

Catch Up Funding Strategy Statement 2020-21

School	Stamfordham Primary	School Strategy Leader	Claire McKinney
No. of Eligible Pupils ¹	100	Total Allocation ²	£8,000

1 Teaching

Training and support to prepare teachers for the New Academic Year

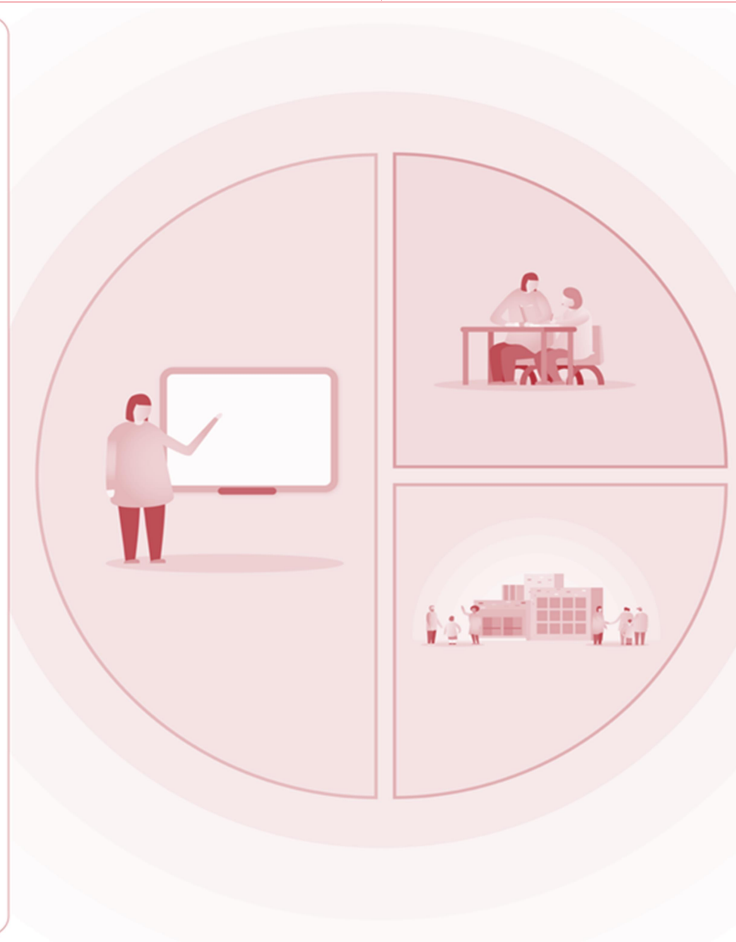
Professional development opportunities and resourcing to support the implementation of recovery curriculum

Ensuring teachers have training and support to adjust to structural and organisational changes.

Developing pupil assessment

Assessing and monitoring pupil progress

Transition resources and staffing support



2 Targeted academic support

One to one and small group tuition

Small group and additional intervention work

Physical development

3 Wider strategies

Family and pastoral support

Supporting parents and carers wellbeing

Accessing technology and resources at home during prolonged isolations

Physical fitness and stamina

¹ Eligible Pupils include Year Reception – Year 6

² Allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in year's reception through to 6 – captured January 2020.

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. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances and should prioritise support for pupils according to their need.

1. Teaching

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
A	Year 2 who were not on track to pass phonics screening in Year 1	Additional phonics teaching and catch up. Extra Phonics teaching time	Baseline assessments	Extra TA support for additional group teaching Time of the KS one teacher and HT to support training and delivery. Professional collaboration - coaching and mentoring	Pupils unable to complete Phonics screening. Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge. Pupils have not retained prior phonics learning.	£300	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills More able pupils will also benefit - creating smaller, targeted groups accelerating progress of all pupils	ES
B	All Pupils	Quality first teaching	Baseline assessments and knowledge of increased and prolonged disruption to schooling in a disadvantaged area	Refer teachers to the EEF teacher toolkit Maths and English lead time to complete 1:1 Curriculum CPD with teachers who request it - support covered by additional teacher capacity CM to mobilise project - focus on KS1 and EYFS	Prolonged time away from normal teaching routines New teachers to the school Flexibility in approaches needed in order to meet the needs of all pupils who may not be year group ready	£250	Strong QFT to ensure pupils have the best chance of making up for time missed	CM, CT, ES

C	Children moving from R to Year 1	To collaborate with EYFS and Year 1 professionals to ensure Year 1 children have a balanced curriculum following the EYFS ethos for the first half term to help pupils transition into year 1 s after lost learning time and for high percentage of children who were working below age ARE.	Baseline assessment End of year assessments Professional dialogue around transition needs. Gap analysis of the foundation stage curriculum	A continuum of reception created for first half term with more formal learning being merged in for a strong transition. Money to be spent on resources and intervention - extra claims of TA time	It's clear that the lost learning time for many of these pupils coupled with starting points means that an extension of the foundation curriculum may be required to ensure the building blocks for prior learning are not missed and misconceptions are identified and dealt with.	£250	For teacher to have the resources available to continue a play based approach to learning. Children will have reduced levels of anxiety around the key stage transition. Children will feel comforted by the familiar approach to learning.	CM, CT, ES
D	Nursery and Reception Pupils	Lack of transition and pupils not completing Nursery year meaning pupils aren't school ready	Baselines and general visual assessments Parent voice	Extra teaching support, coaching and mentoring from HT and SLT to ensure quality and consistency throughout the early years Small classes for class teaching to overcome lack of transition time etc.	(EEF- Guidance) Smaller numbers in each class to allow more capacity to support learners needs. Smaller classes ensure that a talk a lot approach can further enhance and develop progress from individual starting points.	£250	Children are well supported to be school ready and catch up on vital stages of early childhood development. Children's language gap will close. Children readiness for mainstream school will improve. Children's fine motor development will improve.	
E	Year 1-6	To ensure all teachers have a clear understanding of the curriculum	Gap analysis Professional dialogue	English and Maths Leads given time to analyse curriculums	(EEF- Support for teachers)	£500	All teachers have a clear understanding of the curriculum gaps they need to teach.	

		gaps that need covering in the current year of teaching from previous years objectives		All staff to receive training as necessary Maths and English lead given time to complete 1:1 curriculum CPD with identified teachers.	Teachers need to be fully equipped to ensure QFT in every classroom		Teachers will have increased levels of confidence in meeting the needs of their children. Teachers will improve their coaching and mentoring skills.	
F	All Pupils	To ensure that all children make expected or more progress in all curriculum subjects.	Baseline assessments Assessment tracking analysis Flexible assessment for learning	All Teachers will have additional time and support to monitor their specific subject provided by the additional teaching capacity employed by the school Teachers will have the opportunity to conduct learning walks, book reviews and progress analysis. Teachers will have the opportunity to complete subject action plans alongside CPD opportunities	Teachers will have the opportunity to improve subject knowledge. Improved teacher knowledge of the whole school curriculum showing an deeper understanding of progress.	£250	Teacher will have greater subject knowledge across all key stages. Teachers to have a deeper understanding of the expectations of progressive skills. Children will experience the restorative curriculum Deeper understanding of a spiralling curriculum.	

2. Targeted Academic Support

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
A	Year 2 who were not on track to pass phonics screening in Year 1	Additional phonics teaching and catch up. Target Extra Phonics teaching time	Baseline assessments	Small group tuition	(EEF- Small group tuition) effective approach Pupils unable to complete Phonics screening. Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge	£1000	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills	ES
B	Lower and Middle attaining pupils in Year 3/4	Additional phonics teaching and catch up. Extra Phonics teaching time	Baseline assessments	Small group tuition	(EEF- Small group tuition) effective approach Pupils have gaps and Year 3 unable to complete National standards assessments. Gaps in learning from KS1 to KS2	£1000	Year 3 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills	RT/LS
C	Yr. 5 Pupils not on track to be age related at the end of Year 6	Extra teaching and learning opportunities	Last year's assessments KS1 Data Baseline and informal assessment Practice age expected questions	Small Group Tuition	EEF- Small group tuition effective approach Pupils must be secondary ready and to ensure they have additional catch up learning to prepare them for secondary school	£1000	Year 5/6 pupils catch up and are secondary ready and those who can achieve the expected standard in R,W,M	
D	Children in Year 6 significantly behind age related	Additional phonics teaching and catch up Extra Phonics teaching time	Baseline assessments Last year's ass Baseline assessment End of year assessments	1:1 Tuition	(EEF- 1:1 group tuition) effective approach Pupils must be secondary ready and to ensure they have additional catch up learning to prepare them for secondary school EEF-	£1000	Year 6 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills Year 6 will close the reading attainment gaps.	KG/CM

			Gap analysis of the previous year group curriculum Assessments		Small group tuition effective approach			
E	EYFS and KS1 pupils have returned to school with a significant communication barrier.	Additional support to improve expressive and receptive language skills.	EYFS lead, baseline data and class teachers.	Using A TA to deliver 1-1 and small group intervention	EEF - supporting Early Language skills.	£500	Pupils will close the language gap. Pupils will have improved understanding of reasons, means and opportunities to communicate. Pupils will have increased levels of confidence and self-esteem.	CT/ES

3a. Wider Strategies

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
A	Pupils and parents anxiety on returning to school	Mental health and anxiety support	Through staff team SLT	Introduce the Friends Resilience programme Pupils in all year groups with social emotional needs brought about by lack of routine Small group support and informal counselling	High proportion of parents and carers reporting to have anxiety issues. EEF- Small group tuition effective approach To ensure pupils are confident and mental ready to learn with strong learning behaviours	£1,000	Additional support available to break down anxiety and ensure pupil attendance Pupils are able to quickly adapt back into routines and access full learning opportunities. Pupils have greater resilience skills and strategies	All staff
B	Parents unable to work and	Deprivation and financial	Through conversations	Continue to provide parents	(DFE guidance/ Schools experiences and prior	£300	Pupils are ready to learn, concentration is increased	CM

	struggling as financially as a result of COVID	difficulty	and ongoing support	with food and uniform from the schools self-managed food/uniform bank organised by MM and TAs	work and pupil premium research)Children not coming to school hungry and in the right uniform has a negative impact on self-esteem and concentration. Without providing pupils with the basics then they can't access learning		and pupils have good self esteem	
C	Disadvantaged pupils who don't have stationary and resources etc. for completing work from home if forced to self-isolate	Deprivation and financial difficulty	through conversations and ongoing support	Ensure all families have access to resources to work from home when self-isolating	(DFE guidance/ Schools experiences and prior work and pupil premium research) 27% of pupils at the school (which includes forces families). Families don't have equipment and rarely access to the internet for sustained periods of time. This lack of resources would make it impossible for continued learning to take place.	£300	All pupils are able to access home learning if having to self-isolate and continued learning can take place.	CM
D	Pupils and parents suffering with mental health problems and anxiety on returning to school and suffering bereavement	Mental health and anxiety support	through conversations and ongoing support	Some staff trained in bereavement counselling and offering grief support 1:1	(1:1 support- EEF) Some individual cases of parents and carers reporting to have Anxiety issues.	£100	Additional support available to break down anxiety and ensure pupil attendance	CM

3b. Wider Strategies - ensure all children have an increase in physical exercise

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
A	Pupils in all year groups will develop their physical wellbeing.	Improve physical wellbeing of all pupils. Increased physical activities through extended day provision.	Class teachers and SLT.	The forest school	High proportion of parents and carers report children nowhere near as physically confident on returning to school in September	Time	Additional support available to ensure pupil's physical condition improves rapidly Pupils are able to quickly adapt back into routines and access full learning opportunities.	ES/All staff
B	Pupils physical stamina impacted by COVID closure	Children have improved physical stamina	Through conversations and ongoing support	Every class to have 2 outdoor PE lessons each week or at least 2 hours of PE	(DFE guidance/Schools experiences, prior work and research) Children arriving at school physically tired has a negative impact on self-esteem and concentration.	Time	Pupils are ready to learn, concentration is increased and pupils have good self esteem	ES/All staff
C	Pupils' self-confidence and concentration is reduced.	Children's ability to fully participate in all aspects of learning is improved	through conversations and ongoing support	Classes to have active times in their day through wake up/shake up, just dance, stretches during hand washing times	(DFE guidance/ Schools experiences and prior work and pupil premium research)	Time	All children are physically active in lessons with self-confidence and concentration noticeably improved	ES/All staff