



Use of COVID Catch up Funding – 2020-2021

1. Summary information					
Total number of pupils	108	Total budget	£27,600 Covid Catch up £1,800 16-19 Fund (English and Maths)	Total fund	£29,200

2. Catch-up premium strategy
Royal School for the Deaf Derby (RSDD) catch-up strategy includes all year groups and a broad range of subjects, all with equal importance. We have ensured that we have assessed the guidance offered to us and used official research to underpin decisions. The staff, at all levels, and pupils of RSDD are fully committed to ensuring that the partial school closures have a minimal effect on the students learning and well-being. This strategy will make sure that every young person, no matter their age or where they live, gets the education, opportunities and outcomes they deserve, by investing our time and funding on measures proven to be effective, particularly for those who are most disadvantaged.

3. Gaps identified; barriers to learning; trends identified; specific to SEN learning needs	
A.	Ensuring that any gaps in knowledge as a result of school closures are reduced by our catch up strategies
B.	Ensuring that students have positive levels of well-being and are confident they can achieve, despite the period of partial school closure, particularly around increased anxieties around friendships, life/death, socialising, and school.
C.	Increased parental stresses, leading to increased anxieties.

4. Outcomes expected, with success criteria.		
A	Pupils make good progress, as defined by tutors or subject leads, 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. To attain expected external accreditations	EHCP outcomes achieved 80% on average for each pupil. Positive responses from parent/pupil questionnaires. Data will show pupils' expected exam results are achieved. Reading progress, throughout the school, is good as predicted by tutors, literacy lead and teachers of English.
B	Reduction of anxieties through the use of art therapy and 1:1 support to provide CYP with an outlet with a differentiated approach allowing support to be targeted to individuals.	CYP report through survey monkey and tutor time that anxieties are reduced. Attendance monitoring.
C	A new system in place for parents evenings and Annual Reviews in 2020/21 to ensure regular dialogue between home and school regarding academic performance.	To maintain communication between the school and the parents regarding academic and emotional performance.

	Desired outcomes	Actions	Reasons	Measuring the Effect	Review method	Estimated Cost
A.	Pupils make good progress, as defined by tutors or subject leads, 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. To attain expected external accreditations particularly in English and maths	Targeted 1:1 support with qualified Teacher of the Deaf in normal school day with additional homeworking sessions. Purchasing of laptops for CYP use.	Some pupils would benefit from using personal IT devices for extended writing and access to on line teaching and learning.	Data of incidents of pupils unable to access learning. Involvement of staff e.g. Welfare and Behaviour Leads in governor meetings.	Data collection half termly presented to PWC Governors' report to FGB.	£18,900
B.	Reduction of anxieties through the use of art therapy and 1:1 support to provide CYP with an outlet with a differentiated approach allowing support to be targeted to individuals. To encourage motivation, engagement and resilience, as well as the support to 'bounce back' from life's challenges	Commission of qualified therapists to work with pupil premium young people. Incidents recorded and tracked against behaviour, safeguarding and ASPIRE data. Employing support mechanisms in school as part of the Wellbeing Team.	There is clear evidence that deaf CYP can suffer higher levels of mental health issues and anxiety than mainstream peers (NDCS). There may be difficulties at home in terms of isolation and communication.	CYP report through survey monkey and tutor time that anxieties are reduced. Attendance monitoring. Moderation, work scrutiny, learning walks, formal observations, progress data, Governor's meetings, feedback and questioning. Online systems indicate clear progression through activities.	Data collection termly and presented to PWC Governors report to FGB. This is linked directly to the school Development Plan.	£8,000
C.	A new system in place for parents' evenings and Annual Reviews in 2020/21 to ensure regular dialogue between home and school regarding academic performance.	Processes set up to allow on line meetings to reduce footfall and visitors within the school. IT system and cameras to be updated. Room allocation for meetings / reviews.	To maintain communication between the school and the parents regarding academic and emotional performance	Parent and community feedback. Monitoring of attendance to meetings.	PWC	£2,300