develop sense of identity in their community</li> <li>Increased engagement and attention development</li> </ul>	<p>Monitoring led by:</p> <ul style="list-style-type: none"> <li>Assistant Head Teachers –Phase Leads</li> <li>Eng, Ma and assessment coordinators</li> </ul> <p>Termly reports</p>	<p>LR, LW, HT, JA, LK</p>	<p>March 2021 May 2021</p>
<p>To attend school full time as soon as possible.</p>	<p>Attendance at 80% from 8.3.2021 if safe to do so</p>	<p>Increased attendance will lead to:</p> <ul style="list-style-type: none"> <li>increased opportunities for learning;</li> <li>improved friendships;</li> <li>build self- esteem;</li> <li>develop sense of identity in their community.</li> <li>Increased engagement and attention development</li> </ul>	<p>Monitor attendance from day 1, and react quickly to implementing support, taking into account individual needs and anxieties.</p> <p>Assign SLT to lead in their areas.</p>	<p>HM</p>	<p>Weekly</p>
<p>Total budgeted cost:</p>					
<p>Targeted support</p>					
<p>Action</p>	<p>Intended outcome and success criteria</p>	<p>What’s the evidence and rationale for this choice?</p>	<p>How will you make sure it’s implemented well?</p>	<p>Staff lead</p>	<p>When will you review this?</p>

<p>Implement targeted support for individual and cohorts inc:</p> <ul style="list-style-type: none"> <li>• Sulp</li> <li>• Attention autism</li> </ul>	<ul style="list-style-type: none"> <li>• EHCP outcomes achieved 80% on average for each pupil.</li> <li>• TW step progress and 80% good</li> </ul> <p>Positive responses from parent/pupil questionnaires</p>	<ul style="list-style-type: none"> <li>• EHCP/EfL data analysis</li> <li>• TW step analysis</li> <li>• Teacher observations and teacher meetings</li> <li>• PSHE recovery curriculum feed back</li> </ul>	<p>Monitoring led by:</p> <ul style="list-style-type: none"> <li>• Assistant Head Teachers –Phase Leads</li> <li>• Eng, Ma and assessment coordinators</li> </ul> <p>Termly reports</p>	<p>JA, LK, HT, AH</p>	<p>March 2021 May 2021</p>
<p>Re-implement delivery of read Write Inc to identified groups within a bubble</p> <p>Improved access to whole class ICT, with appropriate literacy and numeracy apps</p> <p>Use of programmes such as the Nesy programme</p> <p>Staff development for:</p> <ul style="list-style-type: none"> <li>• Talking Mats</li> <li>• Chatter boxes</li> </ul> <p>Use of extra cover staff to take individual and small group sessions to focus on gaps in literacy</p>	<ul style="list-style-type: none"> <li>• TW step progress and 80% good in reading</li> <li>• EHCP outcomes achieved 80% on average for each pupil.</li> <li>• TW step progress and 80% good</li> <li>• Positive responses from parent/pupil questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• EHCP/EfL data analysis</li> <li>• TW step analysis</li> <li>• Teacher observations and teacher meetings</li> <li>• PSHE recovery curriculum feed back</li> </ul>	<p>Monitoring led by:</p> <ul style="list-style-type: none"> <li>• Assistant Head Teachers –Phase Leads</li> <li>• Eng, Ma and assessment coordinators</li> </ul> <p>Termly reports</p>	<p>LW LR JA, LK, HT, AH</p>	<p>March 2021 May 2021</p>

	<b>Total budgeted cost:</b>	Use of additional teacher to deliver individual interventions £15360 Staff development £3000 Additional cover to run groups £3680 Resources inc ICT budget £1000
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1. Review of expenditure				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils	Lessons learned (and whether you will continue with this approach)	Cost