



Booker Park School

COVID-19 Catch-Up Fund
2020/2021

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| Academic Year: 2020/21 | Total fund allocated: £53,520 (£225 per pupil) Allocated spending so far: £14, 412 Remaining funds available: £39, 678 | Date Updated: November 2020 |
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| Outcome 1: Pupils will meet their therapeutic goals | Percentage of total allocation: 24% |
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| Baseline/Reason: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
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| <p>Due to their absence from school, pupils were not able to receive their individual input from classroom staff for their therapeutic goals.</p> <p>Programmes were provided to parents, and support was available, but parents report concerns in this area.</p> | <ul style="list-style-type: none"> Recruitment of 1 TA OT/SaLT/Physio/SLT to identify pupils for whom there is concern around their therapeutic input TA to be trained by the therapists in delivering specific programmes to individuals TA to ensure that each child receives their programme at least once a week (this will be additional to the delivery of the programme by classroom staff) | £12, 842 (TA wage for one academic year) | Achievement of therapeutic goals | It is possible that this role will continue for the next academic year. |

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| <p>Review/ evaluation</p> <p>December 2020: Discussions had with therapy teams so they could start to prioritise pupils. Recruitment for role started. Interviews in January.</p> <p>January 2021: Recruitment paused due to uncertainty over lockdown situation.</p> |
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| Outcome 2: Pupils will attain sufficient emotional regulation to enable them to engage in learning | | | | Percentage of total allocation: |
|---|--|---|--|--|
| | | | | 3% |
| Baseline/Reason: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>A number of pupils are struggling with their emotional regulation since returning to school. They are requiring a higher than usual staffing and require use of the sensory processing room (swing room) for significant amounts of time, resulting in other children not being able to use it.</p> <p>A high level of behavioural incidents are recorded for some of these pupils</p> | <ul style="list-style-type: none"> Identify room in school that could be turned into a temporary withdrawal/regulation space Site team time to prepare room Purchase regulation equipment (including a portable swing). Timetable to be put in place children into room Re-do timetable for main room allowing more pupils to access it Consider the option of loaning the swing to families over the summer holiday period. | <p>Approx £1570 (equipment, site team time)</p> | <p>Decrease in behavioural incidents linked to dysregulation</p> <p>Class teachers and therapists will report increased engagement in learning (evidenced through annual review reports)</p> | |
| <p>Review/ evaluation</p> <p>December 2020: room cleared and in use by some pupils (without the specialist equipment). OTs have identified equipment needed and prepared orders.</p> <p>January 2021: orders for equipment placed – delay in delivery until March. Aim to have room available from April 2021.</p> | | | | |

| Outcome 3: Pupils will develop their social interaction skills by having the opportunity to attend after school or holiday activity sessions | | | | Percentage of total allocation: |
|---|---|--------------------|--|--|
| | | | | % |
| Baseline/Reason: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>All children who have not been able to attend school will have missed opportunities for social interaction with others.</p> <p>This is a key part of our curriculum and crucial to learning (Piaget’s learning Theory)</p> | <ul style="list-style-type: none"> • Identify staffing availability • Identify location and liaise with site team • Research requirements re: insurance, pay etc. (particularly for holiday club) • Liaise with parents • Explore opportunities for sports coaches/use of pool for family swims and therapist led sessions • Explore family ‘stay and play’ sessions • Determine dates, and promote to parents. • Organise structure. | TBC | <p>Children returning to school post holidays will have maintained social interaction skills and familiarity with school site.</p> <p>Children will develop skills in interacting with peers outside the structured classroom environment.</p> <p>Children’s enjoyment of physical activity will be developed.</p> | |
| <p>Review/ evaluation</p> <p>March 21: survey to parents carried out – 97 parents responded to the survey with 65% wanting sessions in both May Half term and the Summer Holiday, and 33% only wanting activity sessions in the Summer Holiday. Adverts have gone to staff with regard to staffing. Dates have been identified as the weeks beginning 2nd and 9th August. Structure for holiday club has been determined as 3X 1.5 hour sessions over the course of the day resulting in 30 available sessions. After School Clubs will be organised for the new school year.</p> | | | | |