

Statement of use of catch-up funding post pandemic SEN schools 2020-2021

1. Summary information					
School	Bensham Manor School			Type of SEN	Complex
Academic Year	2020-2021	Total PP budget Total fund Autumn payment	£240 per pupil 56k £13 k	Date of Governor review	March 2021
Total number of pupils	235	Number of pupils eligible	235	Date for next internal review of this strategy	July 2021

2. Gaps identified; barriers to learning; trends identified; specific to SEN learning needs	
In-school barriers	
i.	All: Up to 60% of school population did not attend school for Summer term 2020 leading to regression in some skills and minimal progress in knowledge attainment. Additional lockdown in January 2021 has also caused some gaps despite a robust Remote Learning programme delivered by Bensham Staff.
ii.	Loss of sense of self and identity within and without the school community
iii.	Increased anxieties around friendships, life/death, socialising, and school.
iv.	KS4 and 5: missed opportunities in work experience and community cohesion.
External barriers	
v.	Increased family stresses, leading to increased anxieties.
vi.	Availability of technology

3. Outcomes expected, with success criteria.		
a)	Pupils make good progress, as defined by teachers or subject coordinators, in their EHCP outcomes. Tutors monitor the progress; pupil and parent response to progress; leadership team to monitor and target support as needed; gather parent/pupil views on EHCP progress and reviews.	EHCP outcomes achieved over 90% on average for each pupil. Positive responses from parent/pupil questionnaires.
b)	To attend school full time as soon as possible. Monitor and analyse attendance data; phase leads to discuss support with attendance lead weekly.	At least expected 90% attendance after lockdowns.
c)	To participate and cooperate in lessons throughout the day, making good learning progress. Monitored and analysed through high leadership team presence; teacher discussions; Evidence for Learning data; and SIMS data.	Comparative incidents to same time last year (see SIMS data); noticeable reduction in incidents as term progresses. Data shows good progress in subjects areas (80%+). Analysed in Behaviour, Safety and Personnel Committee and by the Behaviour Early Intervention Team.
d)	To attain expected external accreditations, as predicted from internal assessments and mock examinations. Evidenced externally through exam results. Data lead to ensure that phase leads and subject coordinators are alerted early to lagged attainment, and support in place swiftly.	Data will show pupils' expected exam results are achieved.
e)	Reading progress, throughout the school, is good as predicted by tutors, literacy lead and teachers of English. Evidenced through tutor monitoring; leadership monitoring; literacy lead data; baseline data and predicted attainment in reading; questionnaires for parents/pupils.	Improved parental engagement in reading at home. Over 80% of pupils make good progress in reading.
f)	Ks4 and Post 16 students will attend a variety of work placements linked to their aspirations. They will also attend their link college programme. Heads of KS4 and Post 16 to monitor and analyse, putting in support swiftly as needed. Careers lead to evaluate effectiveness of placements and report to HT.	All KS 4 and post-16 students will attend relevant work experience and their college link (Y11 and Post 16).

Academic year				
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
To attend school full time as soon as possible.	Use of TAs to support pupils back into school Family support worker assigned to families to support pupils back into school. Therapy team to support families and	Increased attendance will lead to increased opportunities for learning; improved friendships; build self- esteem; and develop sense of identity in their community.	Monitor attendance from day 1, and react quickly to implementing support, taking into account individual needs and anxieties. Assign SLT to lead in their areas.	Dec/ April/ July
Pupils make good progress, as defined by tutors or subject coordinators, in their EHCP outcomes	Therapy input and employing new Music Therapist. Extended tutor times Monitoring from all staff Progress statements IEP's	To develop sense of community to reduce anxieties around self-esteem and gaps in learning. Pupils will have a greater understanding	Research into appropriate interventions which have been peer reviewed. Monitoring of impacts termly.	Dec/ April/ July
To participate and cooperate in lessons throughout the day, making good learning progress	Primary focus on restoring sensory imbalances. Outdoor games to encourage teamwork Therapy resources	OT advice for individuals. Builds teamwork and participation which helps support a growth mindset. OT advice.	Led by Therapy team and duty staff. Impacts monitored termly.	Dec/ April/ July
To attain expected external accreditations, as predicted	Ensuring the Loaning of ICT equipment to pupils with selected apps and programmes on them, for use in lessons and at home. Use of additional teachers to deliver individual interventions	Some pupils would benefit from using personal IT devices for extended writing. Evidence shows that targeted catch up and interventions have good gains	SLT to monitor impacts in academic lessons; and also during remote learning. SLT assigned to deploy staff and monitor individual pupil impacts.	Dec/ April/ July

Reading progress, throughout the school, is good as predicted by tutors, literacy lead and teachers of English.	improved access to whole class ICT, with appropriate literacy and numeracy apps Accelerated Reader and Headsprout Reading programmes New Library All pupils having additional daily reading sessions	Researched current IT to ensure we find the most up to date and future proof devices. External research Recommended through use in other schools. Phonics sessions for small group individuals, where gaps or regression has been identified through testing.	Family support worker and DHT to monitor ICT English/ reading SLT lead will monitor impacts.	Dec/ April/ July
KS4 and Post 16 students will attend a variety of work placements.	Visits out and about to local community resources specialist career advice with local knowledge as per Gatsby Benchmarks	To build young peoples' sense of identity, self worth, knowledge of their community, and networking with local employers. Need for our young people to develop their employment skills; knowledge of opportunities; and increase their life opportunities.	lead and careers lead will analyse impacts, through work placements attended; qualitative positive responses from being out and about; improved confidence being out and increased ability to be safe whilst out and about.	Dec/ April/ July

Desired outcome	Chosen action/approach	Estimated impact:	Cost
Term 1- consistent attendance	Use of TAs to support pupils back into school SLT assigned to families to support pupils back into school. Family support worker to support most hard to reach families	Attendance will improve Families will be confident in sending their child to school	TA Cover - £7000
Improved confidence, self-esteem and social skills	Redesigning of outdoor spaces to encourage social skills development Input from Music Therapist. After School clubs offered free to all	Pupils will be able to better use the outside spaces. They will be confident in their choices and develop in confidence.	Marquee/table tennis equipment/play items/benches - £7000

Increased community visits	All classes will be encouraged to make visits within the local community to develop independence skills, this was a significant area of impact in the lockdown period.	Pupils will have the confidence to travel, cross roads safely, use public transport and practice their social and functional skills.	Shopping/travel/café- £5000
Catch up	Pupil will have both timetabled and after school catch up lessons Experienced teacher employed to deliver Catch up intervention to small groups/individual pupils.	Pupils will be able to have additional input to cover any curriculum areas which were missed during the lockdown period	Staffing -£21,000
Holiday and after school catch up schemes	School offering 2 holiday Catch-up programmes – one in the Easter Break and one in May half term. Offered to all pupils. Run by Paul Funnel and Suzy Strudwick. Funding for after school clubs and catch up schemes.	Pupils will have the opportunity for one to one sessions to develop any gaps in knowledge. Pupils will be able to close gaps in social and independent learning.	Staffing and resources - £16,000
Total 56K			