# Haybrook College TrustCOVID -19 Catch-up Premium statement

## School overview

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|  College name | Haybrook College Trust |
| Total number of pupils in college: | 192  |
| Amount of catch-up premium per pupil: | £240 |
| Total Catch-Up premium budget: | 192 x £240 = £46,080 |
| Academic year covered by statement | 2020-2021 |
| Publish date | January 2021 |
| Review date | July 2021 |
| Statement authorised by | Jamie Rockman |
| Pupil premium lead | Carol Goodridge |
| Governor lead |  |

**Strategy Statement**

The Covid-19 Catch-up premium has been allocated to schools to support young people to catch up lost time after school closures due to the pandemic. This is a premium for the school year 2020-2021 only. At Haybrook College, we recognise that the pandemic has had a significant impact on our cohort of pupils: as pupils with already identified SEMH difficulties, we have seen a significant increase in pupil’s mental health difficulties, particularly their anxiety levels, as well as the impact of lost time accessing high quality teaching within the classroom. These impacts are magnified by the nature of the difficulties our pupils face and as a college, we are determined to support our pupils to overcome both the emotional and academic barriers exacerbated by COVID-19.

## Strategy aims:

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| **Strategy** | **Aim** |
| Targeted support | * To increase the offer of targeted 1:1 interventions for those pupils with literacy and numeracy difficulties and for those who need significant learning support in order to catch up from lost learning. It is recognised that our cohort of pupils improve most when targeted, bespoke interventions are provided.
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| Teaching support | * To ensure the teachers are skilled in delivering high quality remote and blended learning to pupils isolating, together with those learning in school.
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| Wider strategies | * To increase the offer of therapies where well-being and mental health support is beyond the usual level of support offered as a direct result of the impact of COVID on young people
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| Barriers to learning these priorities address | * Low literacy levels and hidden difficulties with speech, language and communication, leaving pupils further behind their peers due to the impact of COVID-19
* Challenging behaviour, emotional dysregulation and low levels of emotional literacy exacerbated by the impact of COVID-19
* Not being ‘emotionally ready to learn’ usually because of external factors, but increased by missing the routine of attending school and the increased anxieties during the pandemic
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## Targeted support

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| **Measure** | **Activity** |
| Priority 1 | **1:1 bespoke learning interventions*** Extending the contract of the Specialist Teacher to ensure that full time targeted 1:1 support can be provided to pupils who need additional 1:1 teaching in literacy and numeracy
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| Evidence of impact on educational attainment | * All interventions progress recorded in Intervention Log
* Half termly self-assessment of confidence and progress in developing skills
* Progress evident from ‘Units of Sound’ and ‘RapidPlus’ assessment tracking where relevant
* Annual WRAT5 assessment data
* Making at least expected levels of progress in English, maths and other areas of the curriculum
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| Projected spending | * £40,000
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## Teaching support

| **Measure** | **Activity** |
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| Priority 1 | **Professional development for teachers – effective use of technology** * Training for teaching staff so that they are confident in using Microsoft TEAMs effectively as an online learning platform
* Ongoing technical support for teaching staff to enable the continuation of high quality learning for all pupils
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| Evidence of impact on educational attainment | * Feedback from teachers about their confidence and skill level in online teaching
* Feedback from pupils and parents about the effectiveness of online learning
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| Projected spending | £1,500 contribution  |

**Wider strategies**

| **Measure** | **Activity** |
| --- | --- |
| Priority 1 | **Therapeutic interventions*** Therapeutic interventions provided to those pupils identified as requiring specific therapeutic support due to the impact on COVID-19 – ie. Those who may have suffered bereavements or a significant increase in anxiety and may be the provision of either counselling from No22 or Equine therapy at HALO’s, or any other therapy appropriate to a pupils’ needs
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| Evidence of impact on educational attainment | * Feedback from the pupil, staff and parents
* Pupils demonstrating they are becoming more ‘emotionally ready to learn’ with subsequent academic progress eventually
* Pupils’ mental health improving demonstrated by pupils presentation within school, parental, pupil and staff feedback
 |
| Projected spending | £5,000 contribution  |

## Monitoring and implementation

| **Area** | **Challenge** | **Mitigating action** |
| --- | --- | --- |
| Targeted support | Ensuring the correct pupils that require additional learning support are identified | Use information from staff, parents, pupils and assessment information |
| Ensuring there are enough intervention sessions available for those that need it | Shorter term support programmes offered to increase the number of pupils being seen in totalRegular reviews of engagement and progress |
| Teaching support | Ensuring maximum impact from training and support | Teachers to provide feedback on the training and support so this can be monitoredPersonalised support offered to staff as required |
| Wider strategies | Ensuring the correct pupils that require additional therapeutic support are identified | Use information from staff, parents, pupils and assessment information |
| Ensuring pupils do not miss out on further learning when withdrawn for therapy  | Discussion with parents and pupils about the need for addressing social and emotional difficulties in order that pupils are then more ready to learn. |