

# COVID Recovery Funding Report 2020-2021



Stafford Manor  
High School

Total Catch Up Funding Grant Received & Student Numbers	
Total cohort	398 (Including Year 12 & 13)
Eligible pupils for Catch Up Funding	389
Amount CUF received per student	£80
Total Catch Up Funding Grant 2020-2021	£28800 (estimated)

## Summary of CUF Spending

### Main Objectives:

- To provide students with the highest quality teaching input that allows every individual to catch up with their learning following the school closures.
- Prepare and equip every pupil with the skills and resources required to engage effectively with remote learning should they need to self-isolate.
- Provide support for mental health and wellbeing as required following the extended period of school closure.

## Spending by Item/Outcome 2019-2020

Item	Cost (Approx.)	Objective
Contribution of salary funding towards the creation of a third group in core subjects in Year 11.	£10000	Reducing the average class size to 18 pupils in Year 11 allows experienced teachers to focus more easily on individual needs and address learning gaps more swiftly.
Contribution of salary funding for Academic Mentors through TeachFirst.	£8000	SMHS is eligible for two salary funded Academic Mentors. These mentors can work with children in Years 7 to 10 who have identified learning gaps as a result of the school closures.
Provision of equipment to support remote learning. This could include digital devices or internet connection, through to writing equipment and text books.	£5000	To provide all pupils with access to remote learning so they can study effectively at home should they need to self-isolate.
Online resource subscriptions that enable pupils to access support independently.	£2000	Provide a range of online resources (E.g. GCSEPOD, Sam Learning) that can be used by pupils to support school work and homework.
Contribution to salary funding for additional wellbeing support in school.	£3800	Additional staff in school can act as mentors that are able to provide advice and support for pupils. School will also engage with training providers to access support (e.g. trainee Social Workers) and signpost voluntary organisations to work with children and families.

### How will we assess the effectiveness of this expenditure?

- KS4 – Internally through PPEs and externally through GCSE examination performance. FFT data can be used to provide context.
- KS3 – Internally through subject assessment data and the use of GL assessments to provide an external context.
- Pupil and parent evaluation and feedback through satisfaction questionnaires.
- Participation rates in the use of online resources.
- Attendance data should show steady improvement over the course of the academic year.
- The analysis of referral data for wellbeing support should reflect the impact of interventions and support.