



Yewstock School: Catch-Up Premium Report

In June 2020 The government announced funding to support children and young people at Yewstock to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. This funding included:

- 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 lost teaching time
- 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 school's programme for 5 to 16-year-olds
- 16 to 19 tuition fund - this was one-off funding for the 2020 to 2021 academic year only. Special schools were not in scope for the 16 to 19 tuition fund as all of their provision is covered by the schools catch-up premium funding
- an oral language intervention programme for reception-aged children

Funding allocations

School allocations are calculated on a per pupil basis.

Special schools received £240 for each place for the 2020 to 2021 academic year. Yewstock School was allocated £39,360 for 2020-21.

How funding allocations are calculated for Yewstock School:

Similar to the pupil premium grant, Yewstock school used the sum available as a single total even though funding is calculated on a per pupil or per place basis.

Using catch-up funding at Yewstock

We used this funding for specific activities to support our pupils to catch up for lost teaching over the previous period, in line with the curriculum expectations for the next academic year.

While schools can use their funding in a way that suits their cohort and circumstances, we are expected to use this funding for specific activities which will help our pupils catch up on missed education.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students.



Accountability:

Governors of Yewstock school will scrutinise our approaches to catch-up, including our plans for and use of catch-up funding. This will include consideration of whether we are spending this funding in line with their catch-up priorities and ensuring appropriate transparency for all parents and carers of Yewstock.

Principles

1. We ensure that teaching and learning opportunities meet the needs of all of the pupils.
2. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of pupils are adequately assessed and addressed.
3. In making provision for pupils, we recognise that no Yewstock pupil will make nationally expected progress.
4. We allocate the funding to support any pupil or groups of pupils the school has legitimately identified as not making expected progress.
5. Catch-up premium funding is allocated according to need which will identify priority groups or individuals.

Provision

The range of provision the school leadership consider making for this group include:

- Providing small group work with an experienced staff member focussed on overcoming gaps in learning.
- Providing quality transition activities to reduce the 'gap' in provision between Yr6 and Yr7.
- 1-1 support.
- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies.
- All our work through the premium will be aimed at accelerating progress and improving social opportunities. Initially this will be in transition, communication, English, Maths and life skills/ independence.
- Premium resources may also be used to target more able children on Free School Meals.

Learning Resource Centre

We operate a Learning Resource Centre (LRC) for use by pupils, staff and other colleagues. Working from the LRC are a group of support staff who run a variety of interventions aimed at providing additional and targeted support for pupils. Interventions and support include:

Learning Mentor/Specialist Support Staff

- Learning mentors enhance the quality of support offered to disaffected, underachieving, vulnerable pupils or those not achieving their potential. They provide care and guidance in overcoming social, emotional and behavioural problems which act as barriers to learning. Learning mentors work with pupils and students who need help to overcome difficulties that are getting in the way of their learning. They work in our classrooms or in



specially designated areas in our Learning Resource Centre with small groups or 1:1 with individual pupils of all abilities supporting them with issues such as:

- Maths and Literacy support
- Lack of self-confidence, self-esteem or motivation
- Failure to achieve their full potential
- Behavioural or emotional difficulties
- Troubles with relationships, bullying, social skills
- Personal crises such as bereavement or problems at home
- Difficulty settling into school
- Any additional support as identified
- Poor attendance
- Social Communication Skills Programme

Specialist Communication Support staff have been introduced to support pupils to access our Social Communication Skills Programme aimed to provide a structured approach to support our pupils to:

- Use language skills in a social context
- Interact socially with peers
- Be more aware of themselves and others
- Develop their use of language skills in everyday life situations
- Individualised sessions on TAC PAC (a programme that combines the sense of touch and music through social interaction) and AAC (Augmentative and Alternative Communication – various methods of communication that support those pupils experiencing difficulties with speech and language)
- Individualised SALT programmes prepared and overseen by our in house Speech and Language Therapists

Emotional Literacy Support Assistants

Emotional Literacy Support Assistants (ELSA) are part of a long term partnership with schools and services supporting and promoting the emotional well-being of children and young people in Dorset. ELSA's are teaching assistants who are trained and supervised by educational psychologists. They are able to:

- Plan and deliver individualised programmes of support for children to develop their emotional literacy, including:
 - Awareness of own and other people's emotions
 - Development of an increased range of emotional vocabulary
 - Management of stress, grief, anger and conflict
 - Development of social interaction skills
 - Development of the ability to initiate and maintain friendships
 - Promotion of a realistic self-concept and good self esteem
- Plan and deliver a programme of support to small groups of children to develop social and friendship skills



Rebound Therapists who via the use of a trampoline provide a specialised programme to improve pupils' image body image, body awareness and positional sense.

Catch-Up Premium Strategy and Report for 2020-21

In March 2019, schools nationwide went into lockdown measures to keep our school communities safe in the initial stages of the crisis. Yewstock School remained open to a number of vulnerable pupils and children from families of Key Workers.

Yewstock School reacted quickly to lockdown measures and swiftly introduced home learning measures to support learning at home for all pupils. Yewstock school took full advantage of the DfE / Dorset Council laptop scheme and identified vulnerable families that had no access to ICT or internet / Wi-Fi and made sure that suitable equipment was delivered to families to support home learning.

Teachers contacted families and pupils regularly to ensure safety and well-being for all and ensured that all pupils had access to home learning opportunities. Teachers reported engagement in learning and safeguarding concerns to department leaders throughout the lockdown period.

Through regular teacher contact we found that older, abler learners (KS4) were finding it more challenging to engage in home learning activities. We had concerns that this greater lack of engagement will lead to KS4 learners not making progress we would expect across all areas of the curriculum, particularly learners working towards accreditation outcomes in English and Maths and across other subjects. Progress measures for this group across subjects had been at least good and often outstanding:

In 2018-19, progress in key stage four was outstanding:

- Overall analysis of Classroom Monitor data showed that a majority of pupils (78.53%) made good or outstanding progress across key stage with 55.47% at the outstanding level.
- Across the Core Subjects 75.42% of pupils made good or outstanding progress with 49% making outstanding progress with a further 26.42% making good progress.
- In English, 75% pupils made good or outstanding progress including excellent progress across the key curriculum strands of Reading and Writing.
- In Mathematics 76% made good or outstanding progress including 54.18% of pupils who made outstanding levels of progress across the year.

This level of progress was sustained across the key curriculum strands around Number, Place Value and Number Operations.

- In Science 100% of pupils made good or outstanding (75%) across the Key Stage over the twelve months.

However, in 2019-20, progress in Key Stage Four to our last assessment point in March 2019 showed that a majority of pupils 58% made good or outstanding progress across key stage with 34% at the outstanding level.

- In English, 59% of MLD pupils made good or outstanding progress including excellent progress across the key curriculum strands of Reading and Writing.
- In Mathematics 69% made good or outstanding progress including 43% of pupils making outstanding levels of progress across the year.

This level of progress was sustained across the key curriculum strands around Number, Place Value and Number Operations.



- In Science 46% of pupils made good or outstanding across the Key Stage up to March 2020.

We expected these measures to match previous years' analysis of progress in normal circumstances and would expect pupils in KS4 to make at least good or outstanding progress across a full academic year.

As a result, we designed our 2020-21 catch-up intervention strategy to support pupils in KS4 who have been harder to engage in home learning.

We have:

- Employed a 0.6 fte interventions teacher to support 1.1. and small group interventions in KS4 alongside the full curriculum offer (**£33,360 Sept-Aug 2021**). Intervention teacher is well qualified and has strong experience of intervention work to support pupil progress and inclusion
- We trained a skilled and knowledgeable team to support children across the school who are identified as needing further intervention via Boxall profile assessment. Intervention has become part of the schools Learning Resource Centre support alongside other intervention colleagues (£15.60 p/h x 6.5hrs (1 day) x 38 wks = **£3853**)
- We engaged with the National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help, which includes pupils in KS4 (£215 for 15 hourly sessions)
- We have implemented an oral language intervention programme for reception-aged children (NELI)
- As a result, all students made good or outstanding progress across the curriculum, 100% of students achieved expected accreditation outcomes (Summer 2021):

Student	School Year 2020-2021	AQA Mathematics	AQA Step Up To English	WJEC Science Today	WJEC ICT Users	WJEC Creative, Media & Performance Arts	WJEC Preparing for Work	OCR Physical Education
A	11	Entry Level 3	Entry Level 2	Entry Level 2 Cert	Entry Level 3 Award	Entry Level 2 Award	Entry Level 3 Cert	Entry Level 3
B	11	Entry Level 2	Entry Level 2	Entry Level 2 Cert	Entry Level 3 Award	Entry Level 2 Award	Entry Level 3 Cert	Entry Level 3
C	11	Entry Level 3	Entry Level 3	Entry Level 2 Cert	Entry Level 3 Award	Entry Level 2 Award	Entry Level 3 Cert	Entry Level 3
D	11	Entry Level 3	Entry Level 2	Entry Level 2 Cert	Entry Level 3 Award	Entry Level 2 Award	Entry Level 3 Cert	Entry Level 3
E	11	Entry Level 3	Entry Level 3	Entry Level 2 Cert	Entry Level 3 Award	Entry Level 2 Award	Entry Level 3 Cert	Entry Level 3
F	11	Entry Level 2	Entry Level 2	Entry Level 2 Cert	Entry Level 3 Award	Entry Level 2 Award	Entry Level 3 Cert	Entry Level 2
G	11	Entry Level 2	Entry Level 1	Entry Level 2 Cert	Entry Level 3 Award	Entry Level 2 Award	Entry Level 3 Cert	Entry Level 3



Catch Up strategy 2021 – 2022

This was a one-off grant for 2020-2021 only. Our on-going strategy is to support curriculum progress and learning development for all pupils through the work of the Yewstock Learning Resource Centre (LRC):

- Learning Mentor/Specialist Support Staff to provide 1.1 Maths and Literacy support
- Specialist Communication Support staff
- Emotional Literacy Support Assistants
- Rebound Therapists
- School counsellor
- Attachment specialist team

Pupils who are identified by class teams at risk of not making at least good or outstanding progress are referred to the LRC team for planned interventions.

School Led Tutor – 2021 - 2022

In addition, the school received an allocation of **£19,573** for school-based tutoring across 2021-2022. We have employed a specialist skilled staff member to deliver additional intervention programmes for English and Maths in addition to our planned interventions.

All interventions are planned and assessed for impact on individual pupil progress using 'Blue Hills' Assessment software alongside existing assessment systems to allow detailed analysis of spend and impact on learning and progress for individual pupils.

DfE Laptops and Devices

Since the start of the pandemic, the Department for Education (DfE) has allocated us 76 devices to support access to remote education. These have been invaluable during the lockdowns. All these devices will become the property of the school. They have now been allocated to Classes allowing more pupils to have access to a device in school and also allow teachers to use the devices to easily assess and take photos of pupils work to evidence attainment and progress.

Reporting

We produce regular reports for the Governing Body identifying progress made towards narrowing the gap using catch-up funding, including an outline of the provision that was made for pupils. We will produce an annual statement to parents on how the Premium funding has been used to address the issue of 'narrowing the gap', for pupils unable to attain expected levels of progress, based on Yewstock 'Judging Achievement and Progress Expectations.