

Manor School



Headteacher: Steve Thompson



Education Recovery Progress Report

End of 2020/21 Academic Year

Education Recovery Progress Report

Introduction:

In June 2020 the government announced £1 billion of funding to support children and young people to 'catch up' after the period of nationwide school closures which impacted on the 2019-20 academic year. As part of this, the Department for Education (DfE) set aside £650 million to support pupils who were identified as having fallen significantly behind as a result of the pandemic.

Schools were asked to use the sum available to them to prioritise support for pupils according to need. Schools were given the flexibility to spend this funding in the best interests of their cohort and circumstances.

According to the DfE the funds were intended to:

“Provide bespoke and highly personalised support to individuals and small groups of pupils in order address any gaps in learning which have emerged as a result of lost teaching time.”

<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>.

Funding Allocation:

Each school's allocation was calculated on a per pupil basis and special schools were provided with £240 for each place. The funding was allocated prior to our January 2021 expansion; at the time we had 174 pupils on roll. The funding break down can be seen in the table below:

Total number of pupils on roll	174
Funding received per place	£240
Total allocation	£41,760

Identifying Pupils Most in Need of Support:

Our pupils have highly personalised needs due to their learning difficulties and due to the specific barriers they face. Therefore, before planning how we would spend the allocated funds, it was important to firstly identify which pupils were most in need of additional support.

Following discussions, a multi-pronged approach was agreed and a matrix was created to assign all pupils, including those who transitioned to Manor School in January 2021, an 'Education Recovery Score.' At the time of developing the matrix, the most up to date assessment data available was the Spring 2 PIP data. This was considered together with a range of other factors which are outlined in the table below:

Identification Factor	Point(s) Awarded
<p>Spring 2 (2020/21) PIP Data Teachers assessed progress towards each pupil's Spring 2 PIP targets and gave a numerical score (1 to 4) to show how much progress they had made in relation to each. The following scale was used:</p> <p style="padding-left: 40px;">1 = No Progress 2 = Some Progress 3 = Good Progress 4 = Better Than Expected Progress</p> <p>Scores were then tallied and converted into a combined percentage; this gave an insightful indication of the progress that a child had made towards his or her Spring 2 PIP.</p>	21-30% = 3 points 31-40% = 2 41-50% = 1 51%+ = 0
<p>Previous Data Leaders also used data relating to pupils' pre-Covid PIP targets. When pupils returned to school in September 2020 teachers assigned a numerical score (1-4) to assess show how much progress had been made towards each target. This was then converted into a combined percentage. The lower the score, the higher the number of points awarded.</p>	21-30% = 3 points 31-40% = 2 41-50% = 1 51%+ = 0
<p>Time Spent Learning from Home in Spring 1 (2020/2021) Manor School remained open to pupils during the January to March 2021 (Spring 1) National Lockdown.</p> <p>We are very proud that every pupil whose parents wanted them to access onsite learning was able to access some form of onsite learning. However, due to significant staff shortages at times, full-time places had to be prioritised for the children of critical key workers and for those deemed to be most vulnerable (i.e. those with higher tier social care involvement).</p> <p>Due to the high rate of Covid-19 infection in Brent during this period, a significant percentage of our families opted to keep their child at home and chose to support them to access our Home-Learning offer (or Virtual School) instead of sending them in to school.</p> <p>We know that our children learn best when they're onsite due to the high levels of support they receive from our highly skilled staff and bespoke resources to support access to learning. We therefore felt it was important to acknowledge the impact that learning from home, for whatever reason, may have had on a pupil's progress.</p>	Full-time at home = 3 Part-time at home = 2 Full-time in school = 1
<p>Teacher Concerns Teachers were asked to use their 'teacher judgement' to identify any pupils that they felt were in particular need of additional support.</p>	Teacher Concern = 1
<p>Parental Concerns Parents who raised concerns about their child's progress at any point during the pandemic had their concerns considered.</p>	Parental Concern = 1
<p>Other Staff Concerns (SLT/ SaLT, OT, Inclusion) Colleagues in key non-class based roles were asked to identify any pupils that they felt were in particular need of additional support.</p>	Other Staff Concern = 1

<p>New to Manor School in the 2020/21 Academic Year We had two intakes of new pupils in the 2020/21 academic year.</p> <p>In September 2020, 24 new reception-aged children started with us and we also admitted a few additional pupils in Key Stage 1 and Key Stage 2. Due to our expansion, we admitted an additional 24 pupils in January 2021.</p> <p>This category was included to acknowledge that these pupils transitioned to our school during a year of unprecedented challenges; we also had less data and transition information handed over from previous settings than we typically would in “non-Covid” times.</p>	<p>New to Manor = 1</p>
---	-------------------------

Summary of Education Recovery Scores:

- The matrix used implies that the higher the Education Recovery Score, the greater the need for focused intervention. The maximum score that any pupil could be awarded was 13.
- Across the school, Education Recovery Scores ranged from 2 to 13; most pupils scored between 3 and 6.
- Pupils with a score of 7 or more were identified as being priorities for support / intervention. In total, 30 pupils were given a score of 7 or more.
- The 30 pupils with a score of 7 or more spanned 16 of our 24 classes. They also spanned all three of our Differentiated Provisions (Thyme, Lavender and Rosemary) and all three Key Stages (EYFS, Key Stage 1 and Key Stage 2).

The Nature of Support:

At the time of writing our initial “Catch Up” plan in November 2020, we provisionally identified that the funds would be allocated as outlined in the table below. Many mainstream settings opted to access the National Tutoring Programme as a key instrument for Education Recovery; however, due to our pupils’ complex needs this option would not have been an appropriate use of resources.

Nature of Support:	Cost:
Element 1: Targeted individual and small group interventions led by an Interventions Practitioner and associated additional resources.	£20,000
Element 2: Targeted individual and small group interventions led by Class Teachers and associated additional resources.	£15,560
Element 3: Additional individualised external ABA/VB consultation for identified pupils in Rosemary Provision classes and external behaviour and learning consultation for pupils in Lavender Provision classes (supplied by Love ABA)	£6,200
Total	£41,760

As outlined above, the pupils identified as being most in need of additional support spanned our full age and our broad ability range. It was therefore clear that in order to have any meaningful impact, interventions would need to be highly personalised and well differentiated.

Over 80% of our pupils have a diagnosis of autism and several find 'change' and/or working with unfamiliar people challenging. This, coupled with the challenges associated with recruiting a new Interventions Practitioner during the height of the pandemic, resulted in us making the strategic decision to focus on Elements 2 and 3.

Element 2 Interventions: *Targeted individual and small group interventions led by Class Teachers and associated additional resources*

An Education Recovery Action Plan template was developed and teachers used it to identify the type(s) of intervention that each identified pupil would benefit from the most. When writing a plan, teachers were required to link the focus area to one or more of the four EHCP Outcome areas, these being:

- 1) Communication & Interaction
- 2) Cognition & Learning
- 3) Social, Emotional & Mental Health
- 4) Sensory & Physical

Teachers were also required to identify one or more specific area(s) of focus. Foci areas depended on whether the identified pupil was a subject specific or a pre-subject specific learner. See table below:

Subject Specific	X	Pre-Subject Specific	X
Expressive Communication		Expressive Communication	
Receptive Communication		Receptive Communication	
Reading		Engagement	
Phonics		Exploration	
Writing		Realisation	
Number		Anticipation	
Geometry and Measure		Persistence	
PSHE		Initiation	
Attachment/ Thrive		Attachment/ Thrive	
Other		Other	

Teachers who had no pupils with a score of 7 or more were asked to focus on the highest scoring pupils in their class. Across all 24 classes, 61 Education Recovery Action Plans were compiled, thus meaning that over 30% of pupils were targeted for support supported via Element 2; teacher led interventions.

In order to provide teachers with the capacity to focus on the identified pupils in their class, additional teaching assistants were employed via specialist agencies. An additional TA was assigned to each of the Pods and a timetable was developed to ensure that interventions for the 61 identified pupils could be facilitated. As we were unable to proceed with Element 1 Interventions, an additional £6000 (approx.) was allocated to Element 2 Interventions.

The table below gives a sample of the kind of interventions that were delivered across the school:

Child	Differentiated Provision	Brief Outline of Education Recovery Plan Aims
Child A	Rosemary	<ul style="list-style-type: none"> To point to photos in his communication book to request motivating items with reduced errors per session To receptively identify at least 1 motivating item by item selection in a field of 3 To show increased engagement in activities that support self-regulation (identified by the OT)
		Frequency of sessions: 2x 25 min sessions per week
Child B	Lavender	<ul style="list-style-type: none"> To learn and be able to use the mand 'no' To increase the range of mastered receptive nouns, (including body parts), verbs, and tacts To develop motivation for learning – pairing at table, increasing VR of reinforcement and length of sessions To transition new learning back to classroom environment
		Frequency of sessions: 3x 25 min sessions a fortnight
Child C	Thyme	<ul style="list-style-type: none"> To work on his letter formation to enable him to begin to make marks that represent the letters of his first name To be able to match the letters of his name and to find some of the letters in his first name To use OT strategies to help with hand posture for letter formation
		Frequency of sessions: 2x 25 min sessions per week

Element 3 Interventions: *Additional individualised external ABA/VB consultation for identified pupils in Rosemary Provision classes and external behaviour and learning consultation for pupils in Lavender Provision classes (supplied by Love ABA)*

Throughout the pandemic, many of our families found it extremely challenging to cope with prolonged periods of lockdown. During this time many of their support networks and opportunities for respite were unavailable to them. They became not only parents, but teachers, Speech and Language Therapists, Occupational Therapists and play partners. For our parents whose children have very complex learning, communication, and behavioural needs this was especially difficult. Many of these children access our Rosemary Provision which delivers teaching based on the principles of Applied Behaviour Analysis/Verbal Behaviour. These pupils find it very difficult to engage with learning that is not “hands on” and practical, or delivered by highly trained staff.

After a period of engagement, we felt that the best way to support this particular group of pupils was to offer bespoke training with the aim of providing parents with the skills required to manage the specific difficulties they were faced with and to help them engage their child in learning. Families were prioritised for specialist support based on the following criteria:

- 1) Their child was not attending Manor School full-time due to the pandemic / restrictions in place
- 2) Their child had been identified for additional support through the schools screening system

Support was provided by the school's Inclusion Practitioners and our visiting BCaBA (Board Certified Assistant Behaviour Analyst) behaviour consultant who works for Love ABA. Love ABA provide specialist, bespoke consultation for schools and individual families.

9 families were selected to receive bespoke support across a 4 to 6-week period. This consisted of the following:

- 1) A screening telephone session with an Inclusion Practitioner (30 mins)
- 2) 2 bespoke zoom consultations (approx. 1.5 hours)
- 3) A follow up phone call (30 mins)

Sessions focused on areas of the parents' choice and included reducing challenging behaviour, increasing engagement in the learning sent home by the class teacher and supporting relationships with siblings. Resources to support learning and individual children were created and delivered to families, along with additional reading where relevant.

Written feedback was provided to parents via email following each session detailing clear recommendations from the Inclusion Practitioner and BCaBA.

Impact of Element 2 Interventions:

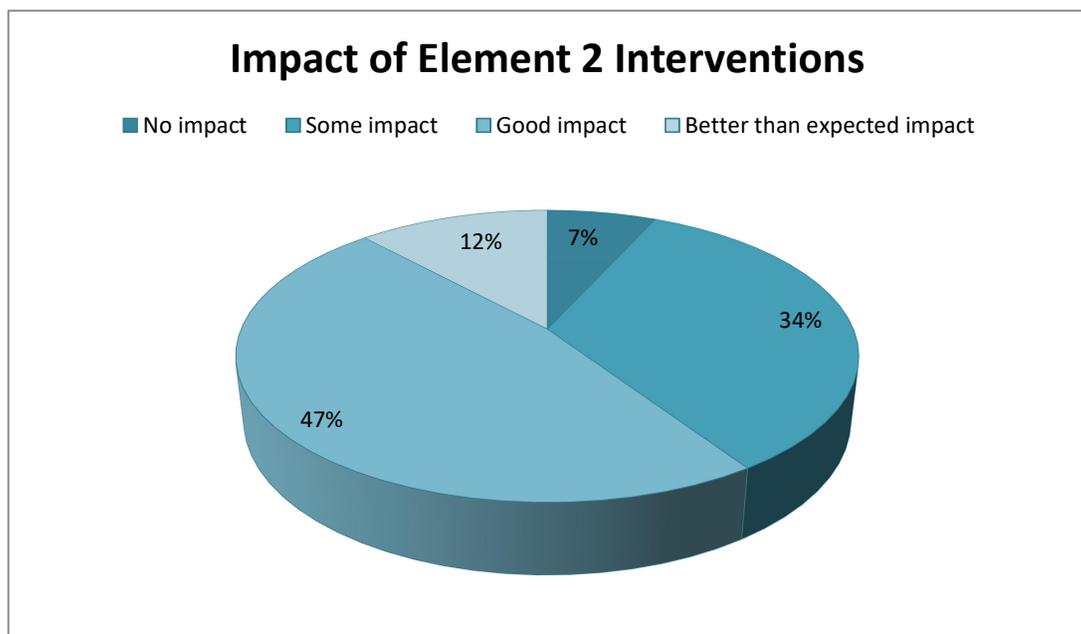
As of the end of the 2020/21 academic year a total number of 59 pupils received additional input as a result of Element 2 Interventions. Two pupils were unable to return from "Red List" countries and therefore didn't receive any additional input.

Teachers were required to give an overview of the progress being made in relation to the identified aims of the interventions that they were facilitating during summer term Pupil Progress Meetings. They were also required to complete a brief written overview, not exceeding 100 words. Senior leaders chaired all 24 Pupil Progress Meetings and welcomed input from the colleagues present, including members of our MAST and Inclusion teams.

Towards the end of the summer term, teachers were required to review the impact of their interventions using the four point scale identified in the table below. In addition, teachers were also required to record a written explanation (not exceeding 150 words) of the score given.

The cumulative impact of Element 2 Interventions can be seen in the table below and pie chart below:

Scale Point	Impact	End of Term Results	
		Fraction	%
1	No impact	4 / 59	7%
2	Some impact	20 / 59	34%
3	Good impact	28 / 59	47%
4	Better than expected impact	7 / 59	12%



- 93% of interventions had at least “some” impact.
- Almost 60% of interventions had a “good” or better impact.
- 12% of interventions had a “better than expected” impact.
- Only four of the 59 interventions had “no impact.” Where scores of 1 were recorded the following reasons were identified:

Identified Reason	Explanation
Medical	Unfortunately, pupil (Yr4) had several seizures; these impacted heavily on his attendance and on upon his engagement with sessions.
School refuser	Pupil (Yr6) had severe anxieties about returning to school and did not attend for much of the summer term. School worked closely with parents, Social Care and the Education Welfare Service to support home learning.
Poor attendance (x2)	Twin boys' (Yr6) attendance in the summer term was below 50%; this resulted in several missed sessions. School worked closely with the boys' mother and with the Education Welfare Service to address attendance concerns and support home learning.

The data indicates that Element 2 Interventions had an overwhelmingly positive impact on pupils learning and well-being. The bespoke nature of the interventions ensured that academic and social, emotional, & mental health concerns could be addressed by highly skilled practitioners. These additional targeted interventions have helped to support a smooth return to full-time education and have enabled individual pupils to fill specific gaps / address specific needs; this in turn has supported education recovery and has helped to provide pupils with firm foundations from which to grow.

Feedback from colleagues has also been overwhelmingly positive and teachers reported that having an additional member of staff in their room enabled them to offer the bespoke support that was clearly required after a turbulent period of schooling caused by the pandemic.

In some instances, particularly towards to end of the summer term (during the so called “Pingdemic”), the challenges on site resulted in some Element 2 Interventions having to be cancelled. It was possible for some, but not all, of these sessions to be re-scheduled.

Impact of Element 3 Interventions:

Parents were overwhelmingly positive in their feedback about the sessions provided in collaboration with Love ABA. Parents were invited to complete a survey; five of the nine families took up this opportunity. The results of the survey are summarised below:

- 100% of parents agreed that the number and duration of sessions offered was ‘about right’
- 100% of parents agreed that the information provided before the sessions, during the sessions and in correspondence afterwards was ‘excellent’
- 100% of parents felt that the sessions covered topics that were relevant and useful
- 80% of parents reported that they had seen improvements in areas of concern (one parent did not respond to this question)
- 100% of parents reported feeling ‘more confident’ with their child as a result of the intervention
- 100% of parents would like to receive further training / support of this nature
- 100% of parents reported that discussions with the IP and BCaBA during the session was useful to them
- 80% of parents reported that observation and coaching by the IP and BCaBA during the sessions was useful to them
- 60% of parents reported that resources provided between sessions were useful to them

- 80% of parents reported that the additional reading and information provided to them was useful

Some parents also shared written tributes; these can be viewed in the table below:

<p>Parent Tribute 1</p>	<p><i>Hi Emily,</i></p> <p><i>I am writing to say huge “thank you” to Amy, and Larissa for the amazing support I’ve received during our Zoom session.</i></p> <p><i>I was called before the session started to think of what area I would like support with. I wanted to work on ways to help E with his communication skills, using Makaton signs. I was aware that he was starting to learn Makaton as well as picture book as a form of communication at school.</i></p> <p><i>I am so grateful for their levels of patience and also the advice they gave. I was made very comfortable during the sessions; E was also present at the Zoom sessions. They encouraged and praised what I was doing with him at home which meant a lot and gave me more of a confidence boost.</i></p> <p>THANK YOU!!!</p> <p><i>Kind Regards,</i></p> <p><i>Amie</i></p>
<p>Parent Tribute 2</p>	<p><i>Hi Emily,</i></p> <p><i>Thank you for giving me the opportunity to share my experience.</i></p> <p><i>The sessions with Amy and Larissa were very helpful; they provided me with all the information and techniques that I needed to work with F. The most important outcome for F was that he started to use his communication book more at home; this really helped him to be more calm and enabled him to communicate with us more effectively.</i></p> <p><i>The sessions were very well organised, informative and there was enough time to discuss all the issues that worry me with them.</i></p> <p><i>Kind Regards,</i></p> <p><i>Diyana</i></p>
<p>Parent Tribute 3</p>	<p><i>Hi Emily</i></p> <p><i>The online sessions were amazing and very helpful; T struggled during the lockdown and it was a very difficult time for him and for us at home. You guys helped me to deal with T’s behaviour effectively.</i></p> <p><i>Thanks to all of the advice and strategies received during the sessions, we managed to continue working with T at home to improve his communication (which was amazing). Without the school’s input and advice, I know I would not have been able to support T so effectively by myself.</i></p>

I feel that T's behaviour and communication remained on track because of the sessions. Before the sessions (at the beginning of the lockdown) it was very difficult to try and establish a routine, it was also difficult to keep T calm and support him to do any type of school activity.

I am very thankful for the sessions and I wish we could have had a few more.

Thank you very much.

Hariadne

Conclusions:

It is evident that the additional financial resources that the school received in order to support identified pupils have been very well allocated thus far, despite us not being able to proceed with the Element 1 Intervention as planned and despite the aforementioned staffing challenges that we were presented with towards the end of the academic year. 59 pupils received targeted interventions, the vast majority of which resulted in positive outcomes; thus helping to mitigate the disruption caused by the pandemic.

A carefully selected group of pupils with particularly complex learning needs were supported via a highly innovative collaboration between school staff and external specialists from Love ABA. The positive impact of this work is clearly evident in the data and tributes above.

We carry forward an underspend of approximately £14,000 from the tranche of funding that was allocated in the 2020/2021 academic year. The Government has subsequently announced additional funds for the 2021/22 academic year. In an email sent by the DfE on the 1st July 2021, special schools were informed that they will receive £529 for 60% of places for the 2021/2022 academic year. As was previously the case, schools have been given the discretion to use the funding to support pupils whom they feel would benefit the most.

Future Actions:

As a school community, we sincerely hope that any disruption caused by Covid-19 is kept to an absolute minimum as we enter the new academic year and we are steadfast in our commitment to ensuring that all pupils are supported to make the most of their unique potential. We understand the need for us to keep a very close eye on each individual pupil's progress over the weeks and months ahead.

Key questions that we will continue to ask ourselves as we look to the future include:

- Does our Education Recovery strategy ensure that identified pupils are supported to make the best possible rates of progress bearing in mind the unique challenges they face?
- Are our systems robust enough, and if not, what needs to be done?

- How can we ensure longer term impact of our intervention work (i.e. recovery and beyond)?

To enable us to address these questions and to maximise the impact of the school's work, a strategic decision was made to create two new Education Recovery TLR positions. One of the positions focuses on co-ordinating support for our pre-subject specific learners and the other focuses on co-ordinating support for our subject specific learners. As part of their new remit, the successful candidates will be required to identify which pupils are most in need of additional support; identify and commission this support (internally and/or externally); carefully monitor the impact of interventions; and report on the impact of interventions at the end of the 2021/22 academic year.

Education Recovery remains an important whole school priority and will therefore be a central feature of our School Improvement Planning in the years to come.