

COVID-19 Catch-Up Premium Report

1. COVID-19 Catch-Up Premium Spending: Summary

Information Summary			
Total number of pupils:	35	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£8,400	Academic Year	2020-2021

Strategy Statement
In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected (DfE, 2020). This funding includes: - a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for missed learning - a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help, which includes a schools programme for 5 to 16-year-olds. Frank Barnes School for Deaf Children plan to use this funding for a range of activities to support our pupils' education recovery in line with curriculum expectations and meet our pupils' needs. We have the flexibility to spend the funding in the best way for our cohort and circumstances. Our Whole School Priorities for 2020-2021 are: 1. To continue to raise outcomes in reading, with particular focus on word decoding and extending vocabulary. 2a. To ensure assessment systems are robust and demonstrate pupil progress over time with agreed expectations for attainment groups. 2b. To embed Literacy and Numeracy attainment and assessment and evaluate the impact.

- 3a. Ensure the curriculum meets Ofsted requirements of Intent, Implementation, and Impact. Complete the curriculum review ensuring it is broad, balanced and meets the needs of the pupils.
- 3b. Complete the BSL curriculum for the primary phase and deliver this to all classes.
4. To ensure that pupil voice contributes to school development/improvement through the School Council.
5. To develop the role of the Family Liaison Officer to offer increased support for targeted families
6. To ensure that behaviour management is consistent across the school.
7. To improve marketing, publicity and networking to increase and maintain pupil roll.
8. To increase and maintain collaboration and partnership with KCA.
9. To ensure that CPD and training impacts on pupil learning, progress and attainment.
10. To design a bespoke assessment tracker to track individual pupil progress effectively in EYFS.

Our COVID-19 catch-up priorities are:

- Pupils' learning and attainment in curriculum subjects.
- Pupils' language development in BSL and English.
- Pupils' physical, social, emotional and mental well-being.
- Pupils' return to school and attendance monitoring.
- Parental Engagement and Family Support.
- Technology & Accessibility.

2. Barriers to Learning

Challenges and Barriers to Future Attainments	
In-school barriers	
1	All children have Education Health and Care Plans.
2	Some children have delay in language development which affects cognitive, social and emotional development.

3	Some children have behavioural issues which has an impact on their learning and communication.
4	Some children have communication difficulties which impacts their language and social skills development.
5	Some children struggle with loss of sense of self and identity within and without the school community
6	Some children have increased anxieties around friendships, life/death, socialising, and school.
7	Some children have poor attendance or struggle to return to school due to parents' anxiety.

External barriers	
8	Many families live in different boroughs all over London, so distance affects the interaction with families can be limited and engagement.
9	Lack of/or limited communication at home between the deaf child and family members has a huge impact on the deaf child's language development, social, mental and emotional well-being.
10	Lack of/or limited communication at home means the majority of children are isolated most of the time.
11	Lack of/or limited communication at home means the majority of children are developing behaviour issues, that parents/carers find challenging or difficult to manage.
12	Lack of enrichment activities for deaf children at home means their opportunity to benefit from real life experience is limited.
13	Families often do not promote their child's independence learning at home due to being overprotective or neglect their deaf child's needs.
14	Increased parental stresses, leading to increased anxieties.
15	Some family homes have little or no access to technology / Wi-Fi / Internet.

3. Planned Expenditure for the Current Academic Year

All areas will be reviewed in December 2020, April 2021 and July 2021

Quality of Teaching for All

Impact of Covid-19 Evidence by external sources:

Studies show that Covid-related disruption has negatively impacted the attainment of all pupils, particularly those from disadvantaged backgrounds (DfE).

Evidence from before the pandemic tells us that partial school closures generally lead to a widening of the attainment gap between disadvantaged pupils and their peers (EPI, 2020).

There are a number of factors that may have contributed to the attainment gap widening during this period, particularly in the early stages of the pandemic. These include:

- Differences in schools' approach to, and pupils' engagement with, remote and online learning (Francis, 2020; NFER, 2020).
- Varying access to the technology needed to complete online learning (Sutton Trust, 2020).
- Disparate levels of parental support (Sutton Trust, 2020b).
- Lack of access to a quiet, safe space to learn (NFER, 2020b).

Evidence shows that Covid-related disruption has caused learning loss in both maths and reading (EEF).

The table below details how we intend to achieve and meet the outcomes for the different areas where support and/or intervention is required for pupils to catch up or reduce gaps.

Area	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	Cost
Literacy: Reading	To improve children's attainment in reading.	Pupil Progress data shows progress in reading is not as high as progress in writing. Majority of pupils struggled to answer inferential questions due to limited communication at home and lack of access to incidental learning. While main focus is on reading, we continue to maintain children's Literacy skills including writing by assessing their progress termly and provide interventions where needed.	One-to-one tuition and guided reading intervention sessions with an experienced ToD. Install Collins eBooks App on children's iPads. Provide staff training on using Collins eBooks software & teach pupils how to use the App to select and read eBooks.	DHT / Teachers	12 pupils @ £40 per session Approx. 3 sessions each pupil Total: £1,440 £279 subscription (Collins eBooks) PM Writing Scheme £444
Numeracy	To improve children's attainment in numeracy.	Majority of children have limited language which means they struggle to develop problem solving skills through the use of mathematical language.	Purchase of online teaching resources, White Rose Maths containing online textbooks, practice books, teacher guidelines, online classroom teaching resources and assessment. Workbooks to be distributed to all pupils to work in following teaching sessions and units. Number blocks for SEN children to physically use to support counting and place value.	DHT & Teachers	White Rose Maths online teaching and learning resources – £139 White Rose Maths Workbooks £588 Number-blocks £144

Language Development	To improve children's language development in BSL and English.	Majority of children's first and preferred language is BSL and English is their second language. Children have limited opportunity to develop language at home thus depending on school to provide this.	1:1 and small group BSL or SALT therapy sessions with specialist teachers set up with targeted children. All children to have SALT programmes in place. Targeted children to have BSL Therapy programmes in place.	Deaf Instructors / SALT	No Additional Cost
Communication	To provide technology resources to support children with language and communication needs.	Deaf pupils with severe language delay struggle with literacy and learning new vocabulary. These pupils often do not have full access to word level reading, need BSL sign graphics to support their reading and language development. Teachers and TAs can create accessible bilingual worksheets with sign graphics.	Clicker Sentence software Clicker Communication software IT Hardware and Software; - In-Print 3 (BSL Bundle) - Apps to support reading and writing. Provision of ACC equipment for pupils with physical needs.	DHT / IT / Teachers	Yearly license for BSL Bundle - - £500 Apps £350

PE & Sports: Lunchtime Clubs	To support pupils' healthy habits and physical development.	From being indoors and sitting for long periods, pupils are either struggling to return to healthy habits, put on weight or are naturally active and have been challenged mentally from remaining indoors. Lunchtime clubs to provide additional physical activity. Help strengthen bones and muscles. Working towards goals. Keeping physically active. Healthy exercise habits. Staying healthy. Improves focus in class. Helps being ready to learn. Positive mental health. Something the family can do together at home. Learning to participate individually and in a team. Build confidence and self-esteem.	Set up trainee & proficient Bicycle Lunchtime Clubs. Run Running lunchtime club. Duty rota to include lunchtime clubs for support staff to lead lunchtime clubs. Purchase necessary equipment. Identify pupils who will benefit most from lunchtime clubs based on their health, diet, physical, social, and emotional well-being.	TL / HLTA	£500
PE & Sports: Swimming	To develop essential swimming and survival skills through qualified swimming instructors.	Lack of enrichment activities for deaf children at home meant their opportunity to learn how to swim safely is limited e.g. local swimming clubs, no deaf peers or teachers with signing skills.	Weekly swimming lessons at the local swimming pool taught by qualified swimming teachers with support of school staff who have signing skills.	DHT / Teachers	£6,800 Approx. £2,800 per term.



Remote Learning	To have a robust online learning platform.	Children to have a clear point of access to communicate with class staff, their peers and share home learning using Seesaw. Using Zoom for live teaching sessions for remote learning to be incorporated in the school timetable. Seesaw is an online versatile digital portfolio, encouraging creativity, expression, and feedback that makes pupils excited to learn. Pupils use built-in annotation tools to capture what they know in Seesaw's digital portfolio. Pupils explore a variety of powerful and intuitive tools (like draw + record, collage, video, and more!) to show what they know in the way that works best for them. Portfolios make it easy to give pupils choices. Empower reflection on learning over time and help pupils create something they're proud to share with others.	Install Seesaw App on all pupils' iPads. Pupils are expected to use Seesaw daily. Install Zoom App on all pupils' iPads. Make sure pupils and families have all the information they need. Ensure Zoom and Seesaw are incorporated on the school timetable.	TL / IT	£440 p/year subscription (Seesaw) Zoom provided free for School Staff Vimeo Account £69
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Technology	To ensure pupils have access to technology at home for school and remote learning.	Teaching pupils online at home is only effective when pupils have access to necessary technology and ensuring equity of access to tuition during remote learning is an ongoing challenge. Providing signed (BSL) videos / teaching videos / information in children's first language not only supports but extends and deepens learning opportunities to learn additional/further information on class topics/subjects. Pupils will be able to re-watch videos, refer back to for information or use these to support homework.	Reception to KS2 pupils provided with an iPad, keyboard, charger and case. Pupils have their own iPads and will take these back & forth from school to home daily to access their portfolio including homework, tasks, spellings. Pupils are encouraged to practice their spellings daily at home using their Spellings folder on Seesaw. iPad repair and maintenance to be monitored and tracked.	HT / DHT / TL / ICT	Mounts for iPhone & iPads £80 Two Swivls £1,430 13 New iPads £3,835 iPad protection cover with keyboard £650 Stylus Pens £360
Attendance	To attend school full time as soon as possible.	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. Liaise with school staff / families / transport. Daily morning & afternoon pupil registers completed by class staff online via Arbor: Management Information System.	HT / Class Staff	Approx. £1,800
Total budgeted cost:					£19,848

Targeted Support					
Impact of Covid-19 Evidence by external sources: 73% of deaf people found Coronavirus information shared by the Government to be either partly or completely inaccessible (SignHealth, 2020). More than 1 in 3 of Deaf people report the pandemic has had a major negative impact on their mental health (SignHealth, 2020). Biggest issues caused by the pandemic for Deaf people (SignHealth, 2020): • Social Isolation – 79% • Face Masks – 62% • Lack of access to healthcare - 56% • Sickness or poor health – 26% • Lack of access to interpreters – 25% • Lack of access to services – 20% • Poor internet/technology – 14%					
Area	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	Cost
Emotional Well-Being	To improve children's emotional resilience, self-esteem and confidence.	Some children have limited communication at home which means majority of children are isolated most of the time, especially in hearing families. Some children have behaviour issues which is having an impact on their learning. This is linked to limited communication and frustration/lack of understanding at home.	One-to-one mentoring sessions to support deaf pupils' social and emotional needs. Five days Emotional Literacy Support Assistant (ELSA) course for the Learning Mentor.	Deaf Instructor / Learning Mentor	£1,400 (5-day course)

Home-School Communication Project	To improve parental engagement and provide targeted families with support to develop positive children's outcomes.	Communication barriers between the deaf child and family members has a huge impact on the deaf child's language development and mental well-being. There is a need to support family members to understand the importance of learning BSL to develop their deaf child's language and communication skills.	Weekly visits by the Family Communication Support Worker (FCSW) to the family home. Feedback from the Project coordinator and FCSW reports and review of impact. Weekly zoom meeting with Deputy Head (DHT) and Family Liaison Officer (FLO). Feedback from parents/family.	DHT / FLO / FCSW	Approximately £2,000 FBS FCSW £800 (RAD FCSWs: initial attachment fee per family of £250 + £29/hr. up to a maximum of 33 hours per family)
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Parental Engagement	To improve communication with parents and families.	Families connect with us at Frank Barnes School via Seesaw. The Seesaw app is safe and secure, families can only access their child's portfolio. Families see their child's work, leave comments and encouragements. Families gain a window into their student's learning and engage with school happenings. Families see their child's learning and celebrate progress. Up to ten family members can stay in the loop using the Parent and Family App (iOS, Android) or using the Seesaw website by logging in. Families can save copies of their child's photos and work on their phones, iPads or computers at home for their own record.	Letter & video explaining Seesaw sent to all parents via paper & electronically. Families have direct contact with their child's class teacher, teaching assistants and other professionals working with their child via Seesaw messaging. Families using British Sign Language (BSL) can send video messages to teaching staff, all liaison between parents can be in BSL. Schoolwide and Class announcements and messages are delivered in BSL and English for all families and pupils to access. Families using different spoken languages are able to translate English into their home language using the Seesaw translate tool.	TL / Teachers	No Additional Cost
Language Learning at Home with Technology	To improve quality of interaction and language learning online via zoom.	Provision of Chromebooks with large screen size will increase the quality of access to the signer on the screen. This enables the FCSWs to continue to support families' communication skills in BSL.	Purchase of 5 Chromebooks and protective case in place. ICT support set up & chromebooks delivered to 5 targeted families.	DHT / IT	£1,500 Approximately £300 each

Transitioning between Schools	To provide virtual meet & greet sessions.	Children who are beginning their schooling or joining Frank Barnes School from different settings have an opportunity to become familiar and confident with the setting before they arrive.	Zoom License in place. All classroom computers to have webcam cameras in place. Class Staff to facilitate induction of new pupils together with class children.	HT / Teachers	£80 p/camera £80 x 7 = £560
Information Sharing	To provide access to information in BSL.	Children miss out on vital information every day with limited access to language at home. This affects their general knowledge, finding out the latest news and what is happening in the world.	Deaf Instructors to film themselves twice-weekly delivering Covid-19 update and various news from around the world. In our Seesaw announcements, pupils watch our twice weekly BSL News update videos, our FBS:TV programme weekly and our BSL Stories all of which provides language development in BSL and English.	Dis	£500 Green Screen Equipment.

Safeguarding	To ensure pupils on CP or CIN plans have access to support.	Deaf children to be able to call us at any time from home. Our children on Child Protection or Child in Need plans are vulnerable, more so with limited or no access to language at home. Thus, increasing the need to remain in touch to check in / ensure no harm / provide support or information in their first language, BSL and for their safety.	Skype account set up, information and account details shared with pupils. Learning mentor to provide explanation video on how to use Skype. Alternative measures in place includes Seesaw – Online Learning Platform and Zoom.	LM	No Additional Cost
Total budgeted cost:					£6,860

Abbreviations:

HT: Headteacher

DHT: Deputy Headteacher

TL: Team Leader

DI: Deaf Instructor

LM: Learning Mentor

HLTA: Higher Level Teaching Assistant

FLO: Family Liaison Officer

FCSW: Family Communication Support Worker

SALT: Speech and Language Therapist