

1. Summary information					
School	Marchbank Free School			Type of SEN	MLD/ASC/SEMH/SLCN
Academic Year	20-21	Allocation per student	£240	Total catch up budget	
Total number of pupils N-Yr11	34	Number of pupils eligible catch up	£8160	Date for next internal review of this strategy	Dec 2020

Context

As we commence the academic year 2020 -2021 children and young people across the country have experienced unprecedented disruption to their education because of COVID-19. Those from the most vulnerable and disadvantaged backgrounds have been identified as those hardest hit. The impact of lost time in education will be substantial for students with SEND.

The curriculum offered to students at MFS continues to remain broad, balanced and ambitious whilst ensuring that time is made available to cover the most important content. We continue to offer the same curriculum diets to ensure that all MFS pupils have the same opportunity as those who have left previously. Marchbank's Catch-Up strategy has been designed to enable pupils to recover and get back on track without detrimentally affecting their current curriculum offer or reducing their life chances.

At the earliest opportunity, gaps in knowledge will be assessed and addressed by the most appropriate method and **curriculum adaptations** made to ensure any lost skills and knowledge are revisited with opportunities for over learning to secure again.

The offer of blended learning has been made available to **all** students regardless of need whilst ensuring that all opportunities for learning are embraced.

2. Barriers to future attainment (including characteristics likely to be exhibited by pupils) I = in-school E=external (to be addressed with other stakeholders)	
A.	The increasingly complex and profound presentation of SEN makes curriculum provision more challenging following the pandemic (E/I)
B.	The need to provide diagnostically targeted, personalised actions and approaches to address complex individual barriers (I)
C.	Significant emerging mental health issues involving complex social and emotional needs that impact on pupils ability to engage positively with learning following pandemic (E)
D.	Up to six months of lost learning. (E)
E.	Less resourceful families (social and cultural capital, aspirations, home study) and reduced engagement with the academy structures and personnel. (E)
F	Blended learning to be incorporated into school life

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A, B F	<p>Pupils will have access to a recovery curriculum that underpins the broad and balanced curriculum offered to pupils.</p> <p>Improved attainment and progress through a well-adapted curriculum offer and differentiated pedagogy.</p> <p>Pupils returning to school post COVID will settle into school and develop new routines and relationships</p> <p>Pupils have access to cultural capital visits linked to their curriculum offers to enjoy again and further develop a curiosity for the outdoors and places of interest.</p>	<p>All pupils make good progress against their personalised targets</p> <p>The difference is diminished, especially in English and Maths</p> <p>Whole school data will reflect the attainment and progress made by pupils.</p>
C.	Sensory support apparent in classrooms across the school	All pupils are engaged in learning during formal lesson observations and learning walks.

	Engagement with learning increases and social and emotional outcomes improve for targeted pupils, measured by a reduction in infringements of the behaviour system (including exclusions where appropriate).	Targeted behaviour adaptations will positively impact on pupils as demonstrated through the reduction of SIMs behaviour data. Reduction in the number of recorded sensory seeking behaviours across the school
D.	Pupils will access a well-adapted curriculum and blended learning offer to diminish the gap and address any lost skills and /or knowledge Access to blended learning at all times, supported well by class teams	Termly data collection will demonstrate how students are making good progress towards their good progress stage targets Analysis and targeted support will become common place across the school Students will be confidently engaged in learning Parents /class teams will report positive feedback and progress from those pupils where it is currently unsafe for them to access school.
E. F	Greater engagement and involvement of all families regardless of home resources.	Parents to be engaged with all aspects of MFS life, measured by increased engagement with the family wellbeing team, more positive questionnaire responses, increased response to home school blended learning offer Positive relationships rebuilt and developed Positive forum responses and promotion through virtual platforms

Academic year	2020 - 2021



The headings below enable schools to demonstrate how they are using the COVID catch up to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Approximate costs	Lead
<p>A, B and F</p> <p>Pupils will have access to a recovery curriculum that underpins the broad and balanced curriculum offered to students</p> <p>Improved attainment and progress through a well-adapted curriculum offer and differentiated pedagogy.</p> <p>Pupils returning to school post COVID will settle into school and develop new routines and relationships</p>	<ul style="list-style-type: none"> • Recovery curriculum underpins all teaching in all areas of school to ensure SEMH barriers are supported • Early assessments in core subjects to be completed and recorded via SIMs mark sheet by appropriate means. Curriculum lead to identify the most appropriate means of assessment for each pathway and ensure assessments are conducted in a timely manner. • Adaptations made to curriculum offer to ensure lost learning can be implemented • Additional reading support • Sensory support available in all classrooms to ensure pupils' anxieties and worries are addressed and allow students to be in an appropriate state to learn • Employment and deployment of specialist support staff to address and deliver the curriculum adaptations • Progress measured by half termly in-school tracking data. 	<ul style="list-style-type: none"> • Pupils have been out of school for six months, evidence states that the most vulnerable and disadvantaged will have seen the greatest impact. Assessments will address gaps in knowledge and lost learning. Assessments will inform the adaptations to the curriculum and targets for specific support • Pupils SEMH will have been significantly impacted by being out of school and away from familiar adults, peers and routines. Pupils need to have an emotionally regulated state which allows them to be ready to learn. Sensory 	<ul style="list-style-type: none"> • Termly data collection analysed by curriculum lead 	<p>TWr HKe</p>



separation in class can ensure that students remain emotionally regulated.

- Regular termly data collections will ensure adaptations and strategies and monitored and adjusted if required.

Autumn term:				
Spring term:				
Summer term:				
Desired outcome ii	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Who will lead? Approximate costs	Lead
C Sensory support apparent in classrooms across the school Engagement with learning increases and social and	<ul style="list-style-type: none"> • Audit of sensory items currently available in school • Collate a list of appropriate sensory support items for 	<ul style="list-style-type: none"> • Pupils SEMH will have been significantly impacted by being out of school and away from familiar 	<ul style="list-style-type: none"> • Termly data collection and monitoring • Behaviour analysis 	TWr HHu HKe



<p>emotional outcomes improve for targeted pupils, measured by a reduction in infringements of the behaviour system (including exclusions where appropriate).</p>	<p>classrooms and school specialist rooms.</p> <ul style="list-style-type: none"> • Use advice for OT, Future Steps and other external agencies to support individual students • Costings completed for items and sent to finance for ordering • Purchase sensory items and deploy items appropriately • SLT / teachers/ support staff to ensure support items are maintained and cleaned in line with regulations and guidance • Class inventory of items collated • Self-regulation boards available in each classroom and used accordingly • SIMs Dashboard monitored weekly to analyse data and the impact of strategies • Targeted support available from the family wellbeing team with impact recorded and measured • Data input and analysis half termly to measure the impact of strategies in place • Referrals made by key staff to appropriate agencies for further support 	<p>learners, peers and routines. Pupils need to have an emotionally regulated state which allows them to be ready to learn. Sensory support in class can ensure that students remain emotionally regulated to allow for confidence to develop, anxieties to reduce and learning to take place.</p>	<p>Learning walk qualitative data</p>	
<p>When will you review implementation?</p>				
<p>Autumn term:</p>				



Spring term:				
Summer term:				
Desired outcome iii	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Who will lead? Approximate costs	Lead
D Pupils will access a well-adapted curriculum and blended learning offer to diminish the gap and address any lost skills and /or knowledge	<ul style="list-style-type: none"> Information gathering (strategies, devices, programmes) Development and implementation of a blended learning offer appropriate for all students / pathways Use data to inform gaps in knowledge and skills Curriculum lead to ensure SOW address gaps / lost learning across all subjects in the curriculum Opportunities for subject leads to meet and plan collaboratively to ensure opportunities for cross curricular learning are embraced Specialist staff deployed to ensure support is readily available 	<ul style="list-style-type: none"> School closures are likely to reverse progress made to narrow the gap in the last decade Pupils can learn through remote teaching 	<ul style="list-style-type: none"> Data analysis Pupil engagement data Pupils access to blended site data Interventions data 	SDa
When will you review implementation?				
Autumn term:				



Spring term:				
Summer Term:				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Who will lead? Approximate costs	Lead
E, F Greater engagement and involvement of all families regardless of home resources.	<ul style="list-style-type: none"> Increased staffing capacity for family wellbeing team Blended learning offer and staff available to support Targeted parental support Continuity portal further established and updated regularly School Facebook page well established, monitored and updated regularly 	<ul style="list-style-type: none"> Evidence suggests that parents and carers of younger students are easier to engage 	<ul style="list-style-type: none"> Weekly SLT meetings Family wellbeing team meetings Parental engagement data 	TWr/ HHu
When will you review implementation?				
Autumn term:				
Spring term:				
Summer term:				
Desired outcome iv	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Who will lead? Approximate costs	
When will you review implementation?				



4. Review of expenditure	
Academic Year	2020-2021

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