

COVID-19 catch-up premium report



Stanhope Primary School

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	235 (including Nursery)	Amount of catch-up premium received per pupil:	£46.67 first payment £33.33 second payment
Total catch-up premium budget:	£9, 480 – Last Year £6, 760 – Current Year		

STRATEGY STATEMENT

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The national lockdown and considerable time away from formal schooling have created significant gaps in learning that is being addressed in school. Stanhope Primary School serves a higher average proportion of disadvantaged pupils (66%) compared to nationally. The gaps arising from missed time in formal education disproportionately impacts disadvantaged pupils, meaning they are likely to fall further behind their non-disadvantaged peers. Key issues for the school are literacy, particularly vocabulary acquisition and development, writing across the curriculum, especially for older children. Basic skills within Maths and for the older pupils the knowledge and recall of multiplication tables. Some children have the impact of family pressures, relationships, SEMH and self-esteem. The document identified the barriers to achievements for all pupils caused by the impact of COVID-19 and the strategies the school is implementing to overcome them. The school's goal is to negate the worst effects of school closures on all pupils, but disadvantaged pupils in particular.

The strategies put in place are in line with recommendations in ' The EFF Guide to Supporting School Planning: A Tiered Approach 2020-20' which recommends evidence-based approaches focusing on:

High quality teaching for all;

Targeted academic support; and

Wider strategies (focusing on attendance, behaviour and social and emotional support)

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Basic skills, including communication and language. This impacts on the progress on Reading, Writing and Mathematics.
B	Limited access to enriched life and cultural experiences that restricts understanding of the curriculum, academic attainment and aspirations. Limited engagement with work over lockdown – both with paper packs sent home or the online work planned by the staff. Some children had low levels of motivation to learn.
C	Engagement with Remote Education during the lockdown period has been variable for pupils, especially disadvantaged pupils, despite the extensive provision of access to technology and the internet. Parents often have limited literacy and numeracy skills so supporting their children whilst learning at home can be difficult.

ADDITIONAL BARRIERS

External barriers:

D	Home learning environments are not always supportive for children learning away from school. Some parents/carers need support with their literacy and numeracy skills so then they can support their children's learning. Workshops, due to the current restrictions and local enhanced measures are unable to go ahead. Therefore, staff are supporting parents using Google Classroom, website and social media.
E	
F	

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Continue with the Accelerated Reader (Year 1-Year 6) Program and Renew June 2021	Improve children's vocabulary acquisition, reading fluency, engagement and comprehension skills. Gaps to be closed. Children back on track.	Children have poor language skills and enter the Nursery with limited vocabulary. This impacts on writing creatively and writing across the curriculum.	Teachers planning time during the week. Moderation of Reading and comprehension. Books. Data.	Miss K Haygarth	December 2021 AND April 2022
All staff trained and retrained for Read Write Inc.	Home Reading aligned to children's level of phonetic ability, therefore enhanced decoding skills and engagement with reading outside of school and in other areas of the curriculum.	Children need further support with their phonic knowledge. Once this is secure, children will be able to access a wide range of texts across the curriculum.	Teachers planning and lesson time allocation to Phonic delivery. RWI data tracking. Books.	Miss K Haygarth and Mrs H Barker	October 2021 December 2021 February 2022
				Total budgeted cost:	£4,000 £4,000

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Interventions for Maths and English for each class for KS1 and KS2 – identify key areas to focus on within each intervention group	Those identified children who have fallen behind are able to catch up quickly.	Research by the Sutton Trust and EEF suggests that interventions have the greatest impact in relation to accelerated progress and improved attainment for vulnerable and disadvantaged learners	HLTA appointed to provide intervention to identified pupils and groups. Class teachers to liaise with HLTA	Mr Rogers	Summer 2021 December 2021
Total budgeted cost:					£19,000
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Effective assessment and monitoring of interventions	To ensure support is well targeted and to monitor pupil progress.	Extensive evidence by EEF recognises that impact of high quality targeted support.	Teachers assess the work completed during interventions – measuring the impact of the work completed with children.	Class Teachers Mr Rogers	Spring 2021 Summer 2021 October 2021
Continue to communicate with parents about the progress children are making in school, but also how they can support their children at home.	Homework can be completed effectively.	Parents have played a key role in supporting their children learn at home. Providing resources, support and guidance can also be helpful for children continue to make progress.	Discussions with staff regarding the individual needs of each cohort and groups of children. Planning for identified children and groups.	Class Teachers Mr Rogers	Spring 2021 Summer 2021 October 2021
Total budgeted cost:					N/A

ADDITIONAL INFORMATION

School leaders, including the Governing Body, will account how the funding is to be used to achieve the central goal of getting back on track and teaching a normal curriculum as soon as possible.

Upon the re-opening of schools, Stanhope Primary received a good response to children returning to school. Parents were very supportive of the procedures put into place to ensure the safety of children and staff.

Some pupils did struggle to settle back into class and the school routines, the school's Social, Emotional and Well-being Lead supported children and parents. CPD for all staff was able to continue through Google Meet, Zoom or Teams.