

Coronavirus (COVID-19) Catch-Up Premium

Coronavirus (COVID-19) Catch-Up Premium – planned spend at Lime Academy Ravensbourne

The Coronavirus (COVID-19) catch-up premium is additional funding that the Government have made available during the 2022/23 academic year to all state funded schools. These funds are for schools to use to support where pupils' learning and wellbeing have been impacted by school closures and subsequent disruption due to the pandemic.

The funds are allocated to all schools on a 'per pupil basis' for all pupils in Reception through to year 11. Special schools receive £240 per pupil.

Schools are free to spend the Coronavirus catch-up premium as appropriate based on the needs of their pupils and the professional judgement of teachers and school leaders. However, schools are accountable for how they use the additional funding and are expected to evaluate and monitor the impact of different approaches.

Main barriers to educational achievement faced by eligible pupils

The main barriers to educational achievement for all of the children at Lime Academy Ravensbourne are their severe and complex learning difficulties.

We are focusing on supporting those pupils most effected by the pandemic; this may be because they have not been able to attend school during the 'lockdown' or because they are struggling to adjust to the changes made to the school day resulting from the pandemic. Many students do not have access to quality activities and support in their local community and their families are often isolated and lack wider network to support the children to re-establish routines reduce anxiety and be in a position to readily redress the loss of skills and confidence that has been impacted over the last few year.

How we intend to use Coronavirus catch-up premium to address those barriers

We will provide additional targeted support to individual pupils to support them to catch up in their learning and to ensure their physical and mental wellbeing.

- The COVID-19 funding will enable us to provide curriculum development and interventions. These will be monitored by the leadership team who will evaluate the impact and make adaptations to provide the best support possible.
- The COVID-19 funding will also allow us to provide specialist interventions to ensure all pupils are exposed to learning experiences and interventions to impact on their ability and readiness to learn and the quality of their engagement.
- Wider strategy spend will include enhancing communication and independence; and resources to support pupils' emotional wellbeing to ensure they are ready and able to participate in learning activities.

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Amount received

For the 2022-23 academic year, Lime Academy Ravensbourne has been allocated £19200

Summary of planned provision 2022-23

Strategy Area	Specific Strategy	Success criteria	Impact	Cost
Targeted Academic Support	Curriculum support and development	Evidence that pupils learning environment and experiences are better suited to promote engagement and support pupils to progress towards curriculum aims and EHCP targets.	The curriculum is more individualized and incorporates a broad range of learning activity/opportunities for all learners. Reduces 'pause' and waiting time observed in classes around school.	£8000
	Activities and curriculum development for Preparation for Adulthood	Increased independence for pupils More pupils access local community	Appropriate age specific sequencing of curriculum Enhanced opportunities for our pupils to obtain skill sets which will help them when they leave Lime Academy Ravensbourne	£4000
	Intensive interaction training and support	Staff have skills to use this intervention/learning tool as part of the curriculum. We see intensive interaction as a weekly aspect of curriculum planning	Increased opportunities for pupils to engage effectively and be motivated to learn and to communicate. Engagement is improved for all pupils. Reduction in behaviours of concern and anxiety levels drop.	£4000

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	Sensory stories and use of drama	Teachers and staff have greater understanding and skill in using sensory stories and dram to bring stimuli to life and engage pupils. Pupils are observed in EfL to take part in sensory stories and Drama type activity.	Increased opportunities for pupils to develop communication skills, creative skills and attention skills Planning includes both as part of regular curriculum. Reduction in behaviours of concern and anxiety levels drop. Increased enjoyment for all.	£3800
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How we'll measure the impact of Coronavirus catch-up premium

We use a range of approaches to collect, collate and analyse data on pupil progress, including:

- measuring the impact of the above interventions
- on attainment through Deep dives,
- EfL scrutiny,
- Annual Reviews and progress towards learning goals and end of Key Stage targets.
- Evolve data
- Medi tracker data
- My concern data
- QA cycle