

Spring 2021



# Nightingale Home and Hospital Service

Coronavirus Catch-Up Premium  
Report

Recovery and  
Reconnection





## Nightingale Home and Hospital Service Coronavirus (COVID-19) Catch-up Premium Strategy 2020 - 21



### **What is the catch up premium and where does it come from?**

Young people across the country have experienced unprecedented disruption to their education as a result of Coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. We know that we have the professional knowledge and expertise at Lawnswood Campus to ensure that young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our recovery.

The Government has announced £1 billion of funding to support young people to catch up. This includes a one-off universal £650 million Catch-Up Premium for the 2020 to 2021 academic year to ensure that we have the support we need to help all our young people make up for lost teaching time. Lawnswood Campus's allocations will be calculated on a per young person basis, providing us with a total of £80 for each young person in years 5-11 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 our baseline in calculating future years' funding allocations.

### **The aim of Catch Up Premium:**

Lawnswood Campus will use this funding for specific activities to support their young people to catch up for lost teaching over the previous months, in line with the guidance.

Lawnswood Campus has the flexibility to spend our funding in the best way for our cohort and circumstances. To support Lawnswood campus to make the best use of this funding, the Education Endowment Foundation (EEF) has published a Coronavirus (COVID-19) Support Guide for Schools with evidence-based approaches to catch up for all young people and also a School Planning Guide: 2020 to 2021. We have used these documents to help us direct our additional funding in the most effective way.

### **Accountability and monitoring:**

As with all Government funding, Lawnswood Campus leaders must be able to account for how this money is being used to achieve our central goal of Lawnswood Campus's disadvantaged young people getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring Lawnswood Campus spend funding appropriately and in holding Lawnswood Campus to account for educational performance, our Management Committee will scrutinise our approaches to Catch-Up from September, including our plans for and use of Catch-Up funding. This will include consideration of whether Lawnswood Campus is spending this funding in line with our Catch-Up aims and ensuring appropriate transparency for Parents/Carers.

### **Allocation of funding:**

To achieve these Catch Up aims we have allocated funding into three areas:

1. Teaching and whole school strategies
2. Targeted academic support
3. Wider supporting strategies



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### 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 Sumer 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.



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<b>Nightingale Home and Hospital Service Overview</b>	
School name	Nightingale Home and Hospital Service
Students in school	45
Onsite provision	29
Offsite provision	16
Student Premium allocation this academic year	31
Catch up Premium Budget	£6,960 (£240 for each single registration and £80 for each dual registered place)
Publish date	February 2021
Review date	July 2021
Student Premium lead	Lindsay Watson
Management Committee Lead	Rachel King

### **Our Curriculum Intent, Implementation and Impact**

*“The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative (implementation) and for evaluating what knowledge and understanding students have gained against expectations (impact).”*

### **Intent**

Our curriculum is designed to give all of our children a broad and balanced education through coverage, experience and progression. We cater for a wide range of learners and endeavour to provide opportunities for all of our children to develop as independent, happy and confident learners in order to achieve their full potential and prepare them for their future lives. Alongside academic success we promote and encourage a nurturing side to learning that focuses on well-being and engagement. Opportunities for students to work towards individual outcomes are embedded throughout.

At the Nightingale Service we have four curriculum intentions that act as drivers for what we deliver.

#### **Intention 1 – A Sense of Self**

Our curriculum will ensure that all children develop an understanding of themselves, our Service values and an awareness of their place within the community.

#### **Intention 2 – Learning to Learn**

Our curriculum offer will ensure that all children develop secure learning to learn behaviours focused around exploration, resilience and perseverance, working with others and problem solving.

#### **Intention 3 – Knowledge and Skills**

Our curriculum offer will ensure that all children develop appropriate subject specific knowledge, skills and understanding in line with their stage of development.

#### **Intention 4 – Experience and Enrichment**

Our curriculum offer will ensure that all children experience a breadth of opportunities and activities that expand horizons within and beyond the traditional learning environment of the classroom.



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### **Implementation**

*If a child can't learn the way we teach, maybe we should teach the way they learn.*

Our conceptualised curriculum draws on best practice and delivery from a number of different models and approaches. At the Nightingale Service, we recognise that as our cohort changes, so must the way in which we approach planning, teaching, learning and assessment. Our curriculum map continues to change and evolve to meet the individual needs of our children each year.

In order to provide students across the Nightingale Service with experiences that are relevant, interesting and challenging, and to identify opportunities for progression, we have adopted a curriculum structure which embraces a Project Based Learning (PBL) approach.

Because of the personalised approach to the curriculum we are able to meet the needs of all our learners. All children across the Service focus on targets based on their outcomes. Some students have an EHC plan in place, the Service is able to measure the impact of any intervention and is monitored carefully to ensure that they support progress.

### **Impact**

#### **Intention 1 – A Sense of Self**

Children have a positive self-image, high well-being and engagement and are able to relate well to members of the school community. They take pRecovery and Reconnect in themselves, their learning and the school environment.

#### **Intention 2 – Learning to Learn**

Children are active participants in their learning who are keen to take part and work with others. They have developed a 'have a go' attitude and are able to draw on previous experiences in order to solve new problems.

#### **Intention 3 – Knowledge and Skills**

Children demonstrate progress in their subject knowledge and skills. They are able to retain and apply this over time and in different contexts. Children require reduced levels of support to access their learning and their fluency and accuracy is improved.

#### **Intention 4 – Experience and Enrichment**

Children are engaged in their learning and talk with enthusiasm about experiences they have taken part in. They access their learning in a variety of environments and are able to apply their knowledge and skills accordingly.



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<b>Learning:</b>	
<p>Overview of Service's curriculum</p>	<p>Our aims for the return, reset and reboot of our <b>'Recovery and Reconnect' Curriculum</b> using a blended approach to each individual's challenges, considering no young person or staff member will return untouched by their experiences during lockdown.</p> <p>The intention behind our Recovery and Reconnect Curriculum for our staff is ...</p> <ul style="list-style-type: none"> <li>• To allow everyone within our service space to reconnect, recover, engage and rebuild resilience</li> <li>• To consider the experiences faced in lockdown, to have the tools to deal with the emotions and the challenges that have arisen for ourselves as practitioner's in order to reflect and re-approach this with our young people.</li> </ul> <p>The intention behind the Recovery and Reconnect Curriculum for our young people is ...</p> <ul style="list-style-type: none"> <li>• To rebuild trust and relationships</li> <li>• To regain skills to socially interact with adults and peers.</li> <li>• To regain skills to co regulate or self-regulate emotions and behaviours</li> <li>• To regain skills to recognise and manage emotions</li> <li>• To redevelop strategies to understand self-care and wellbeing (thrive and flourish)</li> <li>• To remember, feel and celebrate success</li> </ul> <p>All of this leads to a student who is ready to re-access the <b>Recovery and Reconnect Curriculum</b> and ....</p> <ul style="list-style-type: none"> <li>• To re-engage in learning</li> </ul> <p>What does this mean for our learners and what does it look like in school?</p> <ul style="list-style-type: none"> <li>• The Whole Centre Holistic Approach</li> <li>• Bespoke Targeted Approach</li> <li>• Regulatory Approach</li> <li>• Phased Approach</li> </ul>
<p>Arrangements for baselining current skills and knowledge to identify gaps in learning for catch-up</p>	<p>Teachers will assess students against <b>Recovery and Reconnect Curriculum</b> and EHCP Outcomes over Summer Term.</p> <p>Leaders to review impact of COVID on:</p> <ul style="list-style-type: none"> <li>• Physical Wellbeing</li> <li>• Resilience (including Emotional Wellbeing – thrive and flourish)</li> <li>• Independence</li> <li>• Communication</li> </ul>



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<p>Plans for blended/offsite learning</p>	<p>All students to continue to access their online learning account through the use of Microsoft TEAMS</p> <p>Centre to undertake an updated audit of students who continue to have access to a remote device to support home learning (not smart phone)</p> <p>Centre to provide support for students who do not have access should they have to self-isolate again</p> <p>Offsite and blended learning will consist of (rigorous tracking system in place):</p> <ul style="list-style-type: none"><li>• Online video learning</li><li>• Online learning resources</li><li>• Online face to face learning</li><li>• Pastoral walks (offsite learners)</li><li>• Paper based work packs to be delivered at least once a week</li></ul>
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### Planned expenditure

The three headings below enable schools to demonstrate how they are using the Premium to support students, provide targeted support and support whole school strategies

### Quality of Education for all

Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
<b>1. All students make Progress towards their individual targets and EHCP Outcomes</b>	Teacher and Student focus is on re-embedding skills learnt towards their EHCP Outcomes through direct assessment and targeted support	During COVID student engagement with EHCP Targets through home learning limited the progress students could make	Teachers will evidence progress through new EHCP targets - monitored by LT	LT/Class Teachers	June 2021 October 2021 January 2022
<b>2. All students are able to access their individual bespoke curriculum</b>	All students are assessed against prior learning (Recovery and Reconnect Curriculum), including their ability to continue to communicate using their preferred communication method.	During COVID student engagement with Curriculum Targets through home learning limited the progress students could make	Teachers will evidence progress through new assessments, including the assessment of soft skills and Boxall Profile as well as academic assessments monitored by LT	LT/Class Teacher	June 2021 October 2021 January 2022
<b>3. All students will have access to remote learning if required</b>	All students to continue to access their online learning account through the use of Microsoft TEAMS	During COVID student engagement through remote home learning may have limited the progress students could make	LT will monitor alongside Class Teachers, student engagement and parental participation via supporting students in remote learning through centre's monitoring of the pastoral walks and remote learning record	LT/Class Teachers	June 2021 October 2021 January 2022





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Targeted support					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
<b>1. Appropriate Assessment for all students March 2021 onwards</b>	All staff to be involved in new assessment procedures including soft skills assessments	Students make progress across the curriculum and in their personal development if they are able to engage regularly.	A functional Assessment of all students will be undertaken and shared with LT and evidence towards this will be through our soft skills assessment (EHCP/Curriculum) – LT will monitor	LT	June 2021 October 2021 January 2022
<b>2. Students are emotionally resilient and ready to learn</b>	Access to appropriate support from specialist teaching assistants and teaching staff throughout all areas of the curriculum offered.	Students engage in their learning when their resilience is high and their emotions are balanced. Resulting in higher levels of engagement.	All identified students will have a bespoke individualised programme of learning. Monitoring of attendance and level of engagement will be recorded (EHCP/Curriculum) – LT will monitor	LT	June 2021 October 2021 January 2022
<b>3. Students are able to maintain and develop their physical wellbeing</b>	Access to outdoor learning activities, sports hall use for team games and possible use of the fitness suite in addition to the outdoor activities on offer. For example: Offsite Orienteering course, environmental detective project, and other physical activities lined to out D of E Award.	Students who are not physically active, may have had limited access to facilities during COVID. Their mental health or other illnesses may have impacted on their ability to take part in and physical activities.	All identified students will have a bespoke timetable that will incorporate a physical menu – LT will monitor	KP and members of LT	June 2021 October 2021 January 2022



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Other approaches					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>1. Students will continue to develop their engagement to learning, their self awareness, self esteem and social skills in order to thrive and flourish</b>	<p>Students as part of their curriculum will develop their individual skills.</p> <p>Individual resources may need to be purchased to support individual student knowledge and practical skills around soft skills development.</p>	<p>Student attendance improves if students are well and able to attend school.</p> <p>An increase in their own self esteem and confidence</p>	<p>LT will monitor progress and evidence towards this recorded by all staff (EHCP/Curriculum)</p> <p>SB - will monitor attendance alongside LT</p>	<p>LT</p>	<p>June 2021 October 2021 January 2022</p>
<b>2. Continue to develop the Accelerated Reader and Star Maths programme in order to further development independent reading skills</b>	<p>Curriculum will develop and support their reading and mathematic skills to enable them to access appropriate information to support their independence and understanding.</p>	<p>Students may require additional support and resources due to the impact that COVID may have had on their engagement to learning.</p>	<p>Class Teachers will, through Curriculum engagement be able to evidence student progress towards outcomes – LT will monitor</p>	<p>LT</p>	<p>June 2021 October 2021 January 2022</p>



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Review of activities			
Quality of Education for all			
Desired outcome	Chosen action / approach	Impact	Lessons learned
Targeted Support			
Desired outcome	Chosen action / approach	Impact	Lessons learned
Other approaches			
Desired outcome	Chosen action / approach	Impact	Lessons learned