



Covid-19 Catch Up Premium Funding-Use of Grant 2021

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up as a result of disruption caused by Covid-19 and are supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. Pupil Referral Units have been allocated £240 per place at their settings as summarised by school below.

Covid-19 Catch Up Premium Funding Allocation By School			
	Reigate Valley College	Wey Valley College	Fordway
Total number of pupils:	72	44	23
Total catch-up premium budget:	£240 per place £17,280	£240 per place £10,560	£240 per place £5,520

The Education Endowment Fund acknowledges that 'the disruption caused by school closures will have had a negative impact on learning and wellbeing. There is already a well-documented attainment gap between disadvantaged and non-disadvantaged young people. The Children's Commissioner advises that school closures will have widened this gap further still. The DfE has also set out the following Curriculum Expectations, to ensure that all pupils, particularly disadvantaged, SEND and vulnerable pupils, are given the catch-up support needed to make substantial progress by the end of the academic year:

Education is not optional

- All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious

- Pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education

The DfE asks that schools meet the following key expectations:

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content
- Aim to return to the school's normal curriculum in all subjects by summer term 2021.
- Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
- Develop remote education so that it is integrated into school curriculum planning. Schools should set out how they will allocate the additional funding to support curriculum recovery this

Schools are required to report on how they will allocate the additional funding to support pupils and curriculum recovery during the 2021 school year. The EEF guidance suggests a 3-tiered approach to focus on quality teaching, targeted academic support and wider strategies to support pupils' social and emotional needs.

All of the pupils at Reigate Valley College, Wey Valley College and The Fordway Centre require social and emotional support, many have experienced challenging life events and present with a wide variety of very complex needs. Many will have experienced significant periods of absence from school which has been exacerbated further by Covid-19 resulting in gaps in literacy, numeracy, language and learning.

All three schools have chosen to allocate Covid-19 Catch Up Premium Funding to provision of additional therapeutic intervention to address these gaps. The project breakdown is detailed on the following page.

Impact of Covid-19	How pupils manifest the impact causing barriers to attainment	Project aims	What's the rationale for this choice?	Staff lead	How will this be reviewed?
Loss of: -freedom -decision making -structure -routine -emotional and physical relationships -support -confidence -learning -onsite education -health -face to face therapy and mentoring And: -change in family dynamic -economic trauma -poverty	-developmental delay -low confidence -decreased social skills and disconnection -limited emotional expression -behavioural issues -attachment issues - grief - self harm -depression -anxiety -panic -catastrophising behaviours -anger -low attendance	To support young people in reducing barriers to learning using dramatherapy, therapy, play and music therapy 1:1 or group sessions provided to allow pupils to reflect on their lives, what they consider barriers, difficulties, recurring patterns, strengths or successes. They process past experiences in order to clear pathways to growth. General themes include developing interpersonal skills (such as negotiation, empathy, turn taking, listening, communication). Focus on confidence, identity, grief, loss, attachment, boundaries, family dynamics, social skills, relationships, bullying, anger management, anxiety, depression, gender issues, sexuality and self-care.	Success of existing therapeutic intervention on sites and successful pilots delivered within other school settings by Therapeutic Intervention Team	Becky Bonham-Carter Head of Therapeutic Intervention	In order to produce robust data nationally recognized outcome measures are used (Short Warwick Edinburgh Mental Well Being Scale, Research Resilience Centre and Revised Children's Anxiety and Depression Scale

