

Page 1- Overview

Page 2- Impact of COVID, Analysis and Key areas of focus

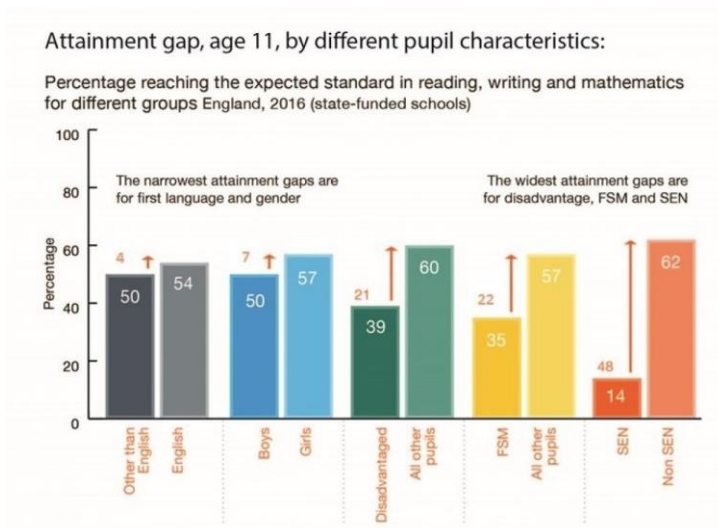
Page 3- Sector offer for catch up spending

Page 4- Action plan

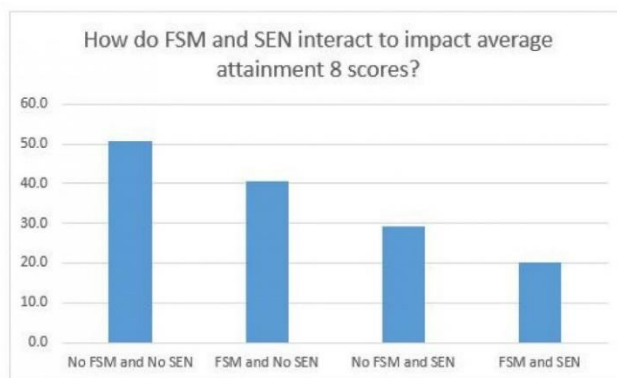
Key facts

- Special schools to receive £240 per pupil for catch up funding.
- After top slicing for Trust impact- £80 pp in special sector
- TWHF Special school sector income- 45k approx.
- After top slicing – 15k for school specific interventions
- EEF research reports the widest attainment gaps are for disadvantaged, FSM and SEN pupils (2016).
- TWHF Special school sector reading ages analysis from July 2020 identifies both secondary school pupils having 1yr reading age regression rates.

Background reading



- Attainment 8 scores are lowest when you combine FSM and SEN (2018).



Source: Schools, pupils and their characteristics: January 2018

All 3 special schools in the TWHF are above the national average for FSM in their schools.

Areas of greatest impact – The Peak, St Luke’s and Nylands

- Reading ages down on average 1 year per pupil (See Secondary school’s analysis reports).
- PASS analysis reports pupil’s self-esteem and preparedness for learning as the lowest reported areas in schools (See school PASS analysis reports).

Areas of Key focus

Support great teaching by investing in targeted CPD- leadership, teaching and specialist training (behaviour and SEN).

Special sector key focus – Literacy in schools

1. Personalized learning pathways
2. Scaffold support
3. Systematic and cumulative support
4. Multi-sensory activities
5. Home resources and training for parents- Key area of concern in Special sector - especially if another state of lockdown or long term absence occurs.
6. Motivate and reward success

Key areas to enhance in school programs

Read, Write Inc. program (RWI) up to year 6 or phonic development – ALL 3 schools trained. Align the timetables in all 3 schools for 1st session every day to consist of phonic or literacy intervention including;

- a. Comprehension express
- b. Phonics- shared reading
- c. Guided/ shared reading

At the same time – review the writing strategy at Nylands and informally the teaching of phonics and reading. Similarly review the St Luke’s strategy.

Breakdown of menu across the Special Sector (exact figures within TWHF breakdown)

MAT – top slice %

- TWHF leadership development
- Curriculum development – Remote learning support
- System leader network training
- Teacher training development program for TA's, HLTA's and UQT's.

SECTOR

- Improve access to technology
- Training for staff on remote learning and effective strategies
- Training for families to ensure most disadvantaged are IT literate
- Training for all sector staff in literacy support- Read, write Inc.
- Train the trainer for sector in literacy
- Reading programs to ensure swift recovery
- Literacy and numeracy interventions
- Structured 1-1 support
- Outstanding teacher program- Identify and deploy best staff across the trust
- Train governors on catch up spending and pp

SCHOOL

- Investment in reading materials
- Specialist 1-1 phonic intervention – additional catch up
- Reward attendance, attainment and behaviour
- Pastoral support – developing self- esteem and readiness for learning

Low cost activity to maximize spend

- Ethos of attainment – high aspirations
- An unerring focus on high quality teaching
- 100% buy in from all staff conveying positive and aspirational messages
- Identify main barriers to learning and progress
- Frequently monitor progress
- When slow progress is observed- put interventions in rapidly
- Deploy best staff to support pupils – Develop skills of existing teachers
- Collect, analysis and use data relating to individual pupil progress
- Replace 1-1 with small group work
- Evaluate interventions earlier
- In depth training for all staff on chosen strategies
- Use of performance management to reinforce impact
- Train governors
- Senior leader in charge of spend and impact

Action Plan 20-21 catch up funding spend

	Area of intervention / spend	Intended impact	Evidence of impact	Led by	Time	Cost
	Whole MAT spend	Leadership development <ul style="list-style-type: none"> - Subject leaders - Subject leadership Online learning platforms and IT related spend Recovery curriculum spend	Leadership development through SSAT in house training Improved online services across all schools Improved access to IT hardware	WHF SLT	20-21	Within top slice
Sector specific spend						
1	CPD	1. Develop senior and middle leadership with specific focus on <ul style="list-style-type: none"> - Teaching and learning - Raising achievement - Specifically, Senior leadership teams and Literacy leaders 	Sector leadership strengthens PMR targets hold others to account	SLT	2020-2021	Within Trust spend top slice %
2	Rapid recovery of literacy gap	1. Literacy and reading strategy in each special school 2. Enhance reading materials including the development of multi-sensory activities 3. All 3 schools will have an unerring focus on literacy	Reading ages for pupils increases since the start of Sep 2020 avg. 1.5 yrs. Schools will ensure all pupils have access to materials and provision made available for home learning if required. Align the first lesson in all 3 schools for literacy intervention.	RL/ JB/ PH/JB special leaders and literacy leads	1. Strategy in place by Dec2020-reading age improvement by July 2021 2. Dec 2020 3. Nov 2020	£19k
2.1	Review literacy strategy	In depth analysis of strengths and areas for development	All 3 special schools will enhance their literacy strategy leading to a greater focus and rapid progress	RL- Primary SIT/ Heads and literacy leaders Supported by Primary SIT	By Dec 2020	Within committed budget
2.2	Governor training	Governors equipped to challenge and support schools regarding pp and catch up funding	Greater challenge within Governor minutes	RL/ KP	Dec 2020	Within committed budget
3	Pastoral – opportunities for experiences within the broader curriculum to develop key areas of personal development	Enhanced opportunities for outdoor education experiences Transfer skills into education setting to enhance personal resilience	Pupils self- esteem and preparedness for learning improves- All special schools in top centile groups against national data on PASS	Pastoral leads- AS/ TG/ GB	By July 2021	3K