

Frederick Holmes School Catch Up Premium Statement

School overview

Metric	Data
School name	Frederick Holmes School
Pupils in school	90
Catch Up Premium allocation this academic year	£240 x no. pupils (Special) = £19,900
Academic year or years covered by statement	2020/2021
Publish date	01 September 2020
Review date	01 September 2021
Statement authorised by	Berni Moorcroft
Pupil premium lead	Berni Moorcroft
Governor lead	Sarah Linstead

Impact of school closures on our pupils

- Routine: Pupils' ability to manage routine, leading to increased difficulty in attending to learning
- Regulation: i. physical development and mobility – resulting in pupils unable to maintain good seating, standing postures and strong mobility. ii ability to self-regulate effectively, leading to increased emotional wellbeing/mental concerns
- Relationships: Pupils' ability to relate to one another and staff, leading to enhanced social communication difficulties
- Revisit: Pupils' ability to maintain prior learning, leading to gaps in knowledge and skills
- Increase in safeguarding concerns
- Lower attendance

Intended outcome of Catch Up Premium spending

- This funding will be used for specific activities to support pupils to catch up for lost teaching, and support for their additional needs over the previous months. This will include ensuring our school returns to the normal curriculum in all subjects by summer term 2021 and standards are maintained.

Covid-19

It is extremely important that we consider the educational and emotional impact of Covid-19 on our pupils. The Covid-19 pandemic has led to school closures across the UK and many countries around the world. This means that the majority of pupils have missed more than a full term in school, though supported and taught in various ways.

Nevertheless, it is likely that school closures will lead to slower rates of learning, perhaps learning loss, and there is a risk that the negative impact will be worse for pupils who are economically disadvantaged. Effective strategies evaluated by the EEF have been identified within this plan.

EEF Focus Area	Activity
Teaching and whole school strategies	<ul style="list-style-type: none"> • Opportunities for professional development on the adjusted PSHE curriculum to take account of the 'Recovery Curriculum' • Pupil assessment and feedback – 'Recovery Curriculum' baseline and review to identify gaps in 'Routine, Regulation, Relationships & Revisit' • Support for Early Career Stage Teachers
Projected spending	£ (including 100 % of salary costs for support) £10000
Monitoring	<ul style="list-style-type: none"> • Implementation informed by EEF guidance report • Regular agenda item for SLT and LGB • Regular analysis of data / tracking • In school formal monitoring programme (Curriculum & development monitoring timetable) – 'Recovery Curriculum' learning walk focus • CPD records

EEF Focus Area	Activity
Targeted support	<ul style="list-style-type: none"> • 1-to-1 and small group work, based upon findings from 'Recovery Curriculum' • Extended school time for pastoral activities • Intervention programmes to support pupils' Social Communication, Sensory Regulation, Emotional Wellbeing • Intervention programmes specific to individual pupils
Projected spending	£ (including 100 % of salary costs for support) £5000
Monitoring	<ul style="list-style-type: none"> • Implementation informed by EEF guidance report • Regular agenda item for SLT and LGB • In school formal monitoring programme (Curriculum & development monitoring timetable) • Pupil IEPs • CPD records

EEF Focus Area	Activity
Wider strategies	<ul style="list-style-type: none"> • Supporting parents and carers – enhanced Early Help offer • Enhanced home:school communication efforts • Access to technology (additional devices and/or resources) • Maintaining Home Learning Group and enhanced Home Learning Platform on Website
Projected spending	£ (including 50 % of salary costs for support) (£5000)
Monitoring	<ul style="list-style-type: none"> • Implementation informed by EEF guidance report • Regular agenda item for SLT and LGB • Safeguarding monitoring information • Attendance monitoring • Regular analysis parental engagement • In school formal monitoring programme (Curriculum & development monitoring timetable) • CPD records