

1. Summary Information					
School	Greenbank School			Type of SEN (e.g. PMLD/SLD/MLD etc.)	ASC
Academic Year	2020-2021 2021-2022	Total Catch Up Grant budget	£240 per pupil so £26,640 expected total if per pupil £23,760 if based on commissioned numbers. £5940 received in September 2020	Date of most recent Grant Review ASC, Social Communication.	November 2020

2.
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p><i>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</i></p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium</p> <p>Curriculum Expectations for the Next Academic Year</p>

All pupils should continue to receive a high-quality education (within and outside of the National Curriculum) that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life, regardless of disruptions or possible requirements for some work to be delivered and accessed remotely.

The curriculum remains broad and ambitious

All pupils to continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

When needed, remote education is high-quality and safe, and aligns as closely as possible with in-school provision. Schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.

Aim to return to the school's normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.

Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.

Develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of local restrictions.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support>

3. Barriers to future attainment	
A.	Access to shared and collaborative working with peers linked to long term remote learning
B.	Access to communication and social interaction with peers linked to long term remote learning
C.	Possible barriers to utilising remote working due to Pupils SEN requirements. Remote offer is often not as engaging and able to provide appropriate differentiated access to learning activities and opportunities as school based classes can be.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Year 10 and 11 students to have access to an extra GCSE (science) if they are able to access it in order to maximise the qualifications they leave school with	<ul style="list-style-type: none"> • Students able to be assessed for ability to access GCSE • Students able to access GCSE content • Students able to sit exam • Students able to obtain qualification
B.	All students to have access to an e learning platform to enable the continuity of high quality education within school and remotely and also ensure families are able to engage with students learning and progress	<ul style="list-style-type: none"> • All students to be set up with access for e-learning • All families made aware of e-learning platform and supported with accessing it • Students able to access and use e-learning for any work required to be done remotely, such as if they are self isolating
C.	All Pupils to have a class iPad that can be used for personalised learning and interactive sessions whilst also enabling social distancing is maintained	<ul style="list-style-type: none"> • All pupils assigned an ipad • All classes to have enough ipads • ipads being utilised in classes for interactive sessions, also utilising the board technology links to these ipads.
D.	Pupils to have wider experiences supporting teamwork, communication, problem solving skills within schools ambition to promote 'Cultural Capital' and 'Skills Builder'.	<ul style="list-style-type: none"> • Access to workshops covering a range of focus areas- Numeracy, Science, Cultural.

5. Planned Expenditure (A)

Academic Year	2020-2021	Year 12 students to have access to an extra GCSE (science) if they are able to access it in order to maximise the qualifications they leave school with, future post 16 pathways and careers aspirations.			
Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Specific cost:	Staff lead	When will you review implementation
Quality Teaching for all: Targeted support: 3 students able to access extra GCSE Biology to be offered 20-21.	Specialist Biology teacher to deliver GCSE Biology as part of future career college ambitions as evidenced during EHCP review.	Approach- ensure that students are assessed for ability and access is available for all who would benefit. Assessment of pupils on course to be done half termly.	Science tutor at £279.56 per week x 39 weeks per year able to deliver to a class of students	Daniele Langford	Jan 2021

Total budgeted Cost	£10,902.84
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5. Planned Expenditure (B)					
Academic Year	2020-2021	All students to have access to an e learning platform to enable the continuity of high quality education within school and remotely and also ensure families are able to engage with students learning and progress			
Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Specific Cost:	Staff lead	When will you review implementation
Quality Teaching for all: Pathway specific resources, apps and websites to ensure consistency across the school E schools portal for all students	The Education Endowment Foundation (EEF) guidance Report 'Working with parents to support children's learning' advocates a joint approach to goal setting and agreeing and implementing specific strategies. This is emphasised by a joint approach in targeting work around 'catch up' to ensure that a collaborative approach is used for maximum impact.	Parent feedback survey Review of students access and use half termly and whilst they are requiring remote working Ensure policies are updated to ensure safety with more use of remote technology	My maths £625 licence fee E-schools-£277.50 licence fee Any personalised requirements budget £600	Daniele Langford	Jan 2021
Targeted support: age/phase/person specific apps,		Identification through learning walks and discussion with parents			

resources and website where needed		Class specific distance learning review by SLT			
Total budgeted Cost					£1,502.50

5. Planned Expenditure (C)					
Academic Year	2020-2021	All Pupils to have a class iPad that can be used for personalised learning and interactive sessions whilst also enabling social distancing is maintained			
Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Specific cost:	Staff lead	When will you review implementation
<p>Quality Teaching for all: equal access to technology for all students to have differentiated class work delivered and to support collaboration amongst the class</p> <p>Targeted support: apps required for individual needs to be able to be purchased and rolled out</p>	As 21 st C digital natives pupils should have access to up to date technology to supplement learning objectives delivered by the class teacher. I-pads act as an additional tool to promote independent learning at a differentiated level for pupils e.g. IXL. Remote monitoring allows teaching staff to monitor progress and build in challenge.	<p>Staff meetings to ensure technology is being used to full potential</p> <p>Lesson observations and learning walks</p>	<p>14 ipads purchased to ensure class numbers reflected @ £329 per ipad</p> <p>Further 33 require upgrading as old, budget £9900</p>	School Business Manager	Jan 2021

Whole school Themed workshops- Maths, Science, Community.	Whole school sign up to Maths , Science and Community workshops- promoting communication, team work problem solving.	Research feedback for agencies delivering; monitor pupil engagement / interaction. Post workshop feedback during whole school assemblies. Staff feedback.	Maths- £1264 Science- £699 Chinese Dragon- £499 Shadow Puppets- £549			£3,011
Total budgeted Cost						£3,833

Attendance 2021= 94.3% 21-22= 93.3%