

Stepney Park Covid Catch up Funding Plan

There is growing evidence around the impact of school closures on the learning outcomes of pupils. Research shows a consistent pattern:

- Pupils have made less academic progress compared with previous year groups
- There is a large attainment gap for disadvantaged pupils, which seems to have grown

Studies from NFER, Department for Education and GL assessment show a consistent impact of the first national lockdown with pupils making around 2 months less progress than similar pupils in previous years. The studies from NFER and RS assessment both show large gaps for disadvantaged pupils, which seem to have grown since the start of the pandemic.

All current studies only measure the impact of the first national lockdown and do not take into account the potential impact of subsequent national restrictions.

Context of the school and rationale for the strategy

- Our proportion of disadvantaged pupils across the school is higher than the national average (33% pupil premium)
- The pandemic had impacted both Redlands and Smithy St schools in the academic year 2019-20. As the schools were separate they had different strategies and provision in place for remote learning. The impact on both school communities was significant.
- Our new amalgamated school opened in September 2020. Attendance was stable across all year groups at the beginning of the year. However from mid-September onwards, we had year groups self-isolating periodically. We also had to close the school for 1 week in December due to the impact of Covid on staffing levels.
- After the national lockdown, we assessed our pupils using NFER tests during March 2021. We also did a baseline Wellbeing survey of our pupils.
- We were able to identify the areas where we needed to target adjustments and extra support.
- Our Catch up Premium is targeted to provide this support and intervention “Recovery Curriculum”.
- As our remote learning was particularly focussed on Maths and English, part of our Recovery Strategy involves a focus on PSHE, extra Art provision as well as PE, and practical learning activities.

In Stepney Park the following aspects are key to our “Recovery Curriculum”:

Teaching

- recognising our pupils' personal, social and emotional needs and acknowledgement that our pupils will take time to get back on track

- English and Maths curricula for the summer term/ autumn term 2021 are adjusted based on best practice to manage gaps and focus on the basics
- oracy and communication are prioritised
- Art, PE and PSHE are key to our approach
- CPD support by subject leads to increase the quality of teaching and learning

Targeted Academic Support

- Quality first wave teaching by class teachers is complemented by targeted Maths and English interventions using same/ similar resources within Milestones (CGP in Maths- Headstart or Reading Detectives for English)
- non-class based teachers deployed in all year groups to do intervention work
- senior staff are deployed to teach in key year groups
- NESSY Dyslexia intervention
- NELI (Nuffield Early Language Intervention) in reception

Pupil Assessment and Feedback

- data from tests is used to inform teacher assessment and pupils are targeted for intervention on the basis that they are capable of making accelerated progress within the timeframe
- the progress of the pupils in intervention groups is tracked regularly
- the key apps for English and Maths- sumdog/ TTRS and Bug Club are regularly tracked by teachers and children's progress and engagement is always on the agenda - including with parents

Wider Support

- parents of target pupils are involved in the recovery process by the Pastoral Care Team and by class teachers/ milestone Leads
- attendance is prioritised

Academic Year	2020-2021	Total Covid Catch Up Funding budget	£57,040
Total number of pupils			863

Expenditure 2020-21

Teaching

Action	Intended outcome	Cost	Evaluation/ review
English and Maths curricula adjusted in the light of learning needs of children. Recovery curriculum planned for Maths and English for each year group.	Children to show improvement in learning and are able to fulfil "ready to progress" criteria	No additional cost Part of Leadership non- contact time and Teachers' PPA time	Lesson Obs / Pupil conferencing / Book Looks Data analysis
Art, PE, PSHE prioritised and CPD focus in each of these areas.	Children improve learning in curriculum areas they missed out on during lockdowns.	No additional cost Part of Leadership non- contact time and Teachers' PPA time	Learning walks
Chromebooks/ ipads bought for each child/ Remote Learning offer/ Hybrid strategy developed	A strong remote learning offer in place. Chromebook strategy for school/ home developed.	Around £100,000 for hardware	Review of policy end of lockdown in March 2021 New policy in place June/ July 2021
Homework focus using Chromebooks- Accelerated Reader, Bug Club, Sumdog, Numbots, Times Tables Rockstars	Weekly homework activities are uploaded and feedback to pupils given as and when appropriate.	Cost of software subscriptions:	Review of pilot project done beginning of July/ and again termly

Targeted intervention

Action	Intended outcome	Cost	Evaluation/ review
Assistant headteachers lead small group interventions in their year groups	High quality interventions	No additional cost Part of AH non- contact time	Teacher assessment Standardised assessments (NFER)

English and Maths leads design and monitor small group interventions and CPD in all year groups	Role modelling and leadership to secure interventions	No additional cost Part of Subject Leads TLR time	Teacher assessment Standardised assessments (NFER)
English lead support for planning and teaching in all year groups	All teachers clear about how to help their pupils to make progress	No additional cost Part of AH non- contact time	
SENDCos design basic skills learning for pupils who have fallen behind in the basics	Lowest 20% targeted for support	No additional cost Part of AH non- contact time	Teacher assessment Standardised assessments (NFER)
Teachers to deliver high quality interventions informed by baseline assessments	Targeted children are better able to make accelerated progress	6 teachers are involved on a P/T basis, in total 10.5 FTE days per week at a cost of around £150 per day per teacher Cost around £1575 per week	Teacher assessment Standardised assessments (NFER)
Parents are informed about their child's next steps and how to support at home.	Parents are better able to support their children.	No cost	Teacher assessment Standardised assessments (NFER)

Pupil Assessment and Feedback			
Action	Intended outcome	Cost	Evaluation/ review
NFER assessments Y1-6 on return to school in March	Data used to target pupils for intervention/ to modify curricula	Around £1500	Data analysis/ pupil progress
NFER Y3-5 follow up in June/ July	Data used to identify gaps and plan for September 2021 learning	Around £1500	Data analysis/ plans

Past SATs follow up assessments on Y2 and Y6	Data used to identify gaps and plan for September 2021 learning	Around £200	Data analysis/ plans
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Wider Strategies			
Action	Intended outcome	Cost	Evaluation/ review
Wellbeing survey used to establish needs-baseline after return from lockdown march and regular follow ups	To track pupil wellbeing and gauge impact of interventions over time	No additional cost Part of AH non-contact time	Wellbeing survey
Focus on PSHE - Jigsaw and Discussion times “Healthy me”/ resilience days	Pupils more aware of strategies to aid own physical and mental health	No additional cost	Pupil voice surveys
Parents’ needs identified- questionnaires	To develop practice to involve parents in children’s learning	No additional cost Part of AH non-contact time	Follow-up surveys
Staff training from Place2Be	Staff understanding of mental health issues increased	No additional cost	Cascade CPD
Enrichment activities 3 after school clubs/ 3 times a week / 6 weeks Resilience Days KS2	Overall increase in children’s resilience and self confidence	Clubs: £1,620 per half term Resilience trips KS2 summer term : £6,000	Pupil voice surveys
Individualised SEMH support for pupils who require it (through SENDCos)	Vulnerable pupils - and their families- feel well supported	Increased cost for new HLTA for Pupil Pastoral Care contract	Pupil/ parent voice surveys

		£10,000 per year	
PCT to liaise and support parents with any attendance issues.	Attendance figure increases	No additional cost	Attendance data
Informing and including parents in their child's next steps - 2 written reports to go to parents and parent meetings focussed on wellbeing and catch up recovery	Parents are aware of their child's progress and how to support it.	No additional cost	Feedback from parents in surveys