

**FEDERATION OF HEATHFIELD AND ST FRANCIS COVID-19 CATCH UP PREMIUM
 STATEMENT AND PLAN 2020-2021**

SUMMARY INFORMATION		
Total Number of pupils on roll: 230	Total number of allocations: 223	Amount per pupil: £240
Total catch-up premium: Heathfield - £31,200 St Francis - £22,368 Total = £53,568		
Date of Governor Agreement: 9.12.20		Review Date: February 2021

STRATEGY STATEMENT

In September 2020, all pupils returned to full-time in school education. Since the 23rd March 2020 when all schools in England were closed in response to the Covid-19 Pandemic, our pupils had a variety of experiences. Some pupils did not access school at all, whilst others were in school on a full or part time basis. Pupils' experiences of lockdown were very varied. For some, it was mostly a safe and enjoyable time. For others, it was challenging or traumatic. There was an inequality of experience; some families were well resourced and had the capacity to support and resource home learning, whilst others were not.

From keeping in close contact with all families we were fully aware of the challenges many pupils faced in relation to self-managing their behaviour and emotions whilst at home. This has also been apparent on their return to school, where pupils' readiness and ability to learn has been significantly impacted by the last few months.

Our experienced teachers are skilled at identifying the gaps in pupils' learning and our curriculum supports a personalised approach. This enables targeted support to be integrated into day to day teaching. However, it is our pupils' readiness and ability to learn at a level prior to the pandemic that needs to be the focus moving forward. As such, the covid-19 catch up premium will be used to address this.

Priorities

Supporting pupils' readiness and ability to learn by:

- supporting and teaching self-regulation;
- supporting self-management of behaviour; and
- providing a learning environment that is conducive to need.

Aims

- Provide staff with strategies to better support pupils who are struggling to access learning.
- Provide pupils with strategies to self-regulate and self-manage their behaviour.
- Reduce incidents of behaviour that disrupts the learning of self and others.
- Ensure the learning environment is conducive to each pupil's needs.
- Improve outcomes for all pupils as a result of more focused learning.

Implementation

The premium for both schools will be combined providing sufficient funding for the federation to recruit a fixed term full-time sensory integrated trained Occupational Therapist (OT). This post will work alongside staff and with identified pupils to support the above priorities and aims by:

- working independently to provide intensive occupational therapy input to pupils with a wide and diverse range of needs across the federation;
- working in a highly collaborative manner with education staff to ensure therapy is fully integrated with the pupils' educational curriculum; and
- maintaining professional standards of service through CPD and other developmental activities, complying with the policies and procedures of the federation.

Key clinical practice tasks of the role are (see OT job description for full details):

- to provide comprehensive specialist assessment (including differential diagnosis), diagnosis, direct and indirect intervention for pupils with motor disorders, sensory integration difficulties, perceptual difficulties and motor planning difficulties taking a holistic perspective of pupils' needs and accounting for any language and communication disorders;
- to provide appropriate specialist intervention and evaluate outcomes;
- to work in a highly collaborative manner with education staff to ensure the integration of occupational therapy aims with education aims;
- to demonstrate clinical effectiveness by use of evidence based practice and outcome measures, thereby ensuring that practice is continually updated;
- to adapt practice to meet individual pupils' circumstances, including due regard for cultural and linguistic differences;

- to demonstrate the ability to reflect on different aspects of pupils' motor, sensory and visual perceptual needs and to identify appropriate strategies to facilitate and enhance effectiveness in activities of daily living;
- to provide detailed written reports as necessary to meet statutory regulation;
- to work with external therapists as part of a multi-disciplinary team; and
- to provide advice to non-specialists and other professionals within the clinical field.

Monitoring and Reviewing

This effectiveness of this post in meeting the priorities and aims will be monitored by the Executive Headteacher. It is the intention that this post will prove to be an integral and necessary role within the federation structure and with sound strategic financial planning, will be sustainable beyond the end of the Covid-19 premium funding.

Clinical supervision for this post will be undertaken by an external Highly Specialist Occupational Therapist.