

COVID-19 Catch-Up Premium Statement 2020-21

| Summary Information | | | | | |
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| School: | Lisburne School's Catch-Up Premium Action Plan | | | | |
| Academic Year: | 2020-21 | Total Catch-up budget: | £27,600 | Date of initial review: | Sept 2020 |
| Total number of pupils: | 144 (Oct-Jan) 165 (Jan-July) | Number of eligible pupils: | 133 <small>NOTE: not including current reception children</small> | Date for next internal review of strategy: | Feb 2021 July 2021 |
| Barriers to future attainment - In-school barriers | | | | | |
| <ul style="list-style-type: none"> All our children enter reception class or at various points through the school with significant developmental delay and other abilities which are considerably lower than their peers nationally. Accessing the curriculum at a developmentally appropriate level and the need for additional support in order to move towards independently achieving this progress on their learning journey. Many of our children have obstacles to their individual learning based on their ability to communicate, social and emotional development or socially with their limited ability to play and/ or interact with others. Independence, confidence, self-esteem, resilience, problem solving and life skills need high levels of support to enable our children to access their environment and community; raising aspirations about what they can achieve in life. Minimising and reducing class sizes where pupil needs are more complex and adding appropriate support/ strategies to increase progress and capitalise on attainment. | | | | | |
| Barriers to future attainment - External barriers | | | | | |
| <ul style="list-style-type: none"> All our children have a full EHC plan with a statement of SEN need and are allocated a school place via the LEA SEN department. Attendance - families are encouraged to develop a better understanding of the importance of good attendance and the impact this has on academic and social achievement. | | | | | |
| Desired outcomes | | | | | |
| <ul style="list-style-type: none"> We wish to spend the Government Catch Up money to reflect our continuing approach for improvement and to enriching education and fill the learning gaps (caused by the COVID-19 disruptions) with constructive changes. The children across the school will need to have specific interventions to enable them to achieve to their full potential. We are investing in a variety of interventions, phonic, speech and reading, to enable our children to access the curriculum and missed learning opportunities. We want our children within school to access opportunities to support the development of communication, interaction, confidence and rebuild resilience. We are promoting additional targeted SALT input for functional communication and intervention programmes in order to support our more complex children. The reading enrichment programmes are developed in order to meet the specific needs of all our children , including those deemed to be most disadvantaged. We will continue to track the impact of all the interventions and monitor children individually and in cohorts within our regular pupil progress meetings with teachers and feedback to the GB and SLT. | | | | | |

1. Planned expenditure

| Academic Year | 2020-21 | | | | |
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| Desired outcomes | Chosen action/ approach | What is the evidence and rationale? | How will you ensure it is implemented? | Staff lead Review date | When will you review implementation? |
| To develop a phonics programme to meet the children's needs. Using a bespoke curriculum to develop children's communication, interaction and learning through a multi- sensory approach to phonics. | Across school based on cohort needs (initially intensive input - 3 days per week) Daily rate =£150 Total initial ½ term cost: £2,250 | Blocks of groups/ classes in addition to individual 1:1 sessions with phonics specialist. Timetabled lessons for classes/ groups Staff training and modelling of new sensory phonics curriculum | Development of key skills and learning in phonics Group/ 1:1 sessions to develop skills in early communication and focused interaction | Shona Mason : specialist phonics teacher Supported by Teachers and staff | <i>Mid and end of year analysis of data will show improvement in pupils learning with measurable progress in focus, interaction and phonic awareness.</i> |

Phonics Programme Evaluation:

- In autumn term, catch-up funding was used to contract a phonics specialist teacher to develop a bespoke programme to support phonic development, with a focus on the skill of blending and segmenting, moving children from Phase 2 to Phase 3 and beyond
- Shona Mason was employed for 3 days a week, over a 6 week block at a cost of £2070
- 5 classes were identified by the English SIG and SLT (Silver Birch, Hazel, Maple, Willow and Cherry) supporting children to bridge the phonics gaps.
- Assessments conducted at the beginning and end of the 6 week block to track levels of progress and effectiveness.
- Set one data assessed and evaluated in March 2021.

Feedback

- *All staff noted improved levels of phonics ability, letter recognition, blending and segmenting as a result of the intervention program. Evidenced through phonics teaching, reading activities and writing.*
- *Few classes limited the program to six weeks instead preferring to integrate the program into their current phonics teaching with identified pupils - this means that the extent of progress made as a result of the intervention program will not be fully evident until the end of year data has been collected and reviewed.*
- *Staff identified key children and adapted the program to reflect their speed of development.*
- *As a result of isolations and staff/people absences some classes found it necessary to adapt their processes further and attempted a more compact approach to the phonics intervention.*

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| Speechwise: To develop the use of speech and language to develop key communication skills and raise confidence levels across the school. To develop and link communication in to individual learning programmes. | Across school (1.5 day) half a day per week (3.75 hours): £142.50pw; £4,417.50 <i>plus an additional</i> full day per week (7.5 hours); £285pw; £8,835 Total annual cost : £13,252.5 | Blocks of groups/ classes in addition to individual 1:1 sessions with speech and language therapy specialist. Timetabled sessions for all classes / 1:1's | Develop narrative and comprehension skills – cultivate this through appropriate communication strategies. 1:1 sessions to develop skills in confidence and receptive interaction | Speechwise : specialist speech therapist Supported by Teachers and staff | <i>Mid and end of year analysis of data will show improvement in pupils learning with measurable progress in communication, narrative focus, comprehension and children's awareness/ receptive interaction.</i> |
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SpeechWise Evaluation:

Communication and literacy Covid catch-up funding sessions provided by SpeechWise Therapy

Additional speech and language therapy (SALT) sessions have been provided in specified classes across the main school, Hollywood and Overdale sites by Alex Howden, Euan Robertson and Laura McCandless

- The SALT led sessions provided have been tailored to the identified needs of the children through baseline assessment or IEP targets. Progress has been monitored during sessions and described below. Baseline assessments will be repeated to provide a progress report at the end of the summer term. Sessions have been either weekly or fortnightly and have consisted of 1:1 and small group sessions.
- The aim of the sessions have been to develop the children's key communication skills by using strategies which link to early literacy development. Sessions link to the whole school termly SALT theme 'Communication'.

Sessions at the Overdale site (Laura McCandless):

Core word sessions: The focus being to develop the children symbolic understanding and use of a variety of core words e.g., want, more/again, stop/finish, go, help etc. through interactive books and highly motivating activities. Communication boards (appropriate to their level) are now being used by all the children.

Colourful semantics: Intervention to support children to develop their grammar and sentence structure. All the children were able to produce who and what sentences from pictures by the end of the half term with 1 boy using the strategy to build longer more complex sentences. This intervention needs a lot of resources made and each class was left with resources to continue the intervention.

Grammar: Irregular past tense structures targeted in table-top and practical activities e.g., threw, broke etc. All children were able to use the irregular past tense words in sentences by the end of the half term.

Sessions to continue with Beech class in the Summer term.

Sessions at the Hollywood Site (Alex Howden):

Core word sessions: The focus being to develop the children symbolic understanding and develop the communication functions they are able to express through core word modelling e.g., want, more/again, stop/finish, go, help etc. These sessions have been SALT led and key staff have been supported to model and expand language using symbols in a wider range of motivating activities including those which support social interaction and by using interactive books.

Narrative Therapy: the focus being to develop the children's understanding and use of the concepts who, where and what happened through focussed activities and familiar stories. Children have been supported to develop their skills in asking questions and structure their own stories using visual strategies such as a storyboard.

Core word modelling in sensory story sessions: these sessions will be carried out in the Summer term and will focus on supporting staff to use additional language modelling with children at the very early stages of communication during their sensory story sessions.

All linked resources are saved to the shared drive for staff to access.

Sessions at the main site (Euan Robertson):

Core word sessions: The main aim of these sessions is to increase the symbolic vocabulary of all children to include a robust set of core words. The number and specific core words are determined by the needs of the individual child. The core words are regularly modelled and used for a variety of communicative functions (not just requesting).



Communication systems: The above sessions have resulted in the introduction of a number of new communication systems to individual children in conjunction with their regular SALT. There may be three referrals to the NHS England Specialised Service for AAC (Ace Centre) to request funding for electronic AAC systems. This is dependent on the school and parents consenting to this referral and will be discussed in full with class staff and parents through the annual review process.

Switch access: Two young people in Apple class would significantly benefit from the introduction of switches to maximise communication. One pupil now uses a Big Mac with levels to tell a 'knock, knock' joke, read a story or give news during the sessions. This is to be extended across the school day. Some additional switch equipment has been requested to make this easier for staff.

Training for staff: "In the moment" training and support has been provided to class staff (particularly in Apple class) where staff have given up time to work with the SALT and the children and been trained in the new or updated communication systems introduced to children (such as Apple class using an eye pointing board for "Simon Says" game with one pupil.

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| <p>Becoming an ELKLAN Communication Friendly setting: To extend and develop the use of Speech and communication across the school by increasing the knowledge and skills of our staff.</p> <p>ELKLAN: Highlighting the needs of children and developing personalised programmes in order for them to develop and progress.</p> <p>The additional SALT input takes a holistic approach to therapy which maximises functional skills</p> | <p>Across school</p> <p>Total annual training and development cost : £4104.80</p> <p>Elklan estimate: £4200+</p> <p>Training of 2 SLT as leading practitioners teachers and 5 TA's</p> | <p>Groups/ cohorts of children participating in assessment and/or intervention with speech specialist. This may include investigation/ therapy, involving equipment and specialist Elklan resources.</p> | <p>Development of functional language skills to develop progress. 1:1 and small group sessions to improve communication skills.</p> <p>For Elklan trainer/ specialist to work within class teams on a rolling programme to train and increase the expertise of our teaching staff</p> | <p>Elklan training programme</p> | <p><i>Mid-term and end of year analysis of data will show improvement in pupil's skills with measurable progress in children's functional communication.</i></p> |
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ELKLAN Training Evaluation:
Elklan Communication Friendly Setting (CFSe) status and accreditation is awarded to settings that have trained and support all their staff in communication and language development.

- Lisburne School will show evidence of embedding this knowledge as targeted interventions and through the implementation of our communication policy.
- Elklan develops speech and understanding through an awareness of language / communication development ~ this will be a whole school approach, training all staff for the future.
- School has begun the Elklan training program this academic year; five TA's (across the 3 sites) have started their level 3 training. Cassie Pheiffer and Gill Levis are finalising the initial Level 3 training and will begin their Elklan Level 4 Elklan lead trainer course will begin in the Autumn term with an ELKLAN consultant.

Becoming an Elklan school ensures that Lisburne staff ;

- Can liaise efficiently with the advisory support services
- Share a common language which reduces the time needed to explain information and so improves efficiency
- Understand why staff/ parents/ professionals are being asked to support a child in a specific way
- Know how to modify interactions with the children
- Change the way they speak to children so they understand more of what is said

- Use modelling to encourage talking
- Understand the development of speech sounds and why children have problems, they are taught simple strategies to help the child.
- Know how to support a child with interaction difficulties
- Can manage some children's SALT objectives themselves and know which need to be referred on for more professional assessments

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| To develop understanding of phonics with 1:1 and small group support and extend this to home / school links through Play-bags and phonic training within classes | Cost : £500 for phonic box resources and restocking/ replenishing Phonic Play-bags/ equipment | Intervention focus on key children across KS1/ KS2 | Children highlighted by assessment coordinator, discussed with teaching staff to plan appropriate intervention strategy | Cassie Pheiffer : Phonics lead and English SIG Teachers, support staff and parental input/ training | <i>End of year analysis of data will show improvement in pupils learning with measurable progress using phonic analysis and range of reading assessment tests</i> |
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Reading Intervention Group Evaluation:

- Lisa Fisk has trained a number of staff at the main site and Overdale to support children with 'Sign and Shine' and SERI to develop a greater breadth of understanding across school for these reading and literacy based intervention strategies.
- Play bags used across classes and supports children with practical activities to link the phases of phonic learning.

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| To develop understanding of play and social interaction with 1:1 and small group support through the use of Lego Therapy | Cost : £550 for Lego/ Duplo resources Half a day per week (3.75 hours)£142.50pw Total £4,417.50 | Intervention focus on key children across KS2 | Children highlighted by assessment coordinator, discussed with teaching staff to plan appropriate Lego therapy intervention strategy | Speechwise : specialist speech therapist for Lego therapy Supported by Teachers and staff | <i>End of year analysis of data will show improvement in pupils social interaction with measurable progress using analysis and range of assessments</i> |
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Lego Therapy Evaluation

Play Covid Catch up funded sessions provided by SpeechWise Therapy

These have been delivered by Laura Hartley, SALT. The sessions have consisted of:

- Pre Recorded training for 'Lego Therapy' and 'Early Play development', saved on staff drive for all staff to access and sent individually to the class teams identified.
- Lego Based Therapy groups set up in 2 classes (2 groups in each) with tracking forms in place to monitor progress of each individual child. All linked resources for the groups saved on shared drive.
- 'What stage of play?' tracker form made available to classes to identify stage of play development for each child. SALT coaching sessions in class to support the development of play, offering support and guidance to all staff.
- Play stage strategy sheets available on the shared drive
- Follow up sessions arranged for after half-term
- Groups and focused play sessions link to the new IEP SALT 'theme' for the summer term – 'Play and Interaction'

