

Spofforth CE Primary School Coronavirus (Covid-19) Funding Report

SUMMARY INFORMATION			
Total number of children:	First installment funded on -106 children Second & third installments funded on 104 children	Amount of catch-up premium received per child:	£80
Total catch-up premium budget:	£8360		

STRATEGY STATEMENT

We are implementing a strategy that will address the impact of the two school closure periods due to COVID19.

Our priorities involve two tiers:

Tier 1: Quality first curriculum implementation with additional TA support where necessary. See curriculum blocking recovery document.

Tier 2: Identified children where the impact has been greatest who will require additional, targeted support.

Strategic Principles

- Positive language choices that contribute to children feeling confident and believing in themselves
- A strategic direction and structure from senior leaders that is adaptable enough to maximise the sound and secure working knowledge of each class teacher (see curriculum blocking recovery document)
- Additional and targeted support strategically planned and sensitively delivered to avoid cognitive or intervention overload, reinforcement of failure and or narrowing of curriculum experience

Planned expenditure for 2020/2021

Tier 1: Quality first curriculum implementation					
Priority	Actions for implementation	Who? When?	How will progress be assessed?	Impact and Progress	Cost
Mitigate impact of time away from school from during two national lockdown periods by ensuring a clear and accurate picture of this impact.	<p>Ensure a clear and accurate picture of learning loss for children</p> <ul style="list-style-type: none"> • via use of information from parents and teachers entered into vulnerability tracker • question level analysis of maths and reading assessments • parent discussions 	<p>HT SENDCO and Teachers Autumn 2020</p>	<p>Through professional discussions between colleagues to ensure staff have clear and accurate picture of impact on children. Assessed through ability of staff to effectively identify and target support as and where needed.</p>	<p>Children receive the right support at the right time. The impact of this is seen in their attendance, engagement and the quality of their learning.</p>	Nil
Mitigate impact of time away from school from during two national lockdown periods by ensuring a clear and accurate picture of this impact.	<ul style="list-style-type: none"> • Knowledge checks in subjects as children return to each subject with focus on reading, writing and maths looking at previous years curriculum knowledge • Review identify type of loss (forgotten knowledge/gap in knowledge) • Analysis of feedback from parent surveys in regard to home learning e.g. how much completed – recorded on vulnerability tracker • Planned provision to meet needs • Endpoints established 	<p>All staff By end Autumn 1</p> <p>Training day November 2020</p>	<p>Series of recalls/quizzes/teacher assessment and use of age standardised assessments in reading and maths and agreed writing pieces across the school. Also access to comparative judgements in writing across the year.</p>	<p>The majority of children have met at least the expected standard for objectives covered September 2019 to March 2020. For most children, there has been an alteration to long term memory. Low-stakes assessments revealed that learning loss was forgotten knowledge which has been addressed quickly. Recalls continue to show that for the majority of children, this knowledge is securely embedded. Due to the fact that children were learning remotely, this inevitably led to a spectrum of engagement. As a consequence, learning loss has proven to be, on the whole, due to a complete lack of knowledge rather than just forgotten knowledge. In order to address this learning loss, timetables have been adjusted to increase quality first curriculum implementation time for objectives which should have been covered March 2020-July 2020.</p>	Nil

Support the vast majority of children in securing the key essential knowledge.	<ul style="list-style-type: none"> Adaptation of curriculum sequences to support strategic focus on essential knowledge. Systematic approach to daily timetabling. 	Whole staff team led by HT – see curriculum adaption document. March - July	Weekly staff meetings to monitor implementation	Majority of children expected to be secure in essential year group knowledge by July 2021	Nil – built into existing leadership time
Support the vast majority of children in securing the key essential knowledge	<p>Standardised assessments including question level analysis</p> <p>SHINE resources. Set of resources that provide planned sequences</p>	All staff. Termly and then update class Covid recovery summary.	<p>Staff training day time, input from HT and NLE's.</p> <p>Structured recovery clocking guidance.</p> <p>Clear systematic agreed approach to use of time both over the remainder of the weeks of 2020-2021 and within each day – master timetable.</p>	Majority of children expected to be secure in essential year group knowledge by July 2021	<p>£ allocated in annual assessment budget</p> <p>£800</p>
Total budgeted cost:					£800

Tier 2: Additional Interventions for individuals or targeted groups

Priority	Actions for implementation	Who? When?	How will progress be assessed?	Impact and Progress	Cost
EYFS	<p>PSED</p> <ul style="list-style-type: none"> Expectations and routines established - Social groups and structured play opportunities for small groups <p>Phonics</p> <ul style="list-style-type: none"> 1:1 sessions 10 mins 4 times a week 	<p>Teacher / TA</p> <p>Teacher / TA</p>	<p>PSED assessments</p> <p>Ongoing phonics tracking.</p>	<p>Expected in PSED by July 2021 KS1 ready</p> <p>Meet EY phonics milestones by July 2020</p>	<p>Within existing resource</p> <p>Within existing resource</p>
Key Stage 1	<p>Phonics</p> <p>Twice a week 30 mins before school sessions for 5 children for summer term (14 weeks)</p>	TA	Ongoing phonics tracking	Meet EY phonics milestones by July 2020	£550
Key Stage 1	<p>Reading and maths. Additional 3 hours GTA support per week for summer term to give full time support to KS1 in mornings. Facilitate small group, same day keep up support and increased feedback.</p>	TA	Ongoing phonics, reading and maths tracking. Updating of class Covid recovery plan	Bring closer in line with core knowledge related to age group of child. Build confidence.	£1650
Key Stage 2	<p>SEMH – Relationships and Physical Activity before school sporting and team building groups. Weekly group for 1 group of Yr3&4 and 1 group Yr5&6 for summer term</p>	Sporting Influence sports Coach.	Pre and post block self-assessment from children. Monitoring of behavior records. Feedback from class teachers on attitudes to learning and relationships in class and at social times.	Improved relationships with peers and increased self-confidence and self-belief.	£960
Lower Key Stage 2	<p>Reading and Maths</p> <p>Twice a week 30 mins before school sessions for 5 children for summer term (14 weeks)</p>	TA	Ongoing tracking and teacher assessment – discussion between teacher and TA re priorities and progress.	Bring closer in line with core knowledge related to age group of child. Build confidence.	£550
Upper Key Stage 2	<p>Increased personalised support and feedback with class of 33 as well as ability to provide same day keep up support.</p>	Additional GTA 5 hours a week to provide upper KS2 class with GTA full time equivalent GTA in mornings for summer term	Ongoing tracking and teacher assessment – discussion between teacher and TA re priorities and progress.	Bring closer in line with core knowledge related to age group of child. Build confidence.	£2750

Upper Key Stage 2	English and Maths tutoring – Year 6 children summer term and across summer in preparation for Yr 7 ready. 5 children 10 sessions of 45 mins.	Qualified teacher tutor	Pre and post tutoring assessment. Close liaison with class teacher to ensure specific focus on priority areas.	Bring closer in line with core knowledge related to age group of child. Build confidence.	£1000
Key Stage 2	Third Space Maths Programme 10-15 places on 15 week programme.	Autumn 2021 – Qualified teachers/tutors, supervised in school	Pre and post assessments from Third space. Termly maths assessments in school. Feedback from children	Ongoing tracking and teacher assessment – discussion between teacher and TA re priorities and progress.	£1200
All phases	Use of personalized online 'DB' sequences to address areas where specific knowledge needs further support.	Qualified teacher or TA	Tracking of progress with sequences.	Bring closer in line with core knowledge related to age group of child. Build confidence.	Within existing resource
Support the reading of children in Year 1-3	Bookmark reading programme. Twice weekly 30 min reading sessions with trained reading volunteer for 6 or 12 week programme.	English SL, in conjunction with class teacher and Bookmark manager.	Pre and post programme assessment	Bring closer in line with core knowledge related to age group of child. Build confidence	£nil
Total budgeted cost:					£8660

ADDITIONAL INFORMATION

Additional information used to support the work to support children:

- Internal tracking data – Teacher assessment alongside termly standardised maths and reading assessments (PIRA & PUMA), regular phonics assessments checks, and low stakes recall assessments
- Evidence from the [EEF research](#) toolkits
- Review of attendance and behaviour information
- Class COVID recovery summary document

