



Stanley Park Junior School

COVID-19 catch-up premium spending 2020-21

1. SUMMARY INFORMATION			
Total number of pupils:	369	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget 2020-21:	£28,960	Percentage of disadvantaged pupils	13.2%

Guidance

Children and 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. 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 schools' baselines in calculating future years' funding allocations.

This funding will be provided in 3 tranches. The Government will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. They will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, they will use the 4 to 15 pupil head-count from the October 2020 census. The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term 2021. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need

USE OF FUNDS	EEF RECOMMENDATIONS
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ○ Supporting great teaching ○ Pupil assessment and feedback ○ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ○ One to one and small group tuition ○ Intervention programmes ○ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ○ Supporting parent and carers ○ Access to technology ○ Summer support

2. STANLEY PARK JUNIOR SCHOOL STRATEGY STATEMENT - INTENT

- **We will support the mental health needs of pupils.** We recognise that these have increased as a result of the pandemic and will be supported by the school. Children are less resilient and have lost some degree of independence.
- **We will ensure that attainment and progress improves for any child that has fallen behind due to the Covid-19 school closures.** Outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March.
- **We will focus on the consolidation of basic skills.** The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	To use baseline assessments to ascertain exactly where all children are in relation to their age-related learning in Reading, Writing and Mathematics
B	Children previous GDS in reading are not achieving as well as they should do.
C	Time to support learning to catch-up

ADDITIONAL BARRIERS

External barriers:

D	Well-being: Emotional and social wellbeing of pupils has been affected by lockdown. Time spent on mental health, wellbeing and social skills development will be at the core of all catch up work as many children will have not been in formal school setting for a number of months. We will focus on building up resilience and independence of pupils. Parental confidence to support their child's emotional well-being and behaviour
E	Finance: Not all pupils have access to a device or Wi-Fi for home learning.
F	Attendance: Parents supporting their children in attending school and supporting them with home learning.

3. PLANNED EXPENDITURE/IMPLEMENTATION - The headings are grouped into the categories outlines in the Education Endowment Foundation's coronavirus support guide for schools

i. Teaching and whole school strategies

	Desired Outcome	Chosen Approach	Staff Lead	Impact (once reviewed)	Review Date	Anticipated Cost
	<p>Supporting good teaching: All subjects will be planned taking into account gaps in what was taught in previous lockdown</p> <p>Supporting teachers, particularly early career teachers, through regular CPD sessions.</p>	<p>Time in year groups to pass this onto next year group.</p> <p>CPD, reflection and feedback has effects across all age groups increasing quality first teaching.</p>	Yr group Leaders			£0
	Quality first teaching is used effectively to target whole class gaps and this addresses identified gaps at whole class level.	<p>Support staff to be deployed to address gaps for pupils with additional needs over and above quality first teaching including those who require additional SEMH support</p> <p>Class teachers to ensure that teaching assistants according to pupil need.</p> <p>(STA observations to monitor this throughout the year)</p>	JQ Yr Leaders/			£0

	<p>Teaching assessment and feedback</p> <p>The school has an accurate understanding of all gaps as a result of baseline assessment and mini assessments throughout topics.</p> <p>Teachers aware of pupil knowledge by using mini-quizzes throughout lessons to check understanding of pupils and to make learning stick.</p> <p>NFER assessments purchased to get detailed assessments of pupils that are standardised.</p> <p>High quality feedback - Live marking Instant feedback to pupils</p>	<p>Baseline data for Y3 in reading writing and maths as we have no KS1 to baseline the children on.</p> <p>Purchase of Kahoot. EEF show low stake quizzes help chn to retain information.</p> <p>NFER chosen as reputable and give standardized scores.</p> <p>Feedback studies tend to show very high effects on learning. Feedback has effects across all age groups.</p>	<p>AL</p> <p>AL</p> <p>SLT</p>			<p>£345.60</p> <p>£1900</p>
	<p>Emotional Support</p> <p>To enable all children to develop their self-confidence, manage their moods or emotions effectively, manage stress and anxiety, increase their capacity for learning, relax and improve their sleep.</p> <p>To provide 1:1 and small group support for pupils in Y5.</p>	<p>Early Help involvement deployment when required.</p> <p>SENDCo , PSHCE lead, Well Being HLTA to lead on ELSA support and learning coach support for pupils. (allowing for flexibility and adaptability to the presenting needs of children)</p> <p>PSHCE lead - work out of class for 1st term to support pupils and provide catch-up. NQT class based to allow this to happen.</p>	<p>SENDCo</p>			<p>£15,818</p>
Total budgeted cost:						<p>£18,063.60</p>

ii. Targeted support/approaches						
	Desired Outcomes	Chosen Approach	Staff Lead	Impact (once reviewed)	Review Date	Anticipated Cost
	<p>FFT Lightning Squad Pupils in Y3& 4 and low ability Y5/6 will accelerate with their reading. Identified children will have significantly increased rates of reading fluency and understanding.</p> <p>Identified children will have a Reading Age below their actual age.</p> <p>Total 36 places Approx Y3 - 17 Y4 - 10 Y5 - 2 Y6 - 3</p> <p>6 weeks 30 mins a day. Training to support STA to continue the programme afterwards</p>	<p>This will use FFT Tutoring with the Lightning Squad which is accessed through the National Tutoring Programme. It is focused on improving reading and uses an online platform with face-to-face trained tutors. Research shows pupils typically make learning gains of 3-5 months in reading during a 6 week programme</p>	JB		July 2021	Total cost to school after NTP subsidy £1980

	<p>1-to-3 and small group tuition</p> <p>Identified children will have significantly increased rates of reading fluency and understanding. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and differences will be diminished.</p> <p>Approx: Y5 Y6</p> <p>15 hours tuition for each pair of pupils</p>	<p>EEF evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>This will concentrate on English and mathematics. The Education Endowment Foundation states in their guide to catch up that "There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy."</p>		<p>NTP will use online assessment tool to identify learning gaps and will provide regular feedback to teachers.</p> <p>Assessment to be tracked in school.</p>		<p>£3000</p>
	<p>Extended school time</p> <p>Y3/4/5 - Identified prior attaining greater depth children in reading access a weekly catch-up club (1hr per week). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p>	<p>Teacher assessment identifies children within Y3-5 that require additional intervention. The cost of an experienced teacher to deliver club (x1 a week for each year group) and snacks for the children is made available for 6 weeks initially.</p>			<p>July 2021</p>	<p>3 x teachers 1hr for 6 weeks £1111.86</p>
	<p>Homework Club</p> <p>HLTAs to provide small group support to pupils that require help to complete home learning tasks.</p>	<p>Very small group intervention to support with tasks that have been set by the teacher for home learning.</p>				<p>£102</p>

	<p>Planning for pupils with Special Educational Needs and Disabilities (SEND)</p> <p>An important principle for teachers in managing behaviour is to get to know and understand each pupil, supporting them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable steps. Pupils will need teachers, teaching assistants or tutors to scaffold self-regulation to support them in organising equipment, their time and remembering routines.</p> <ul style="list-style-type: none"> - Zones of regulation training to staff 	<p>Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND.</p>	SENDCo			£200
	Total budgeted cost:					£6393.86
	iii. Wider Strategies					
	Desired Outcomes	Chosen Approach	Staff Lead	Impact (once reviewed)	Review Date	Anticipated Cost
D	<p>Well being</p> <p>Equip parents with skills to support children at home with well-being and behavior. This will lead to better working habits at home.</p>	<p>Purchase Parenting workshop through Adapt to Learn</p>	JQ		<p>April 2021</p>	£700
E	<p>Access to technology</p> <p>Teachers have computers/laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources</p> <p>Purchase of webcams to support delivery of online lessons</p>	<p>Maximise DfE laptop allocation- 29 Chromebooks</p> <p>Survey parents to see who will need data/loan of chromebook.</p> <p>Recorded lessons to enable all families to access learning at convenient time.</p>	AL			£300

F	<p>Supporting and informing parents and carers - Promote attendance of pupils in school.</p> <p>- Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning/ juggle work commitments</p>	<p>Regular phone-calls home to build up home/school relations and trust.</p> <p>Purchase of attendance officer to support work of school</p> <p>Remote learning will be strengthened and enable pupils to complete work online, teachers can provide immediate feedback and marking via <i>Google Classroom</i>. This will mean that parents do not have to print off home learning and school do not have to photocopy large amounts of learning packs. <i>Power Maths</i> books purchased to increase pupils opportunities to consolidate learning.</p>	GH			£500
			AL			£642.52
Total budgeted cost:						£2142.52