



Catch-Up Premium Plan Newnham St Peter's C of E School

Summary information					
School	Newnham St Peter's C of E Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£10,000	Number of pupils	125

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years' reception through to year 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes

<p>should use this document to help them direct their additional funding in the most effective way.</p>	<ul style="list-style-type: none"> ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
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Identified impact of lockdown

<p>Maths</p>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Baseline assessments completed in September highlighted a significant gap in knowledge when objectives taught prior to school closure were compared to objectives covered through home learning during school closure. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. They also now struggle to access mathematics independently, a reflection of time spent with one to one support from an adult at home.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This was reflected in arithmetic assessments carried out as return to school baselines for all pupils.</p>
<p>Writing</p>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar, Punctuation and Spelling specific knowledge has suffered, leading to lack of fluency in writing. Children have also been less exposed to wide vocabulary choices, impacting on the maturity and cohesion of their writing. Letter formation and presentation have been impacted by the time spent away from school.</p> <p>Those who have maintained writing throughout school closure are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. For Pupil Premium and SEND pupils this has had a particular impact.</p>
<p>Reading</p>	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Those pupils who found reading challenging prior to the lockdown have been disproportionately affected. YARC reading assessments were complete in September analysing reading performance for fluency, accuracy and comprehension. Teachers now have a clear understanding of gaps.</p>
<p>Non-core</p>	<p>There are now significant gaps in knowledge – part, or in some cases, whole units of work have not been fully taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments – this impact is ongoing. For some children physical and or mental wellbeing was impacted by school closure. Some have high anxiety levels on return to school.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Closing foundation subject gaps:</u></p> <p>Foundation subjects will be planned with increased detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Subject leaders will identify gaps in material taught and will guide the reintegration of this material into the 2020-21 curriculum in order to recover lost ground.</p>	<p>Additional time for subject leaders to review and adapt subject intent statements alongside the schools Recovery Curriculum intent statement.</p> <p>(£100)</p>	<p>The Recovery Curriculum intent statement addressed the specific needs of the children. The order of delivery of foundation units was reviewed to mirror needs on return to school. Pupils were engaged in learning on return to school. Staff prioritised key gaps. Additional DT and French had been planned to be delivered in T3 before school closure.</p> <p>Note: A second Recovery Curriculum will now need to be produced and staff will need to assess if all children can realistically close gaps within their year group curriculum and how this will impact on future class structures. There will be a focus on the bottom 20%.</p>	AN	Jan 21
<p><u>Teaching assessment and feedback:</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Candomaths, YARC, spelling, phonics, Write Stuff and wellbeing assessments used to determine a return to school base line. Additional investment in NFER reading assessments to ensure progress is closely monitored and gaps continue to be addressed</p> <p>(£300)</p>	<p>Formal assessments added rigor to baseline assessment. Staff were able to plan effectively to close gaps. Staff and Governors had a clear understanding of additional academic challenges the school faces due to school closure. School findings of gaps were in line with early reported national findings: https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap</p> <p>Note: New – new catch up curriculum material produce by Can do maths also recognised gaps identified by the school.</p>	AN	Oct 20

<p><u>Supporting writing though whole school Write Stuff initiative</u></p> <p>Writing makes rapid progress from September baselines with children using a broader range of grammatical structures and vocabulary</p>	<p>The Write Stuff initiative to be used across the school. with training rolled out to TAs</p> <p>(See also Pupil premium Strategy £500)</p>	<p>Books evidenced a positive impact from most KS2 pupils. KS1 provision and targeted lower KS2 provision reviewed.</p> <p>Note: The Write stuff delivery does not lend itself well to remote learning. Oak Academy material used during school closure for writing using school criteria for genres</p>	<p>TB</p>	<p>Jan 21</p>
<p><u>Review of weekly timetables</u></p> <p>Core subjects make rapid progress Pupils wellbeing is well supported</p>	<p>Core subjects to receive additional time during the recovery The delivery of PSHE to been enhanced supporting wellbeing with welling being surveys competed at start and end of Term 1</p>	<p>Additional time given to core subjects enabled a greater focus on basic skills. December data evidenced most progress in reading.</p> <p>Wellbeing surveys showed improvements for the vast majority of children. PHSE lessons adapted to address needs identified on pupils return to school.</p>	<p>AN</p>	<p>Dec 20</p>
Total budgeted cost				£ 900

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition for phonics, reading, handwriting, spelling, and maths for pupils most adversely affected by the Lockdown</u></p> <p>Identified children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p>Drop off and collection times (15 minutes before and after the school day) to be used for teachers or TAs to deliver interventions with TAs salaries being increased to cover the additional time.</p> <p>A qualified teacher to deliver pre- teach sessions for Year 5 and 6.</p>	<p>Improved phonics outcomes from baseline to end of term assessment.</p> <p>Reading attainment made the most progress in the Autumn term.</p> <p>Maths pre teach sessions enabled all pupils to access lesson but these were postponed as the school moved into Tier 2. Insufficient input to measure impact. To be</p>	<p>AN</p>	<p>Feb 21</p> <p>Note: before and after school catch up session postponed in second</p>

<p>Children will be able to close gaps in mathematical understanding before the start of units of work enabling them to access new content.</p> <p>Presentation of work will be of a high quality</p> <p>An appropriate numeracy intervention, such as 123 maths, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p>Maths Clubs focusing on key concepts to run after the school day for Years 2-6.</p> <p>Pre-school wrap around care to provide an opportunity for children to attend handwriting toast club</p> <p>Timetables to be adjusted to allow for additional phonics catch up session – running alongside PE catch up sessions.</p> <p>Teachers to plan for additional interventions within the school day</p> <p>Additional handwriting scaffolding to be evident in English books where presentation is an issue</p> <p>123maths to be purchased to provide an intervention that can continue if a child/ bubble is isolating</p> <p>(£8,180)</p>	<p>revisited when schools reopen after second closure.</p> <p>Maths clubs planned for T2 could not be delivered due to changes in national guidance with increased COVID restrictions. To be revisited when schools reopen after second closure.</p> <p>Books evidenced improvements for targeted children (this may not be maintained over the second school closure).</p> <p>Following a significant slip in attainment for some Y2 children during first school closure, phonics catch-up enabled children to make good progress from September baseline (71% pass rate).</p> <p>Interventions to be reviewed after second school closure</p> <p>Scaffolding has supported presentation for the majority of children</p> <p>Intervention started – impact to be measured after second school closure.</p>		<p>school closure</p>
<p><u>Reading Books</u></p> <p>Gaps in the RWI reading scheme / banded books where pupils have not progressed at their usual pace will be addressed and pupils will be able to make progress</p>	<p>Additional reading books to supplement our reading scheme and replace books not returned following school closure.</p> <p>(£320)</p>	<p>Reading material purchased. Books unable to be sent home in second school closure. Impact to be measured after second school closure with new phonics assessment being used to re benchmark children.</p>	<p>KB</p>	<p>Feb 21</p>

<u>One to one and small group support for wellbeing</u> Target children feel supported and are able to engage in learning as a result	Pastoral leads timetable to be reviewed to allow for time in each class with additional small group interventions. (See also Pupil Premium Strategy - £2,000)	Pastoral support enabled all children to transition back to school and overcome anxiety. The second school closure will have a further impact	An /DR	Feb 21
<u>Additional activities to provide more physical activities for targeted children</u> All children's physical stamina and wellbeing are in line with pre-school closure Children's gross and fine motor skills are age appropriate	Targeted children will be given access to sports clubs and before school sports activities (See also Sport Premium Strategy – (£912)	Target children enjoyed accessing additional sports provision. The second school closure has prevented a proper measure of physical impact.	AN / KW	Feb 21
Total budgeted cost				£11,412

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	Seesaw to be rolled out to pupils and parents (£500)	All pupils and parents had access to Seesaw in the Autumn term and this was used for homework. All families were able to transition to remote learning in January. The school has a secure platform to deliver remote learning and provide feedback	AN A	Jan 21
<u>Families will have access to technology when self-isolating</u>	Additional iPads/ laptops to be purchased for families without resources during any bubble closures COVID catch up – (£1,100) See also Pupil Premium Strategy (£1,000)		AN	Apr 21

	Total budgeted cost	£ £2,600
	Total overall cost paid through COVID Catch-Up	£10,000
	Total overall cost paid through school budget	£5,112
	Total overall cost	£15,112