



## **COVID Recovery Premium**

### **Planned Expenditure Summary 2021-2022**

Total number of pupils:	185
Total catch-up premium budget:	19,720.00

### **Strategy Statement**

Children and young people across the country have experienced unprecedented disruption to their education due to the COVID-19 pandemic. As a result, the government has allocated additional funding for schools to support in the delivery of a 'Covid Catch-Up Programme' to redress some of the impact of the national lockdown, which includes both the academic impact and any impact on student's mental health and wellbeing. Most students have transitioned extremely well back into Melland High School, however following a period of 'watchful waiting', some students are showing the need for additional adjustments and interventions due to their time away from school. The Catch-Up fund allows each school the flexibility to utilise the funding how they best see fit and select the strategies that will provide the greatest impact and support for all. Our catch-up strategy, detailed below, aims to support students across school linked to their personal targets in all areas of the curriculum, as well as their personal development and wellbeing. We have used the EEF 'Covid Support Guidance for Schools' document to inform our planning.

Melland High School's priorities for the Covid catch-up premium therefore are to provide an Occupational Therapist across the school population for an additional period of 60 days in order to assess and support identified groups of students and/or individual students who have lost specific skills and abilities over the lockdown periods and who would therefore benefit from an OT therapeutic recovery programme.

The OT will assess and support students at all levels of ability and within the three MHS curriculum pathways and will work closely with individual teachers and support staff to identify relevant students for assessment and targeted intervention.

The OT will work closely with SLT to identify specific equipment and resources needed to enable the interventions to be successfully delivered. The OT will also provide specific programmes for groups/individuals and where appropriate, training to enable staff to maintain the interventions over a longer and sustained period.

The OT will work with identified staff to evaluate the impact of each intervention in terms of students increased mobility/improved sensory processing/emotional regulation, especially where these skills and abilities have been affected by periods of isolation/lockdown during the pandemic.

### **Barriers to learning**

- Lack of community access or support mechanisms during lockdown e.g. short breaks / befriending service
- Lack of support from support agencies within the home context e.g. physiotherapy/hydrotherapy/mobility aids etc.
- Difficulties in accessing remote learning including the additional need for specific sensory resources



## Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
SLA securing an additional 60 days of Occupational Therapist provision across the school	<p>Increased student engagement in lessons as a result of specific OT interventions</p> <p>Students able to clearly and demonstrably recognise and identify need for emotional regulation and how and when to successfully address this</p>	<p>Feedback from Parents/Carers and multi-agency professionals via a range of formal/informal meetings and conversations identified the potential loss of / decline in a range of skills and abilities for students following the pre &amp; semi-formal curriculum.</p> <p>In addition similar feedback indicated a change in the ability of students following the formal curriculum in their ability to self-regulate their emotions and feelings. This was confirmed following a series of targeted lesson observations on students return to school following lockdown</p> <p>Advice &amp; guidance from BF's EP also informed the provision of an OT in order to address these issues</p>	<p>Strategic line management of OT by AVP with responsibility for Personal Development</p> <p>Individual/group programmes devised by OT with impact regularly monitored and evaluated</p> <p>Programmes, practice and intended outcomes shared with class teams to ensure holistic approach</p> <p>AVP to gather evidence of impact of improved skills across all curriculum subjects and as part of each student's health and wellbeing e.g. via Tutor Group activities &amp; discussion</p>	KM/HoDs/Class Tutors	Termly
Total budgeted cost:					19,800