



Alexander Hosea Primary School Covid Funding Strategy Statement

School name	Alexander Hosea Primary school
Pupils in school	214
Proportion of disadvantaged pupils	7%
Covid premium allocation this financial year (Until April 2021)	£10,000
Covid premium allocation next financial year (April 2021- April 2022)	£7200
Covid top up allocation March 2021	£6000
Actual spending allocation for covid catch up	39,400
Academic year or years covered by statement	2020-21
Publish date	Feb 2021
Review date	Summer 2021
Covid premium lead	Deb Williams
Governor lead	Trevor Lee – Chair of Governors

School Development Plan Priority

Priority	Statement
Recovery Curriculum	<ul style="list-style-type: none">• Launch and establish a recovery curriculum to support the pastoral and academic needs of children as they return to school.• Implement a Covid Funding Strategy to evaluate the impact of the funding received.

Planned COVID support	Reason	Cost	Desired outcomes
<p><u>Additional TA capacity in KS2</u></p> <p>Appointed 2 x TAs (total 20 hours)</p> <p>Alternative arrangements for PPA, to release HLTAs – 3 pms per week</p>	<p>Increase the teaching capacity across KS2, so that all children can have closely tailored support in a timely manner to address misconceptions and learning gaps immediately.</p> <p>Support anxious pupils, pupils struggling to readjust to school structure following lockdowns, or who are going through a trauma (parent separation/family death etc).</p> <p>Focussed time for vulnerable individuals with Teacher and/or Teaching Assistant in the class.</p> <p>Support the pastoral and academic needs of SEN Support children.</p> <p>Meet the needs of SEN Support children through pre-learning, repetition and overlearning, guide on the side and quick-fire individual/small group interventions.</p> <p>Help SEN Support children to manage the emotional shift from comfort zone to challenge zone and rebuild strategies for learning.</p> <p>Provide additional focused support and intervention by HLTAs for pupils in Y5 & 6, so that misconceptions and learning gaps are addressed swiftly. Also to give Y6 pupils as much support as possible to prepare them for the next phase of their education.</p>	<p>£12,400</p> <p>£14,900</p>	<ul style="list-style-type: none"> • Pupils feel supported and less anxious about coming to school. • Attendance levels remain high across the school. • Pupils with newly emerged social and emotional needs have support from a trusted adult. • PSE trackers show a decrease in children impacted negatively by wellbeing markers over time. • Increased staffing capacity throughout the day helps pupils to access support more quickly. • Pupils with longer term/specific social and emotional needs have increased support from trusted adults. • Increased staffing capacity throughout the day helps SEN Support pupils to access social, emotional and academic support more quickly. • SEN children attend school well.

<p>Increased SMSA capacity x 3</p>	<p>Bubbles can run independently to each other and the children can build close relationships with their class SMSA, so that they feel able to talk about their feelings with a trusted adult during unstructured times.</p> <p>All classes have their own SMSA and EYFS/Y1 have increased provision to support their social and emotional resilience.</p> <p>Support pupils who are struggling with friendships and social skills having returned to school.</p>	<p>£2,500</p>	<p>Pupils reconnect with their peers in a healthy way so that they can enjoy social and learning time together.</p> <p>Increased staffing capacity at lunchtime helps SEN Support/EHCP pupils to access social and emotional support more quickly.</p>
<p><u>Additional adults to read with children</u></p> <p>Reading Assistant in KS1 - 10 hours</p> <p>Overtime hours for SMSAs to support reading in KS1 and LKS2</p> <p>CPD for SMSAs and Reading Assistant</p>	<p>Support the development of fluency and comprehension of KS1 children.</p> <p>Increase opportunities for target children to read with an adult (in lieu of lack of parent helpers due to covid).</p> <p>Support the pupils' word reading, comprehension, use and understanding of vocabulary, through sharing a book together.</p> <p>Support High 5 – reading at least 5 times a week.</p> <p>Provide professional development for SMSAs and reading assistant.</p>	<p>£4500</p> <p>£2500</p>	<ul style="list-style-type: none"> • Pupils engage with good learning habits. • Pupils read regularly and can see the value of reading to help them in their learning across the curriculum. • Pupils read for enjoyment. • Increased fluency and comprehension. • SMSA and reading assistant have the skills and strategies needed to support children with their reading.

Mental Health package from Jigsaw	High quality resource to support pastoral needs of children as they transition back into school after lockdowns.	£200	<ul style="list-style-type: none"> • Children have strategies to help them to cope with transition back into school. • Children feel well-supported and know who they can talk to if they are worried.
Helicopter Stories	Resource to support Reception children with their reading development	£200	
Bug Club – extension to include KS2	Resource to support reading offer during periods of self-isolation or lockdowns.	£300	All children have access to high quality reading materials during lockdown.
Phonics update training for Teachers and TAs – Feb 2021	Update subject knowledge for teaching staff,	£400	<ul style="list-style-type: none"> • Daily provision and interventions are of a consistently high quality. • Common, shared understanding of articulation and strategies to support phonics development

Subscribe to National College CPD	High quality, up-to-date professional development for leaders to support reading, phonics, remote learning offer and physical development of children.	£900	Leaders have up-to-date understanding of strategies to support recovery and reconnection
Daily phonics provision and woven through day's activities	Support gaps identified in phonics. Support pupils' phonics reading and application of related graphemes in writing activities.	N/A	<ul style="list-style-type: none"> • Pupils on track with expectations in phonics development across the year. • Practice phonics screening shows improvements over time and Year 2 pupils are well prepared to take phonics screener in Term 2. • Pupils access appropriate reading books for their age and stage of development.
Purchase additional reading books	Additional reading books for Infants to allow for stock to be circulated with a quarantine period upon return and before reallocated. Support pupils to access quality reading books for their age.	(£1500) <i>Paid by FoAHS</i>	Sufficient quality and quantity of books for R and KS1 children to use at home and school.
Phonics Play	Interactive phonics resource to use at home and in school, to support the acquisition of phonics by children in Reception and KS1.	£100	Parents and staff have access to resources to support remote learning of phonics

Teacher 1:1 maths surgeries with LA Advisor	Professional discussion with teachers to plan for the recovery curriculum in maths and support children to demonstrate what they know and can do in preparation for subsequent assessments.	£400	Teachers have a clear understanding of the key objectives to plan for on return to school after lockdown and a bank of resources/strategies to employ
NSPCC online safety training for IT Lead and HT	Training for staff to provide professional development (staff meeting) for Teachers, to inform practice and feed into Safer Internet Day in Feb 2021.	£100	Online safety information shared with parents – newsletters. Teachers have an up-to-date understanding of online safety and provide support to pupils and parents to keep children safe online.
	Total	£39,400	

