



COVID-19 catch up premium plan

Stamfordham Primary School

Summary information					
School	Stamfordham Primary School				
Academic Year	2021-22	Funding	£2,900	Number of pupils	87
Date of Plan	September 2021		Dates of Review	January 2022 April 2022 July 2022	

Guidance

Children and young people across the country continue to experience 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 aggregated impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

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.

A second catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), available for the 2021 to 2022 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
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. To support schools 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 students. Schools should use this document to help them direct their additional funding in the most effective way.	The EEF advises the following: Teaching and whole school strategies - Supporting great teaching - Pupil assessment and feedback - Transition support Targeted approaches - One to one and small group tuition - Intervention programmes - Extended school time Wider strategies - Supporting parent and carers - Access to technology - Summer support

Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. We were unable to teach important curriculum content and some families would not have had access to resources that they would routinely have had to support learning in school. Recall (including speed of recall) of basic skills has suffered - children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Spelling, grammar and punctuation specific knowledge has suffered, leading to lack of fluency in and stamina for writing. Presentation skills have also been adversely impacted particularly in KS1 where letter formation has not been taught according to school policy rather writing styles have developed naturally through the lockdown. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. We are aware that some of our families did not have access to a rich variety of genres and our early readers did not have access to texts that were directly linked to their phonic ability.
Non-core	There remain significant gaps in knowledge - whole units of work have not been taught due to the suspension of teaching of the national curriculum meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the 'awe and wonder' curriculum experiences e.g. trips, visitors and powerful curriculum moments. The children also didn't have access to specialist provision e.g. PE, Languages etc through the period of lockdown. Children have not been able to access swimming lessons as part of lockdown and this needs to be addressed if the school is to meet the National curriculum expectation that all Year 6 children should be able to confidently swim 25m.
Personal, Social, Emotional Education	Children have missed the daily social contact and interactions that they would ordinarily have with their friends and peers support group. We have noticed that children are more emotionally fragile, more anxious than previously and our youngest learners need more support with turn taking, sharing, co-operation etc. We have seen an increase in parents requesting emotional support for their children and we have noticed an increase in need for wraparound external agency involvement to meet family needs to ensure children arrive at school 'ready to learn'.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach	Anticipated Cost	Impact (once reviewed)	Staff lead
Staff have analysed the impact of lockdown and have identified gaps or provision at Stamfordham Primary School continues to support quality first teaching.	☐ <i>Cost of TA hours to cover specialist curriculum provision e.g. EHWB, Year 3 TA support</i> ☐ <i>Purchase of additional reading scheme and new reading books to ensure that phonically matched resources are accessible from home.</i> ☐ <i>Timetable Rockstars purchased to support remote access and improve speed and efficiency of mental recall.</i> ☐ <i>Twinkl licence to support additional learning resources related to COVID catch up</i>	£570 £135 £99 £130		ES
The outcome remains that possible chance of achieving the age related expectations				KG/CT
for each subject/year group despite the global pandemic disruption.	☐ <i>Grab bags with accessories to support high quality teaching and learning remotely (staff and pupil resources).</i> ☐ <i>Purchase of additional concrete maths resources to ensure that resources do not have to be shared across bubbles.</i> ☐ <i>Costs of workshops in the Autumn Term to supplement cultural capital opportunities - Seven Stories</i> ☐ <i>Creative PE subscription - access to resources to</i>	£30 £125 £140 £170		CM
				MM/AR
				CM
				CM/AR
				ES

	<i>support non-specialist delivery of PE throughout the school.</i>			
<u>Transition support</u> Children who join Stamfordham Primary School in Sept 21 from different settings or who are beginning school for the comfortable and confident with the setting before they arrive.	☐ <i>Welcome book created for all new starters who were not able to access usual transition arrangements prior to starting school.</i> ☐ <i>Social story booklet created to ensure all children transitioning to Stamfordham are aware of how things will be on arrival.</i> ☐ <i>Review of school prospectus to support opportunities for familiar and confident with the setting before they arrive.</i> <i>Hire of balance bikes coach to provide additional time for EYFS team training in addressing aspects of PSED in preschool and reception.</i> <i>School Cloud purchased to enable safe and effective communication with families regarding experiences of lockdown and their concerns regarding impact on their child.</i>	£35 £35 Time £390 £250		CM/CT/MM ES CM/CT/KM CM/CE/CT/KM CM/RC
Total budgeted cost				£ 2,109

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Anticipated cost	Impact (once reviewed)	Staff lead
<u>1-to-1 and small group tuition</u> At first half term: identify children who require discrete periods of intervention.	<i>Additional teaching to facilitate successful delivery of 1:1/small group interventions or to provide release time for teacher to work 1:1 small group support.</i> <i>Children identified for support at September pupil progress meeting and revisited termly for impact to be assessed and intervention refined where necessary.</i> <i>Therapeutic story writing training for identified TA to support emotional literacy support for targeted pupils.</i> <i>Qualitative evidence and case study material will demonstrate that children are emotionally better 'ready to learn' following intervention.</i>	£441		ES CM/ES/PF/NM
<u>Intervention programme</u> Case study evidence will demonstrate that appropriate interventions positively impact the lowest 20% in reading, writing and maths	<i>Purchase of Lexia support kit to promote automatic, fluent and accurate reading and spelling. Carefully structured activities to cover phonological awareness, word recognition, phonics, graphic knowledge and spelling.</i> <i>Additional time to ensure that all intervention programmes are fit for purpose, appropriately communicated to parents, monitored effectively and having positive impact.</i>	£200 £150		CM CM
<u>Positive social, emotional and mental health</u> Contribute to academic success.	<i>After school club provision including bespoke targeted support delivered by teachers. Additional staffing may be required if these continue in September.</i> Wellbeing Worms and Forest school groups <i>Continue to provide</i>			JS/MM NM
			Total budgeted cost	£791

iii. Targeted approaches				
Desired outcome	Chosen action/approach	Anticipated cost	Impact (once reviewed)	Staff lead
<u>Supporting Parents and carers</u> Parents continue to play a key role as educators and are better able to support learning at home if this is needed	• <i>Cost of website upgrades to enable resources, support materials to be more effectively shared with parents/carers</i> • <i>School Cloud purchased to facilitate improved Communication between home and school.</i> • <i>Extended Zoom licence purchased to enable parents to have meaningful and easy access to bespoke online learning for their child</i>	Time of admin team £125 £66		MM/AR MM/AR CM
<u>Access to technology</u> Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	• Visualizers purchased to facilitate remote sharing Of work or modelled examples. • Upgrade of teachers laptops to better effectively Support blended learning. • Additional x 3 devices required to secure pupil access in the event of bubble/school closures. One provided through Dfe scheme.	£120 £150 £675		
Total budgeted cost				£1,136
<u>Spring & Summer Support</u>				
Total budgeted cost				£4,036
Cost paid through COVID-19 catch up				£2,900
Cost paid through charitable donations				£675
Cost paid through school budget				£461

