

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	80/128 (69 PEX and 11 NTA only)	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£19,200 (PEX and NTA only)	<ul style="list-style-type: none"> • Medical 12 • Respite 35 <p>47 children need to be invoiced via their mainstream X £80 rate for mainstream schools</p>	£3,760

STRATEGY STATEMENT
<ul style="list-style-type: none"> - To reduce the barriers to learning that may have developed through covid-19 lockdown - To reduce the attainment gap that exists between our disadvantaged pupils compared with those in mainstream settings - To raise the ambition and positive mindset that may have been impacted by school closures or periods of isolation <p>At Coal Clough Academy we aim to ensure that all pupils receive quality first hand teaching across the curriculum/ personalised timetable in place. A carefully planned out recovery curriculum that integrates pupil mental health alongside missed skills and knowledge has been written and implemented across each subject area.</p> <p>Due to the nature of our pupils we have chosen to concentrate on the first sessions back on site being purely about relationship building, getting to know you activities and speaking and listening. We want to ensure that all pastoral needs can be met before engaging in the intense catch up of lost curriculum time.</p> <p>We recognise that children experienced difficulty in continued learning through lockdown for a variety of reasons, with this in mind we want to address any poor habits and behaviours to allow our pupils to thrive in the classroom.</p>

The above is being addressed as we recover the curriculum, we have extended for time initially to cover all pastoral needs allowing pupils to feel supported on their return to school.

Academic learning and pupil well being will be intertwined to ensure that all pupils can engage in education in a comfortable manner and at their own pace.

We acknowledge that learning opportunities for our children were hugely disrupted and that it is likely we will not know the impact of this immediately in school, we therefore want to plan in advance for the intended requirement for additional support for our pupils. This will be done in a variety of ways to support the unmet needs of our pupils.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Missed learning and wellbeing due to National lockdown with only vulnerable and critical worker children attending
B	Gaps in learning that had previously been closing have now deepend
C	Risk of further missed learning should bubbles collapse, pupils need to self isolate or the school enters another lockdown. Opportunities to access online learning should there be another need, this needs to be supported by parental engagement and engaging online activities.

ADDITIONAL BARRIERS

External barriers:

D	Pupils lack of role models outside of school that can prohibit learning from developing outside of the classroom
E	Low literacy levels for our pupils held back due to lack of motivation to engage in learning outside of school
F	Lack of engagement to outside services that may be supporting the young person or family due to covid-19 restrictions during lockdown periods.

Planned expenditure for current academic year

Quality of teaching for all				
Action	Intended outcome and success criteria	Staff lead	When will you review this?	Total budgeted cost:
Pupils feel supported engaging with education back on site after a period of lockdown.	Pupils can engage with education with a positive mindset to learning, wearing a full school uniform and transport to and from school.	HC	Reviewed weekly at Provisions meeting with members of the SLT.	Cost of x1 full uniform: £40.00
1:1 interventions available	Ensure that the timetable can accommodate pupils who require a more intense provision where they can solely concentrate on study, this is often away from the business of the main body of school.	CW	Following a review of pupils provisions this would be done on a need basis for pupils who may not be able to succeed in the main body due to sensitive reasons.	1:1 tutor hourly rate: £35.00
Additional CORE lessons to support lost time in the classroom	Pupils will access additional sessions for Maths, English and Science with specialist teachers during Enrichment hours on our curriculum, this is to support in allowing time for mini assessments.	CW	Half termly, reviewing the personalised timetables and allowing staff teaching time to be maximised based on the whole school restructure in the Autumn Term.	Teacher hourly rate: £22.89

School Gym installation	Increased participation in physical activity for pupils returning to school since lockdown. To support pupils with physical and mental health following potential lack of activity during lockdown.	DY	Reviewed weekly with the PE department and well-being team to identify key groups missing out on physical activity.	Cost of gym and installation: £3621.60
Targeted support				
Action	Intended outcome and success criteria	Staff lead	When will you review this?	Total budgeted cost:
Increase the in-class support from TA2/3 staff	Pupils can access the learning within the classroom with targeted support from key staff assigned to work with pupils with SEND/ experiencing barriers to learning that have presented following lockdown/ isolation periods from school.	DY/ RB	Reviewed weekly at Provisions meeting with members of the SLT.	TA2 hourly rate: £10.78 TA3 hourly rate: £11.72
Additional support from ELCAS on site weekly	Extended support for pupils from commissioned service agreed with Child and Adolescent Mental Health Service Providers to help pupils struggling with the impact of the Pandemic on their mental health	NE	This will be reviewed daily based on the entries placed onto CPOMS, usually based on pupils disclosures and contact with parents expressing concern around mental health	5.5 additional days worked in school £1375.00
Home visits conducted x 3 times per week	To offer support to families and students who had anxieties of attending school pre lockdown restrictions being lifted	LK	Daily review of attendance figures and family support work	Attendance officer hourly rate: £16.70 Fuel: 0.45 per mile Avg week - 80 miles

				Car expenses: £36.00 per week 38 weeks a year £1368.00
Staff training on Domestic Abuse and spotting the signs	To allow school to explore a model of early intervention that will support our pupils and the experiences they may have outside of a school environment	LK	Annually and through staff induction	Training cost to school: £500
Criminal Exploitation Day organised to support lost learning in PSHE	Pupils have missed large chunks of PSHE curriculum and opportunities to teach around the dangers of Child Exploitation. Work with local Police force to develop and deliver extended drop down day of activities to raise awareness around a number of PSHE and Safeguarding issues	NE	Reviewed on 19th March following Delivery on 18th March	Additional hours worked for organisation, planning and implementation £16.70 x 8 hours £133.60
Burnley Youth Theatre provision for 11H	Off site activities led by BYT. Focus on raising confidence, self esteem and teamwork within the students who took part.	RB	Weekly feedback from staff who attended and supported the sessions. Termly report from the key staff member on the progress of the students who attended.	Cost carried over from previous year £283 per child
BFC in the community programme	Intervention programme led by a BFC mentor to re-engage students and develop key personal skills such as communication, motivation and positive attitudes to succeed in life. Monitoring of students attendance,	RB	Sessions reviewed weekly and follow up written reports completed.	£3000 per term

	engagement in classes and behaviour within school which is discussed during the sessions by the mentor			
New directions on site supporting Year 11	To continue with essential post 16 guidance and support for our year 11 cohort. Students have been able to access high quality guidance and support with regards to their destinations post 16.	CP	Weekly updates with new directions and student actions plans reviewed when needed (dependant if they change their destination choice through bespoke guidance sessions)..	New directions package, per session: £250 for half a day
First Aid training day for Year 10 pupils	To be able to offer life saving skills and resources to our young people. To support students in boosting their knowledge and confidence if ever in an emergency.	CP	This course is reviewed annually.	Cost of training: £500
1:1 tutor for targeted interventions	Some pupils will require intense support due to the time spent out of school and adapting to education on site.	CW	Reviews take place weekly at the provisions meeting.	1:1 tutor hourly rate: £35.00
Other approaches				
Action	Intended outcome and success criteria	Staff lead	When will you review this?	Total budgeted cost:
Purchases such as Pool table and games for break and lunch time sessions	Increased participation and activity during social times following potential lack of activity and social interaction during lockdown period	SC/ DY	Reviewed daily with pastoral and duty staff	£200 Pool Table
Keep well gift bag for pupils in half term	For families to feel supported and allow face to face contact to be made with all pupils	LK	Half termly to support young people and their families	£2.50 per child

<p>Food parcels for families in need</p>	<p>For students to have a well balanced diet whilst not attending school and to relieve pressure for parents that have been directly affected through covid - Isolation or loss of work</p>	<p>LK/ NE</p>	<p>Ongoing reviews for through CPOMS logs and home visits</p>	<p>£15 per family Provided 45 families with parcels £675.00</p>
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ADDITIONAL INFORMATION

Group	% Attendance
EHCP (Educational Health Care Plans)	87%
CP (Child Protection)	15%
CIN (Child in Need)	62%
Vulnerable Pupils	69%
CLA (Looked After)	81%
Keyworkers	89%

- Recent school Ofsted report

<http://www.coalclough.org/wp-content/uploads/Coal-Clough-Academy-10046629-Final-PDF-1.pdf>

- Case studies

Name and year	Student A Year 11
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SEND details	SEMH
Profile	<p>Student A was excluded from St Augustine's High School in Year 7, this was due to two reported incidents of assaults on members of staff. He now has a placement at Coal Clough Academy where he is described as having significant behavioural problems and various exclusions relating to confrontational and oppositional behaviours. Student A lives at home with Mum, Dad and two younger siblings. Student A was referred to ELCAS, Student A was also referred for an ADHD assessment. Several appointments were made but unfortunately, the family failed to attend. Family are currently open on a child protection plan through children Social Care</p>
Provision / Interventions	<p>St Augustine's High school Coal Clough Academy</p> <p>Student A has been in Nurture working on his Maths and English with interventions which focus on the following;-</p> <ul style="list-style-type: none"> ● Social skills ● Resilience <p>Student A was recently placed on 1:1 which consists of individual tuition, during his 1:1 sessions. Student A has been working on Functional Skills Maths and English. Student A now attends our CCA+ provision in school Student A has also received an EP assessment which has provided recommendations / strategies for staff with a view to a possible EHCP request being made in the future.</p>
Attendance	<p>Coal Clough Academy</p> <p>19/20 - Present .25.2%</p>

20/21 - Present 40.9

Student A is supported by the Attendance Lead and has regular home visits to encourage attendance at school - various support through Its my Turf and ELCAS have been put in place this year to help. Schools offer regular food parcels to the family. Over the last 6 months communication with the family has improved and daily texts communication happens.

Name and year	Student B Year 11
SEND details	Dyspraxia Dyslexia Significant concentration difficulties Wears glasses
Profile	<p>Student B came to CCA after being permanently excluded from Blessed Trinity School. This was due to continual disregard for school rules and repeated incidents of physical abuse.</p> <p>During year 9 at CCA, Student B found school difficult, he would walk out of class, be rude to members of staff and be very reluctant to work at times. Student B is in a year 11 group at the moment in the main body of the school, during this academic year Student B has turned a corner. When he does come to school he is compliant, respectful, hardworking, and a valued member of the group with both peers and staff.</p>

	<p>Student B continually complains of being tired, he has started to eat on occasion whilst in school. But does miss out on his lesson due to his lack of attendance.</p> <p>Student B works well most of the time but when he is tired he finds work very difficult.</p>
<p>Provision / Interventions</p>	<p>Blessed Trinity Coal Clough Academy</p> <p>He is in a medical class and he is part of a wellbeing group who up until recently (prior to lockdown) attended weekly gym sessions.</p> <p>Student B struggles to come to school full time at present. There is a full time teaching assistant in class which he talks to at times about personal difficulties - this term he has shared a lot of personal worries which he has been able to talk through which may have helped with previous frustrations which led to leaving the classroom and poor relationships with members of staff. These worries were about his parents getting divorced, he blames his mum for this but after long conversations, he has come to realise that sometimes it's maybe nobody's fault.</p>
<p>Attendance</p>	<p>Coal Clough Academy</p> <p>Present 19/20 - 55% Present 20/21 - 64%</p> <p>Regular contact is held with both mum and Student B to encourage attendance in school and to be on time - Student B hours are extended at the end of the day to help with the catch up with work and extra qualification Student B is taking this year.</p>

Name and year	Student C yr 11
SEND details	Dyslexia ADHD MLD Sleep onset difficulties Microcephaly Received Access Arrangements for his exams - reader, scribe and extra time.
Profile	Student C started at CCA on 18/10/2016 when he was permanently excluded from Oswaldtwistle PRU. He lives with his mum and twin brother(who still attends mainstream) Dad left the family home around February 2020.
Provision / Interventions	<p>Student C has had numerous provision changes in his time at CCA. Student C spent a large amount of time working in the Learning Support Unit, both in a group and then on a 1-1, he has also spent some time in the Nurture Group in year 9 and he tried joining a group in the main body of school. This however was unsuccessful and currently Student C is working on a 1-1 for literacy and numeracy in The Link.</p> <p>Reduced timetable - 1: 1 support for Maths, English and Dyslexia. Engagement and attitude towards learning was quite poor. Refusing to attend the sessions</p> <p>Has had interventions for Fine Motor skills, handwriting and phonics.</p>

	<p>SEN Support Plan to be put in place prior to leaving CCA to support post16 placement. Burnley Football Club support</p> <p>Moved on to CIN - 28/11/19</p>
Attendance	<p>2016-2017 92% 2017-2018 87.6% 2018-2019 75.9% 2019-2020 59.9%</p> <p>We seen a significant decrease his attendance in the latter part of the academic year due to the increase in potential grooming from outside influences and the breakdown of parents relationships -Student C was open to services, however, regular home visits and communication continued with the family</p>

Cause for Concerns logged on CPOMS between March 2020 and March 2021

