

Strategy Statement

The government is providing funding to cover catch-up for the 2022 – 23 academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

It aims to support pupils to catch up for lost learning so schools can meet the [curriculum expectations](#) for the next academic year. At Uffculme School we aim to spend the catch-up support funding to address individual pupil needs and have listed below they ways in which we have planned to support them in regaining their progression.

The data that has been collected by our teachers this term indicates that whilst there has been some regression academically with our learners, the biggest impact of lockdown has been in students wellbeing and readiness for learning. Previous levels of independence, eg life skills at post 16 have not been maintained. Staff working in Foundation stage have noticed a difference between 'typical' levels of communication, attention and learning skills.

Academic year 2020 - 21 - Planned expenditure

Ring-fenced funds - £73, 000	New funding: Autumn Term £23
	New funding: Balance to be received in further two tranches

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

SDP focus	Action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost	Impact statement July 2023
Quality of Education	Additional CPD to enable newly recruited staff to understand and deliver good quality learning experiences.	We recognise that new staff have missed out on quality experiences and training due to Covid limitations. This has led to gaps in their skill sets and ultimately gaps in the students learning,	Regular monitoring/classroom visits/feedback	SLT	Termly	£12,600	UQT and ECT have been given the opportunity to access bespoke training and coaching throughout the year. There have been improvements in quality to teaching and students learning has been expedited.

	To develop a wide range of Learning Resources and strategies (CPDL) for students who have dropped behind key targets (as outlined on EHCP).	To ensure that the quality of provision enables all students to make expected progress.		SLT	Termly	£1500	Staff were able to provide opportunities in line with EHCP outcomes (tracked by E4L)
Personal Development	To support children with emotional development through Theatre and Play therapy	Through the use of Open Theatre to provide opportunities for children to develop personal and life skills. To support them in resocialisation after periods of separation from school. Use of Communication Teaching Assistants to develop lego therapy and play therapy with key pupils.	Communication between staff and Open Theatre about themes and progress. Pupil feedback. Improvement in behaviour rating scale. Parental Feedback.	SLT	Termly	£7426 £10000	Student engagement in Open Theatre is high. Student voice is being developed with early evidence of transition of skills to other areas.
Behaviour and Attitude	To provide additional targeted support for those pupils who have struggled to reintegrate back into school or display school adverse behaviours.	Additional one to one specialist staffing (skills to be linked to specific individual student need)	Feedback from classroom staff/parents/pupils. Attendance data Progress measures	SLT	Termly	£12,000	Student attendance has been high this year. Over 94% pw on average. Some persistent absentee' show higher levels of absence which are addressed on 1:1 basis.