

## **Coronavirus (COVID-19): catch-up funding plan**

The government has provided schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic.

Schools are using this funding for specific activities to support their pupils to make up for lost teaching over the previous months. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish.

Mainstream schools will receive £80 per pupil from reception to Year 11 inclusive, and special, AP and hospital schools will receive £240 for each place. This funding will be received in three instalments, the first in Autumn 2020, the second in early 2021 and the third in the 2021 Summer term. School leaders must be able to show that the funding is being used for its intended purposes, and governing boards are advised to scrutinise their school's plans for its use. The use of the funding will also be inspected by Ofsted when it resumes routine inspections.

This following plan outlines how the leadership team and governors at Medina House School are investing their funding for the whole school, targeted support and wider areas, concluding with a summary report to outline the overall goals of the spending.

Each section of the plan outlines the relevant considerations made, including actions taken, the aim of the intervention, how much the intervention will cost, who the lead member of staff will be and any additional comments. The completed plan will be sent to all governors and published on the school's website.

## Catch-up plan

<b>School name:</b>	<b>Medina House school</b>						
<b>Academic year:</b>	<b>2020-2021</b>						
<b>Total number of pupils on roll:</b>	<b>91 (main school excluding nursery) @ £240 per pupil</b>						
<b>Total catch-up budget:</b>	<b>£21840</b>	<b>First installment:</b>	<b>£6060</b>	<b>Second installment:</b>	<b>£6680</b>	<b>Third installment:</b>	<b>£9100</b>
<b>Date of review:</b>	<b>Created:</b> December 2020			<b>Review Date:</b> Summer term 2021			

## Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Whole school development day planned on the 4 <sup>th</sup> January 2021	All staff to receive virtual training from Gail du Bock And Matt Laurie  All staff receive the following additional training: <ul style="list-style-type: none"> <li>➤ Virtual behaviour training</li> <li>➤ Sensory literacy</li> <li>➤ Rapport Music</li> <li>➤ Intensive interaction</li> <li>➤ Virtual early reading</li> <li>➤ Introduction to Autism</li> <li>➤ Makaton</li> </ul>	Improved Collaborative Communication for all pupils in response to reduced social communication opportunities during lockdown and throughout Coronavirus time which have impacted on all areas of relationships and learning for all pupils.  Progress will be measured for all pupils against EHCP and IEP outcomes and recorded on Classroom Monitor	<b>£800</b> <b>£375</b>	<b>Lisa Needs</b> <b>Rachel Hayden</b> <b>Julie Stewart</b>	
<b>Total spend:</b>			<b>£ 1175</b>		

**Total spend on teaching and whole-school strategies £1175**

## Targeted support for all classes

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<b>CORAL CLASS</b>					
Purchase of resources: <ul style="list-style-type: none"> <li>➤ sensory circuit equipment</li> <li>➤ Extension activities for Literacy</li> <li>➤ Extension activities for Numeracy</li> </ul>	<p>Pupils will be ready to learn. Pupils will be able to self regulate.</p> <p>Pupils will be alert and calm for learning.</p> <p>Pupils will be able to demonstrate skills with letters and sounds.</p> <p>Pupils will be able to demonstrate skills with number recognitions and correspondence.</p> <p>The majority of pupils are new to school and due to COVID did not access the usual transition activities which has led to more anxiety than usual.</p> <p>Self regulation has regressed in lockdown for existing pupils - due to anxiety about change and some pupils have not received the level of formal education in that time hence the need for extension and intervention activities in core skills.</p>	<p>Improvement for pupils in:</p> <ul style="list-style-type: none"> <li>➤ EYFS PD Moving and handling</li> <li>➤ PSED Managing Feelings</li> <li>➤ Behaviour</li> <li>➤ EYFS Literacy reading</li> <li>➤ EYFS Numeracy</li> <li>➤ Independence and self help</li> </ul> <p>Progress will be measured for all pupils against EHCP and IEP outcomes and recorded on Classroom Monitor</p>	<b>£ 517</b>	<b>Juliette Swinfield</b>	
<b>Total spend:</b>			<b>£ 517</b>		

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<b>DOLPHIN CLASS</b>					
<p>Purchase of resources:</p> <ul style="list-style-type: none"> <li>➤ Stability pad</li> <li>➤ Rocking top</li> <li>➤ Sensory ball kit</li> <li>➤ Junior Jumper</li> <li>➤ Slidey tube</li> <li>➤ Rocking bowl</li> <li>➤ Whizzy Dizzy</li> </ul>	<p>Being able to access our own circuit will help the pupils to stimulate their sensory needs and access it when required to suit each child's individual needs. It will help build pupils's physical skills and encourage turn taking and managing feelings.</p> <p>Many children require extra physical and SEMH related activities due to the lack of physical space for some due to lockdown and the closure of usual venues parents would access to let children run and play and also the anxiety caused by changes – and the usual anxiety re transition has been exacerbated by the fact that the usual taster days in new classes was curtailed by lockdown</p> <p>The purchase of these resources is also necessary due to the restricted bubble access to the whole school sensory circuit which pre-covid could be available all day for any pupil to access.</p>	<p>Improvement for pupils in:</p> <ul style="list-style-type: none"> <li>➤ PSE development</li> <li>➤ Communication and interaction</li> <li>➤ Sensory and physical</li> <li>➤ Early literacy skills</li> <li>➤ Self regulation – and therefore behaviours for learning will be seen</li> </ul> <p>Progress will be measured for all pupils against EHCP and IEP outcomes and recorded on Classroom Monitor</p>	<b>£ 795</b>	<b>Tricia Jones</b>	
<b>Total spend:</b>			<b>£ 795</b>		

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<b>PUFFIN CLASS</b>					
Purchase of resources: <ul style="list-style-type: none"> <li>➤ Dolls house</li> <li>➤ Wicker arch</li> <li>➤ Tinkering blocks</li> <li>➤ Grip stampers</li> <li>➤ Counters</li> <li>➤ Squeezy tweezers</li> <li>➤ Number bowls</li> </ul>	<p>To provide an enabling environment to improve communication and language skills and encourage fine motor strengthening skills that are age appropriate.</p> <p>To give pupils a sheltered area /calming space</p> <p>Many pupils are new to the class and have struggled to settle back into school routine with the added anxiety of a new class without the usual transition opportunities being available in Summer Term 2020</p> <p>Play skills have also regressed for some children over lockdown – due to more screen time than they would normally have.</p>	Improvement for pupils in: <ul style="list-style-type: none"> <li>➤ PSE development</li> <li>➤ Communication and language</li> <li>➤ Curriculum</li> <li>➤ Physical skills</li> <li>➤ Behaviour</li> </ul> <p>Progress will be measured for all pupils against EHCP and IEP outcomes and recorded on Classroom Monitor</p>	<b>£ 950</b>	<b>Michelle Sims</b>	
<b>Total spend:</b>			<b>£ 950</b>		

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<b>JELLYFISH CLASS</b>					
<p>Purchase of resources:</p> <ul style="list-style-type: none"> <li>➤ Outdoor acrylic window</li> <li>➤ Changing channel set</li> <li>➤ Plastic guttering</li> <li>➤ Garden game set</li> <li>➤ Giant 4 in a row</li> <li>➤ Motor skills universal set</li> </ul>	<p>To help pupils improve their fine and gross motor skills.</p> <p>Improved cooperative play.</p> <p>To help pupils develop independent thinking, problem solving skills and metacognition.</p> <p>To improve turn taking and cooperative games in the outdoor environment.</p> <p>This is in recognition of a regression in social skills for some pupils during lockdown – peer interactions need to be taught again for some.</p>	<p>Improvement for pupils in:</p> <ul style="list-style-type: none"> <li>➤ Gross and fine motor skills</li> <li>➤ Writing</li> <li>➤ PSHE</li> <li>➤ Science</li> <li>➤ Maths</li> <li>➤ Physical skills</li> <li>➤ Behaviour</li> </ul> <p>Progress will be measured for all pupils against EHCP and IEP outcomes and recorded on Classroom Monitor</p>	<b>£ 1081</b>	<b>Caren Milward / Hannah Knight</b>	
<b>Total spend:</b>			<b>£ 1081</b>		

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<b>SEAL CLASS</b>					
<p>To purchase resources:</p> <ul style="list-style-type: none"> <li>➤ Magic light table</li> <li>➤ Magic light easel</li> <li>➤ Pop-up sensory space</li> <li>➤ Motor skills frames</li> <li>➤ Chalkboard table covers</li> <li>➤ Party microphones</li> </ul>	<p>To improve total communication and interaction for all pupils at all abilities.</p> <p>Sensory resources to help with cross-curricular links particularly literacy (communication), PSHE numeracy and creative arts.</p> <p>Sensory music resources to help with cross-curricular links including music, all strands of literacy but in particular communication, history, science and PSHE</p> <p>Some pupils' sensory needs have been heightened by lockdown and they have not had access to specialist equipment eg VI pupils – and therefore we are enhancing our offer of sensory toys to aid engagement and learning.</p>	<p>Improvement for pupils in:</p> <ul style="list-style-type: none"> <li>➤ Literacy</li> <li>➤ Numeracy</li> <li>➤ PSHE</li> <li>➤ Science</li> <li>➤ History</li> <li>➤ Creative arts</li> </ul> <p>Progress will be measured for all pupils against</p> <ul style="list-style-type: none"> <li>• EHCP outcomes</li> <li>• IEP outcomes</li> <li>• Life skills through the hidden curriculum</li> </ul> <p>and recorded on Classroom Monitor.</p>	<b>£ 1004</b>	<b>Justin Henderson</b>	
<b>Total spend:</b>			<b>£ 1004</b>		

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<b>SEAHORSE CLASS</b>					
Purchase of 2 laptops	<p>To assist pupils with developing fine motor skills, writing and research</p> <p>Fine motor and Writing skills have regressed during lockdown for some pupils (due to lack of practice)– and coupled with anxiety about returning this has led to a complete reluctance to write – hence the purchase of extra technology and fine motor equipment to ‘catch up’ in these areas.</p>	<p>Improvement for pupils in:</p> <ul style="list-style-type: none"> <li>➤ fine motor skills</li> <li>➤ Writing</li> <li>➤ Literacy</li> </ul> <p>Progress will be measured for all pupils against EHCP and IEP outcomes and recorded on Classroom Monitor</p>	£ 800	Sam Mcluckie	
<b>Total spend:</b>			<b>£ 800</b>		



Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<b>STINGRAY CLASS</b>					
<p>Purchase of resources:</p> <ul style="list-style-type: none"> <li>➤ Feelings and emotions</li> <li>➤ Dress up and role play</li> </ul> <p>Small world diversity people</p>	<p>Improvement in interaction and play with other pupils and a better understanding of their own &amp; others feelings. Also develop their understanding of the differences between themselves and others</p> <p>Social and play skills have not been practiced in lockdown for many pupils and so we need to enhance our offer to work on these skills in a targeted manner.</p>	<p>Improvement for pupils in:</p> <ul style="list-style-type: none"> <li>➤ Social, Emotional and Mental Health</li> <li>➤ Behaviour</li> <li>➤ Communication and interaction</li> <li>➤ Independence and self help</li> </ul> <p>Progress will be measured for all pupils against EHCP and IEP outcomes and recorded on Classroom Monitor</p>	<b>£ 740</b>	<b>Kevin Lacey</b>	
<p>Purchase of resources:</p> <ul style="list-style-type: none"> <li>➤ Small world diversity people</li> <li>➤ City blocks</li> </ul>	<p>Opportunities to use Maths and Literacy skills in different context aiding engagement and improving skills. Development of fine motor skills through building and threading. Different approaches to early Maths concepts including counting, grouping, shape and measure</p> <p>Some children regressed in literacy and numeracy skills as they did not necessarily access formal learning in lockdown. This is a priority and the purchase of new exciting equipment will ensure engagement and an extended offer to all.</p>	<p>Improvement for pupils in:</p> <ul style="list-style-type: none"> <li>➤ Cognition and learning</li> <li>➤ Communication and interaction</li> <li>➤ Sensory and physical</li> </ul> <p>Progress will be measured for all pupils against EHCP and IEP outcomes and recorded on Classroom Monitor</p>	<b>£ 247</b>	<b>Kevin Lacey</b>	

Total spend: £ 987

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<b>STARFISH AND SHARK CLASSES</b>					
<p>Purchase of resources:</p> <ul style="list-style-type: none"> <li>➤ Little ball set</li> <li>➤ Easy grip groove balls</li> <li>➤ Snakes &amp; ladders game</li> <li>➤ EZ-Fort</li> <li>➤ Glow pebbles</li> <li>➤ Glow, stack &amp; build tower</li> <li>➤ Woodland friends</li> <li>➤ Bag of buddies</li> </ul>	<p>Outdoor resources to be shared between classes to encourage bubble play. The Snakes &amp; ladders game will promote healthy eating at the same time as physical play and improve practical numeracy skills.</p> <p>Ball sets will improve co-ordination with ball skills.</p> <p>Light sources will promote intentional interaction.</p> <p>Den making will promote problem solving and metacognition.</p> <p>Bag of buddies will be used to talk through emotions and promote better understanding of feelings.</p> <p>Some pupils in this bubble have experienced real anxiety regarding COVID and so the recovery curriculum has been very important – hence the purchase of sensory equipment for emotional literacy work and also outdoor play equipment to facilitate the building of new</p>	<p>Improvement for pupils in:</p> <ul style="list-style-type: none"> <li>➤ Communication and interaction</li> <li>➤ Physical</li> <li>➤ PSHE</li> <li>➤ PE</li> <li>➤ Emotional literacy</li> </ul> <p>Progress will be measured for all pupils against EHCP and IEP outcomes and recorded on Classroom Monitor</p>	<p><b>£630</b></p>	<p><b>Jane Oliver &amp; Janice Willmott (Starfish Class teachers)</b></p> <p><b>Hannah Page &amp; Jane Tavares (Shark Class teachers)</b></p>	

	relationships and re-building old ones!				
<b>Total spend:</b>			<b>£ 630</b>		
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact</b>	<b>Cost</b>	<b>Staff lead</b>	<b>Comments</b>
<b>SEASHELL CLASS</b>					
Purchase of resources: ➤ Wobble switches ➤ Light panel and art tray	To purchase new technology to allow pupils to engage with their surroundings and confirm independence  As all of these pupils were shielded and so missed a lot of school and therapy input was not available during lockdown (and beyond) there has been a regression in some physical skills in	Improvement for pupils in: ➤ Access to learning  Progress will be measured for all pupils against EHCP and IEP outcomes and recorded on Classroom Monitor	<b>£ 960</b>	<b>Barry Weir</b>	

	particular and it is was therefore felt beneficial to increase the number of switches to ensure more available access for all as well as to address the issue of our most vulnerable pupils sharing equipment.				
<b>Total spend:</b>			<b>£ 960</b>		
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact</b>	<b>Cost</b>	<b>Staff lead</b>	<b>Comments</b>
<b>MEDINA COTTAGE – PENGUIN AND TURTLE CLASSES</b>					
Purchase of resources: <ul style="list-style-type: none"> <li>➤ Scooters</li> <li>➤ Maxi blocks</li> <li>➤ Construction tower</li> <li>➤ Balls</li> <li>➤ Little tikes cars</li> <li>➤ Play sand</li> </ul>	Outdoor equipment to support and develop outside learning. To assist with mathematical and physical skills. To assist pupils with emotional regulation when they need time out.	Improvement for pupils in: <ul style="list-style-type: none"> <li>➤ Communication and interaction</li> <li>➤ Physical</li> <li>➤ PSHE</li> <li>➤ Social and emotional development</li> </ul>	<b>£ 1950</b>	<b>Michelle Withall</b> <b>(Penguin Class teacher)</b> <b>Emma Rust</b> <b>(Turtle Class teacher)</b>	

<ul style="list-style-type: none"> <li>➤ Sand equipment</li> <li>➤ Water tray</li> <li>➤ Colour changing cubes</li> <li>➤ Sensory Pick up and play</li> </ul>	<p>Board/turn taking games to promote turn taking and social and emotional development.</p> <p>Wow toys to promote language development through the use of PECS and shared attention.</p> <p>Sensory equipment to help regulate pupils's emotions to aid learning</p> <p>Many of our pupils did not have safe access to outside space during lockdown and many of these pupils had an excess of screen time making outdoor learning more important than ever. New equipment will also facilitate engagement and the development of social skills</p>	<p>Progress will be measured for all pupils against EHCP and IEP outcomes and recorded on Classroom Monitor</p>			
Total spend:			<b>£ 1950</b>		

**Total spend for targeted support   £9674**

### Wider strategies

[To complete this section, outline which actions you wish to implement wider support, e.g. to parents, or accessing improved technologies, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
--------	------------------	------------------	------	------------	----------

			£		
			£		
			£		
			<b>Total spend:</b>	£	

## Summary report

<b>What is the overall impact of spending?</b>

How will changes be communicated to parents and stakeholders?

Final comments

Final spend: £