

Covid 19 Catch Up Premium

There has been disruption to schooling as a result of the Covid 19 pandemic, therefore in 2020, the government provided Covid Catch Up funding for schools.

Heathlands received £26,400 which has been used to facilitate additional intervention and enable students to 'catch up' on any missed learning.

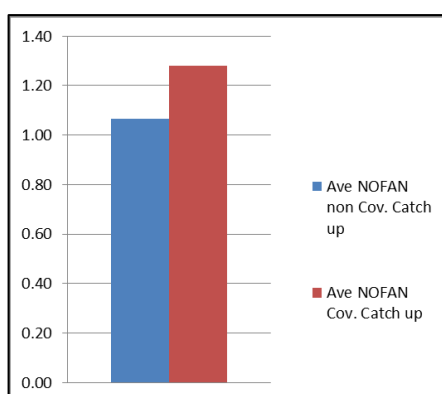
At Heathlands, students require staff fluent in British Sign Language in order to access the curriculum which was not available through the National Tutoring Programme. Therefore the decision was taken to create our own specific 'Covid catch up' post.

The school advertised and were fortunate to appoint two experienced members of staff both with a high level of BSL fluency:

- A trainee teacher with BSL level 6 to work with students in the Secondary department.
- An existing part time teacher, (native sign language user), who was able to work one additional day to provide 'catch up' provision for the lower school with pupils identified as falling behind in their reading during lockdown.

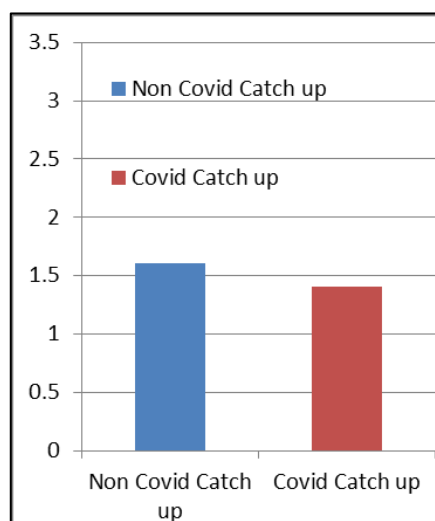
Two staff were needed to maintain the integrity of lower school and upper school bubbles. Both staff worked with small groups and some one-to-one tuition for identified students. They have been required to liaise with subject teachers linked to the curriculum 'missed' and necessary content to be covered. They have also maintained a log of 'catch up' provision and a record of progress. There was evidence of pupils engaging well with these sessions and showing increased confidence with reading and learning over the course of the intervention with class teachers reporting children being keen to go to sessions and a renewed enthusiasm for books and reading.

The impact and success of the intervention in supporting students to 'catch up' on missed learning has been evaluated through our summative curriculum tracking information system. This enables comparison between students who had good attendance both at school and through remote learning and students who were flagged as a concern through termly monitoring and subsequently in receipt of additional catch up support.



Upper School – Comparison of progress data for students in receipt of Covid catch up support compared to all other students

The analysis found that the group of students who received additional support made slightly better progress than all other students. (NOFAN 1.28 vs. NOFAN 1.07)



Lower School – Comparison of progress data for students in receipt of Covid catch up support compared to all other students

Analysis found that the group of students who received additional support made slightly less than all other students. (NOFAN 1.61 vs. NOFAN 1.41)

However in lower school, some students in the non Covid catch up group also received additional support from a different funding source hence there are additional variables affecting the comparison.

There was also a significant amount of pastoral work and support undertaken in relation to the impact of the pandemic on student's wellbeing and work capability.

There was continued provision of learning for all students which was mostly undertaken on google classroom which was fortunately already in use and staff and pupils proficient in its use prior to lockdown. Vulnerable students and students whose parents were key workers were taught at school with a rota of teachers and subject specialists. Virtual assemblies took place weekly with the aim to maintain as much of a sense of connection and community as possible. These were accessible to both students attending school and those learning remotely at home. The assembly certificate routine was adapted to be awarded virtually; to help keep positive recognition of students from staff going. Wellbeing education was included in these assemblies, such as how to stay healthy during extended screen time use. Our Level 2 mental health intervention of play therapy was adapted to continue remotely through lockdown.

For some pupils, access to sign language at home is limited and all pupils were delighted to return to school and see their teachers and friends again. Pupils were remarkably mature, understanding and accepting of the risk assessment protocols. Analysis suggested that lock down had likely disrupted students sense of collaboration and community as well as impacted on wellbeing and anxiety levels. Therefore weekly wellbeing themes were targeted to help improve these areas. A few weeks into starting the wellbeing theme weeks staff reported improved atmosphere and interaction amongst students at break and lunch times. Behaviour analysis also supported staff perceptions with a reduction in average number of incidences as the Spring and Summer terms progressed.

A layered approach to pastoral support has been introduced and communicated to staff in September INSET. Risks and Protective Factors analyses have been introduced to highlight students who may be more at risk of developing mental health difficulties. The mentor team had in-house training and a bank of resources made available to aid planning and delivery of sessions. Mentors also attended a 4 week 'Healthy Minds' training delivered by the NDCS.

Due to the COVID risk assessment upper and lower school continued to work in separate bubbles and the Pastoral Lead, Assistant SENCo and Primary Assistant Head met to discuss best ways to support lower school pupils and how staff could benefit from training in supporting pupils with coping strategies for anxiety through Deaf CAMHS.

During lockdown many of the younger pupils had limited opportunity to mix with other pupils right at the start of their school career'. Enhanced staffing in Reception and KS1 allowed higher staff/ pupil ratio at playtimes in order to develop some of those social skills and appropriate play. Joining R/Y1 for some afternoon sessions allowed for a larger group of pupils in class time, enabling pupils to develop skills such as turn taking, working cooperatively within a pair or small group, and watching and contributing as part of a larger group.