NEW BRIDGE
SCHOOL

Covid-19 catch-up premium report

Summary information

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School	New Bridge School			Type of SEN	PMLD/SLD/ MLD/SLCN/ ASC/HI/VI
Academic Year	2020-2021	Total amount of eligible pupils	314	Amount of catch-up premium received per pupil:	£240.00
		Total catch-up premium budget:	£75360		

School Background

New Bridge School is a secondary special school, developed specifically to meet the needs of pupils and students with special educational needs (SEN) from the age of 11 up to 16 years. The school is part of the New Bridge Group, and is the lead school in New Bridge Multi Academy Trust (MAT). We are a generic school that caters for pupils with a wide range of needs including:

1. profound and multiple learning difficulties (PMLD).
2. severe learning difficulties (SLD).
3. moderate learning difficulties (MLD).
4. speech, language and communication needs (SLCN).
5. autistic spectrum condition (ASC).
6. hearing impairment (HI).

We believe in the concept of lifelong learning and the notion that learning should be accessible, regardless of need, and a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives and achieve their full potential both academically and socially.

Our school's mission statement, "Learning together, learning for all, learning for life", is at the heart of everything we do. It is our belief that all children and young people, whatever their background or ability, will achieve their full potential and become valued participating members of our community.

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year. Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months.

To support schools to make the best use of the funding, the EEF has published a support guide:
https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-supportguide-for-schools1

A summary of their best practice is as follows:

Overall strategy area, with specific strategies
Teaching and whole-school strategies
Supporting great teaching Pupil assessment and feedback Transition support
Targeted approaches
One to one and small group tuition Intervention programmes Extended school time
Wider strategies
Supporting parents and carers Access to technology Summer support

Strategy Area	Desired outcomes for pupils	Specific strategy	Success criteria	Evaluation	Cost	Impact
Teaching and whole-school strategies/Wider Strategies and access to technology	To provide a robust continuous curriculum and holistic offer for pupils either on or off site whilst continuing to meet the needs of the pupils. Using iPads and school specific learning/communication apps for flexible learning.	Create a detailed Remote Learning Strategy, which ensures consistency in the approach to remote learning for pupils who aren't in school. It will set out expectations for all members of the school community with regards to remote learning and provide appropriate guidelines for data protection. Ensure all pupils have iPads and all iPads have the necessary apps installed. Invest in additional IT support, by employing a temporary IT technician January 2021 – July 2021	Monitoring the effectiveness of remote learning, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parent/carers Carry out welfare calls with pupils/parents/carers online through the apps or by phone call. Showbie and Seesaw Apps purchased. All pupils/staff have access to up-to-date technology to enable the smooth running of the remote learning strategy.	Parent surveys, Learning walks, staff/pupil confidence of iPads. Improved pupil engagement. Showbie engagement improved.	£17400.00	

Teaching and whole-school strategies/Wider Strategies and access to technology	Pupils have access to lessons both remotely or on site. Teachers/deliverers are able to cary out lessons during times of isolation to ensure a continuous curriculum is provided. Teachers/deliverers will be accessible to pupils/parents.	Provide teachers/delivers with a laptop.	Monitoring the effectiveness of remote learning	Parent surveys, Learning walks, staff/pupil confidence of iPads. Improved pupil engagement. Showbie engagement improved.	£20385.00	
Wider Strategies	Improve pupil's mental health and wellbeing that could have been impacted on during lockdown.	Learning mentors to conduct welcome back surveys. Complete 1:1 work with all those who need it. Group and 1:1 work to recommence in Autumn 2. Children's mental health is addressed Spring term training for all teaching staff on supporting pupil's mental health learning mentor who is designated lead for mental health			£5200.00	
	Total Amount Spent 2020-2021				£42985.00	

Carried Forward to 2021-2022				£32375.00	
Targeted Approaches **Speech and Language**	Improvement in the ability for young people to understand and express thoughts, ideas and feelings. Use intelligible speech and as result can be understood by others. Increased ability to problem-solve in an independent environment. Improved swallowing function and safety.	To contribute to the employment of a full time TTO Speech and Language Therapist on a fixed term contract for a year.	Measuring the effect of the sessions on the pupil's wellbeing against set targets. The SALT should monitor the effectiveness of each intervention undertaken and review each case and where the anticipated results are not materialising, implement alternative measures.	£32375.00	