

Summary Information

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Total number of pupils:	206 (85 PPG)		
Total catch-up premium budget:	£42,134		

Strategy Statement

The national impact of covid on education led to a resultant number of gaps in learning demonstrated by national research and evidence. In the nature of a special school, all students have gaps in learning and these will vary in extent and variety. As a rule of thumb, and in alignment with the Local Authority admissions guidance, students attending Pinewood will present as around one third to one half their chronological age in terms of their cognitive profile. It is recognised that this is necessarily a “spiky” profile and that there will be areas of strength and challenge that will vary from student to student. A key consideration is that it is not possible, with some students, to identify gaps resulting from Covid and gaps resulting from their learning difficulty.

Mental Health concerns were identified as national issues as a result of Covid and the agreed actions take this into account.

The core aim is to enable students to effectively support students' mental health needs so they can be engaged with their learning and make progress as a consequence.



Action	Expenditure	Intended outcome and success criteria	What was the evidence and rationale for this choice?	How did you make sure it was implemented well?	Staff lead	Review
<p>Provide further social and emotional support via a school councillor to help students to stay in lessons, engage with learning and tackle barriers to attendance.</p> <p>Additional support via Behaviour Mentors to support students before, during and after times of crisis.</p>	<p>Extra day per week for the school counsellor</p> <p>Extra two days per week for a behaviour mentor.</p>	<p>Incidents of students unable to engage in lessons reduced.</p> <p>Incidents of students going into crisis have been reduced overall.</p> <p>Incidents of students in crisis in communal areas reduced.</p> <p>Incidents of students reentering crises in a short period of time are reduced.</p>	<p>Analysis of previous and current data on the outcomes from the current counsellor and behaviour mentor support analysis already showed a significant positive impact on readiness for, and engagement with, learning.</p> <p>It was recognised through parent communication and staff observations that long periods of isolation had negatively affected mental health and well-being but also that reintegration into school of students and staff due to anxieties developed out of fear of the illness but also amongst those who are on the Autism Spectrum required sensitive handling.</p>	<p>Protected time for students receiving and counsellor and mentors delivering.</p> <p>Support timetables agreed with form tutors during the first week of term.</p>	<p>TBa</p> <p>KJa</p>	<p>July 2023</p>

Additional In class support	Additional TA	Better support and more consistent support throughout the school. This ameliorates the need for movement of TAs to support learning and provides a predictable approach.	Students increased anxiety around who would be present in lessons when frequent changes of personnel then began to impact on learning.	Frequent monitoring of timetable and minimisation of changes due to absence.	SSm	July 23
Meta Cognition Training, Library Costs, software to support learning and social and emotional aspects (e.g. Clicker)	Training for staff and software to support	Staff greater awareness of approaches that can support learning and personal development.	Changes to the organisation of the school led to an identification of the need to undertake metacognition training to support staff in better planning and delivery for diverse groups. Use of Clicker indicated by diversity of learning styles within the school	Training for staff SLT timeline of monitoring Observation	AMu/CMo	July 23
Total budgeted cost:						£42,134