Elmwood's Principles regarding COVID-19 Premium Funding

This is the second release of additional funding to support schools as part of their COVID-19 recovery. The funding is allocated across two financial years (but one academic year). The premium is focussed on pupils who are not / or at risk of not achieving their expectations throughout the 2021-22 academic year, thus in turn reducing the risk of further gaps and long term negative impact of COVID-19.

Autumn Term One 2021	Autumn Term Two 2021	Spring Term One 2022	Spring Term Two 2022	Total
£3,552	£3,552	£3,552	£3,552	£14,208

This equates to £194.63 per pupil / based on 73 pupils on roll.
Schools will have the freedom to spend the premium, which is additional to the underlying schools budget, in a way they think will best support the reducing of the attainment gap.

Intent

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who fall within "the most vulnerable" and subsequent categories identified by the DfE.
- In making provision for pupils, we recognise that a high percentage of pupils are not making Age Related Expected Attainment. However, any work / experience is aspirational to support at least expected progress (academic and in regards to EHCP outcomes).
- Catch-up premium funding will be allocated based on risk factors associated with "the most vulnerable" and barrier for them in not making at least good progress.

Implementation

- 1-1 or small group support from a qualified QTS teacher upon returning to school after a period of self-isolation or individual teaching using zoom or MS Teams for those whose anxiety is still heightened around returning to school.
- Consent from parent, pupil and staff member secured.
- Purposeful activities that directly support the pupil *(and indirectly any member of the family residing within the house)* mental health and wellbeing.
- Access to appropriately trained staff to support through "Art" as a vehicle to provide emotion coaching situations and direct Trauma Informed Practice.

Reporting

- It will be the responsibility of the Headteacher to report in line Pupil Premium to Curriculum and Policies Committee.
- Pupil progress will be shared during Curriculum and Policies Committee.
- Expenditure of the premium – the DfE have encouraged to frontal load the payment to maximise impact on pupil progress.
- Reports will be shared on the school website (in line with DfE expectations within Pupil Premium spending https://www.elmwood.walsall.sch.uk/teaching-and-learning/pupil-premium

Expenditure (contribution towards)
• Additional in class support for Year 7 pupils to mitigate lost learning from Primary school. (English and Maths lessons 1 Teacher; 2 Teaching Assistants for 7 pupils). • Re-deployment of current staffing to have rota staff available to support any pupil returning from self-isolation to receive an intervention prior to returning to full elements of their class cohort. • On-line resources to support the effective diagnostic approach to reading. • Reading books to enhance and improve the text driven English Curriculum. • Enhancement of the "Art Therapy" training from 2020-21 to enable greater support and opportunities for staff to "teach in the moment". 1 specialist within each learning base. • Heart rate monitors to look at additional strategies to identify when to use self-regulation strategies (class size). • Launch of alternative curriculum (within PE) to work in collaboration with Sport England and re-engagement with Physical Education. • Enhancement of equipment within the Fitness Suite (support pupil and staff mental health and well-being) and to work in collaboration with Sport England and re-engagement with Physical Education.

Impact (desired)
• Pupils will have the opportunities to re-establish routines and appropriate behaviours within the school setting. • Pupils don't feel a sense of overwhelmed with the "amount and pace of work". • The majority of pupil's resilience falls within good (or there is an improving picture). • The majority of pupil's Self-Esteem Indicators falls within good (or there is an improving picture). • The majority of pupil's EMO-Diversity falls within the good category – supporting the presence of a positive mental health. • Pupil progress from July 2021 is indicative of at least expected progress (1APS per term) across Reading, Writing and Maths. • The FSM/Ever 6/LAC vs NFSM gap analysis is at least in line with previous academic years (prior to COVID-19).

Sustainability
• The additional resource of staffing the high quality educational and social and emotional support within Year 7 isn't sustainable as we continue to welcome additional pupils across the school and a greater focus on Year 11 attainment (during Summer Term 2022). • The desired impact will support a positive return to education and build resilience for future barriers (which they will have to overcome). • Any other challenges that occur following the COVID-19 pandemic will be managed through future Pupil Premium Interventions and the school's Local Offer.