

# The Midpoint Centre COVID-19 Catch-up Premium Report

## **Funding allocation**

*Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.*

## **Use of funds**

*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](#). (See also [EEF - School Planning Guide 2020-21](#)). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.*

## **Accountability and monitoring**

*As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.*

## **COVID-19 catch-up premium spending: Summary**

SUMMARY INFORMATION			
Total number of pupils:	67	Amount of catch-up premium received per pupil:	£240 £80 for Dual Registered
Total catch-up premium budget:	£ 13,280		

## STRATEGY STATEMENT

### Catch Up Strategy Statement

- The Catch-Up Premium funding will be clearly identifiable within the Centre's budget.
- The Executive Headteacher in consultation with the Management Committee and Heads of Centre and Service Areas, will decide how the Catch-Up Premium is spent for the benefit of disadvantaged young people.
- Lawnswood Campus will be accountable for how we have used the additional funding to support the achievement of those young people covered by the Catch-Up Premium.
- Lawnswood Campus will monitor, evaluate and review the success of the impact of the Catch-Up Premium at the end of each term.
- The Heads of Centre will complete a Catch-Up Premium Report to share with the Management Committee and Parents/Carers on the impact of the Catch-Up Premium and how effective the intervention has been in achieving its aims.
- Lawnswood Campus will publish the Catch-Up Premium Strategy and the Catch-Up Premium Head of Centre Reports on our websites.

### Strategy Aims:

- Close the gap between disadvantaged young people and their peers September 2021
- Increase the number of disadvantaged young people GCSE Levels 4+ in English & Maths and Function Skills Level 1/2 passes in Maths & English
- Improve attendance for disadvantaged young people
- Improve mental health and wellbeing support for disadvantaged young people
- Embed the principles of positive restorative practice with a focus on disadvantaged young people
- All disadvantaged young people engage in the Catch-Up Curriculum Intervention Programme in the Easter Holidays and Summer Term Half Term
- All disadvantaged young people engage in catch up work and homework via laptops at home.
- All disadvantaged young people supported by Transition coaches through the summer holidays.

## BARRIERS TO FUTURE ATTAINMENT

### Barriers to learning:

- The majority of young people arrive at our Centre with significant gaps in learning due to adverse childhood experiences. These include significant trauma, bereavement, bullying, attachment issues, exclusions and diagnosis of special educational needs. This is exacerbated, in some cases, by social deprivation and family dynamics.
- Staff, young people and parent questionnaires regularly conducted and actions agreed from responses. Many parents support the work of the Centre but are not always in tune with their child's needs and how to best support them. Families are supported in the Centre to understand the positive ways forward to support their child's learning and emotional needs.

### Academic barriers:

A	Gaps in general learning. Presently addressed through: <ul style="list-style-type: none"><li>• Small class teaching, 1:1 support, maintaining EHCP short term targets, processing EHCP referrals</li></ul>
B	Literacy levels. Presently addressed through: <ul style="list-style-type: none"><li>• Small class/1:1 intervention, reading pens, access arrangements applied for, processed and practiced.</li></ul>
C	Emotional needs/mental health. Presently addressed through: <ul style="list-style-type: none"><li>• Keyworkers, in-house therapy service/CAMHS collaboration, staff training, PSHE curriculum, STARNet, bespoke packages.</li></ul>

## ADDITIONAL BARRIERS

**External barriers:**

The majority of young people arrive at our Centre with significant gaps in learning due to adverse childhood experiences. These include significant trauma, bereavement, bullying, attachment issues, low self-esteem, mental health issues exclusions and diagnosis of special educational needs these are exacerbated, in some cases, by social deprivation and family dynamics.

D	Attendance. Presently addressed through: <ul style="list-style-type: none"><li>Rewards programme, regular reviews, attendance officer, home visits, bespoke packages, collaboration with professionals from external agencies.</li></ul>
E	Home environments. Presently addressed through: <ul style="list-style-type: none"><li>Building of relationships with families, supporting IT within the home, in-house therapy service works alongside parents/carers, collaboration with external professionals, Early Help Assessments, food deliveries, Local Authority provides transport to and from Centre.</li></ul>
F	Family dynamics. Presently addressed through: <ul style="list-style-type: none"><li>In-house therapy service works alongside parents/carers, collaboration with external professionals.</li></ul>

**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?
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Provide the opportunity for targeted small group and individual teaching with particular focus on re-establishing core skills and curriculum content (following sensitive, effective diagnosis assessment).	All young people gain 'catch up' time and gaps in learning are addressed.	Timetabled events including collapsed days to allow focus of core subjects, holiday catch-up schedules, etc. EEF: -summer schools 4* -small group tuition 2* -individualised learning 3*	All stakeholders to be involved and fully aware of the schedules. Transport to be provided. Relevant resources to be made available. Timetables to be negotiated.	CW	Weekly
To provide individual transport for young people to access Curriculum Catch Up programmes during Easter and summer half term.	All young people are able to access the catch up programmes and gaps in learning are addressed.	As above.	All stakeholders to be involved and fully aware of the schedules. Timetables to be negotiated.	CW	Weekly
Total budgeted cost:					£5400
<b>Targeted support:</b>					
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?

To continue the successful work of Post-16 Transition Coaches in 2020 to enable all young people the full opportunity to access their next steps.	All young people gain a college placement or apprenticeship. NEET is minimized	This was a significant piece of work in summer 2020 (three TAs employed to fulfil the role) resulting in all of our Wolverhampton young people taking meaningful steps towards their future qualifications. EEF: -mentoring 4*	Staff assigned to undertake the role with allocated young people. Relationships built with parents/carers and the support offered is clear to all involved.	CW	Fortnightly
Total budgeted cost:					£ 4500
<b>Other approaches:</b>					
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?

<p>To support mental health and well-being two staff members to gain accreditation and utilise skills as Trauma and Attachment Champions within the school environment.</p> <p><a href="https://www.traumainformedschools.co.uk/diploma-in-trauma-and-mental-health-informed-schools-and-communities-practitioner-status">https://www.traumainformedschools.co.uk/diploma-in-trauma-and-mental-health-informed-schools-and-communities-practitioner-status</a></p>	<p>Identified staff undertake training to act as trauma champions to enable young people to be further supported in their mental health. This in turn allows for access to education as issues are addressed.</p>	<p>Many students have significant trauma in their lives and require a high level of specialist support. This has been exacerbated by Covid-19.</p> <p>EEF: -social, emotional learning 4*</p>	<p>Trained staff will be allocated time with identified Young people/groups of young people to support their well-being. This will be in collaboration with our in-house therapy team to maximise staff knowledge and outcomes for young people.</p>	TH	Fortnightly
Total budgeted cost:					£2900

#### ADDITIONAL INFORMATION

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**Results Table 2019/20 - Grade/Points Distribution**

Grade	Photography	Science	Art & Design	English Language	Maths	Design & Technology	Food	Grand Total
1		1		3	7	1		12
2		4	2	8	10	2	1	27
2.5		2						2
3	1			4	2	1	2	10
3.5		2						2
4				2	1		1	4
6	1							1
7	1							1
1.5		1						1
W			3	4				7
<b>Grand Total</b>	<b>3</b>	<b>10</b>	<b>5</b>	<b>21</b>	<b>20</b>	<b>4</b>	<b>4</b>	<b>67</b>

Ofsted Report [Ofsted | Midpoint Centre \(Key Stage 4 PRU\)](#)

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Attendance from last 3 years

Attendance	%	PRUs Nationally
2017-18	48.68% ( 30 students )	64.7%
2018-19	59.24% ( 30 students)	65.6%
2019-2020	50 % (37 students)	