



Catch-Up Premium Plan

Newchurch Primary School

Summary information					
School	Newchurch Primary School				
Academic Year	2020-21	Total Catch-Up Spend	£43,802	Number of pupils	216
Date of Plan	September 2020		Dates of Review	January 2021 April 2021 July 2021	

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 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
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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](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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 should use this document to help them direct their additional funding in the most effective way.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. We were unable to teach following our CPA (concrete, pictorial, abstract) pedagogical approach and some families would not have had access to resources that they would routinely have had to support learning in school.</p> <p>Recall (including speed of recall) of basic skills has suffered - children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Spelling, grammar and punctuation specific knowledge has suffered, leading to lack of fluency in and stamina for writing. Presentation skills have also been adversely impacted particularly in KS1 where letter formation has not been taught according to school policy rather writing styles have developed naturally through the lockdown. Those who have maintained writing throughout lockdown 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.</p>
Reading	<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. We are aware that some of our families did not have access to a rich variety of genres and our early readers did not have access to texts that were directly linked to their phonic ability.</p>
Non-core	<p>There are now significant gaps in knowledge - whole units of work have not been taught due to the suspension of teaching of the national curriculum 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 'awe and wonder' curriculum experiences e.g. trips, visitors and powerful curriculum moments. The children also didn't have access to specialist provision e.g. PE, Languages etc through the period of lockdown. Children have not been able to access swimming lessons as part of lockdown and this needs to be addressed later in the year if the school is to meet the National curriculum expectation that all Year 6 children should be able to confidently swim 25m.</p>
Personal, Social, Emotional Education	<p>Children have missed the daily social contact and interactions that they would ordinarily have with their friends and peers support group. We have noticed that children are more emotionally fragile, more anxious than previously and our youngest learners are needing more support with turn taking, sharing, co-operation etc. We have seen an increase in parents requesting emotional support for their children and we have noticed an increase in need for wraparound external agency involvement to meet family needs to ensure children arrive at school 'ready to learn'.</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	Anticipated Cost	Impact (once reviewed)	Staff lead
<p><u>Supporting great teaching:</u></p> <p>Staff have analysed the impact of lockdown and have identified gaps or modifications required to ensure that the curriculum provision at Newchurch Primary School continues to support great teaching.</p> <p>The outcome remains that the right kids, get the right stuff at the right time and in the right way in order to enable them to have the best possible chance of achieving the age related expectations for each subject/year group despite the global pandemic disruption.</p>	<ul style="list-style-type: none"> • School Improvement Support – training on Information Retrieval methods 2nd week back. • Cost of HLTA hours to cover specialist curriculum provision within bubbles e.g. PE, Year 4 HLTA support • Purchase of Spanish Scheme of Work to support non-specialist teachers working within bubbles • Purchase of Bug Club online reading scheme and new reading books to ensure that phonically matched resources are accessible from home • Timetable Rockstars purchased to support remote access and improve speed and efficiency of mental recall • Spelling Frame annual licence to promote, engage children in spelling. Able to access remotely. • Phonics training for R, KS1 and Y3 teachers • Twinkl licence to support additional learning resources related to COVID catch up • Grab bags with accessories to support high quality teaching and learning remotely (staff and pupil resources) • Purchase of additional concrete maths resources to ensure that resources do not have to be shared across bubbles. • Provision of personal stationary/pencil cases • Costs of workshops Autumn Term to supplement cultural capital opportunities. • Purchase of books to support development of handwriting. • Swimming fund - budget to support additional swimming lessons for those classes that have missed out due to lockdown 	<p>£460</p> <p>£1,393</p> <p>£212</p> <p>£730</p> <p>£ 85</p> <p>£ 30</p> <p>----</p> <p>£102</p> <p>£215</p> <p>£250</p> <p>£550</p> <p>£120</p> <p>£40</p> <p>£3200</p>	<p>Staff completed training and we now have a wider variety of strategies available. This will be included on the school improvement plan for '21-'22 as part of revisiting our flexible teaching model.</p> <p>We have been able to continue to deliver PE as planned. All apart from Swimming.</p> <p>Spanish scheme has been purchased and ongoing monitoring of staff confidence is required.</p> <p>Bug Club online was a suitable resource during lockdown as a temporary solution but outside of lockdown, parents have not engaged as books have been going home again.</p> <p>TTRS has led to engagement and enjoyment of tables practice and laid good foundations for Y4 for their multiplication check.</p>	<p>KJH</p> <p>KJH</p> <p>ABe</p> <p>AB</p> <p>SWk</p> <p>CS</p> <p>RP</p> <p>LP</p> <p>KJH</p> <p>SWk</p> <p>KJH</p> <p>Class teachers</p> <p>DHy</p> <p>AT</p>

	<ul style="list-style-type: none"> • PE Hub subscription - access to resources to support non-specialist delivery of PE throughout the school. • Reward certificates purchased to ensure that children were motivated during lockdown for remote learning. 	<p>£ 210</p>	<p>It will be necessary to overhaul our phonics scheme and we will commit to train staff in the delivery of this. The chosen scheme will align to Letters and Sounds and will be a Government accredited scheme.</p> <p>Grab bags - staff were prepared at short notice to teach from home as required.</p> <p>Classes have sufficient resources to teach the Maths curriculum.</p> <p>Pencil cases worked as a temporary solution. Children no have their own again.</p> <p>Specific children who needed handwriting books have made excellent progress in their handwriting. We will order more of these for September.</p> <p>Despite our best efforts, Swimming has not been able to be resumed. We will commit to two groups going Swimming from September.</p> <p>PE Hub subscription provided ideas and resources for those staff members who were non-specialist but</p>	<p>AT</p>
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<p><u>Teaching assessment and feedback</u></p> <p>Teachers can clearly illustrate the impact of their teaching and learning as gaps in learning will have closed over the academic year. This will be easily measured through the standardised assessment data in reading, writing and maths.</p>	<ul style="list-style-type: none"> • SeeSaw online learning platform purchased to facilitate communication, assessment and feedback involving parents as key components. • Purchase of updated assessment materials, PUMA, PIRA LASS to ensure that months progress can easily be tracked • HIAS support for moderation in English and Maths plus supporting resources to ensure that teacher judgements are accurate despite being unable to physically moderate with other professionals 	<p>£814</p> <p>£350</p> <p>£ 220</p>	<p>This platform has been a success and is now embedded and integral to classroom practice. It's used to set homework and interventions and to keep track of progress through these.</p> <p>Assessment calendar has been reviewed to ensure that tests (PUMA/PIRA/SWST) inform teachers teaching in September and then progress tracked effectively throughout the year. Updated materials purchased Feb 21.</p> <p>Moderation has been postponed this academic year.</p>	<p>LP</p> <p>EK</p> <p>KJH/LP</p>
<p><u>Transition support</u></p> <p>Children who join Newchurch Primary School from different settings or who are beginning school for the</p>	<ul style="list-style-type: none"> • Welcome book created for all new starters who were not able to access usual transition arrangements prior to starting school • Social story booklet created to ensure all children transitioning to Newchurch are aware of how 	<p>£200</p> <p>£125</p>	<p>New intake settled well and more quickly than we expected. We have taken lessons from this approach and applied them as better</p>	<p>KJH/CS</p> <p>KJH/CM</p>

<p><u>Intervention programme</u> Case study evidence will demonstrate that appropriate interventions positively impact the lowest 20% in reading, writing and maths</p>	<ul style="list-style-type: none"> • Purchase of Active Literacy support kit to promote automatic, fluent and accurate reading and spelling. Carefully structured activities to cover phonological awareness, word recognition, phonics, graphic knowledge and spelling. • Additional SENCO time to ensure that all intervention programmes are fit for purpose, appropriately communicated to parents, monitored effectively and having positive impact. • Purchase of iPads to support bottom 20% in online interventions. • Purchase of 35x Nessy Licences to support the spelling of the bottom 20% 	<p>£500</p> <p>£10,000</p> <hr/> <p>£280</p>	<p>Purchased - used in 2 year groups (Yrs 2 and 3). Standardised scores % for children have increased and their use of phonetically plausible spelling when independent writing is now evident.</p> <p>All interventions were continued through lockdown period. Parents had weekly telephone calls and weekly teaching input.</p> <p>iPads were purchased and lowest 20% in KS2 are accessing interventions on the iPads.</p>	<p>EK</p> <p>EK</p>
<p><u>Extended school time</u> Extra curricular activities support and positively impact attendance, behaviour, social, emotional and mental health as well as contributing to academic success.</p>	<ul style="list-style-type: none"> • Breakfast club additional staffing costs to facilitate grouping of children within bubbles. Informal opportunity for hearing of readers and support for PSED activities. • After school club provision including bespoke targeted support delivered by teachers, additional staffing required to support bubble structure. 	<p>£2,925</p> <p>£1,500</p>	<p>90-110 children are accessing our wrap-around care cover, including after school clubs.</p>	<p>KJH</p> <p>KJH/AT</p>
<p>Total budgeted cost</p>				<p>£27,190</p>

Desired outcome	Chosen action/approach	Anticipated Cost	Impact (once reviewed)	Staff lead
<p data-bbox="125 164 421 228"><u>Supporting parents and carers</u></p> <p data-bbox="125 276 499 419">Parents continue to play a key role as educators and are better able to support learning at home.</p>	<ul style="list-style-type: none"> <li data-bbox="521 164 1227 268">• Cost of website upgrades to enable resources support materials to be more effectively shared with parents/carers <li data-bbox="521 276 1167 339">• School Cloud purchased to facilitate improved communication between home and school <li data-bbox="521 347 1227 451">• SeeSaw licence purchased to enable parents to have meaningful and easy access to bespoke online learning for their child 	<p data-bbox="1256 164 1346 196">£ 650</p> <p data-bbox="1256 276 1346 308">£ 298</p> <p data-bbox="1256 355 1346 387">£814</p>	<p data-bbox="1462 164 1821 268">New websites have been upgraded and have been well received.</p> <p data-bbox="1462 276 1821 794">Our parent survey revealed that 99% of parents agreed that they were able to access the office effectively using phone calls, emails and the virtual office on the website. There is also a clickable link on the website that parents/children can use to take them to the login pages of useful apps/websites for learning purposes too.</p> <p data-bbox="1462 834 1821 1201">School Cloud - we have adapted this provision to enable the community to continue to benefit from this. Our parent survey revealed that 88% of parents found school cloud easy to use and liked meeting with teachers virtually.</p> <p data-bbox="1462 1209 1821 1281">Seesaw continues to support classroom practice.</p> <p data-bbox="1462 1321 1821 1536">Our parent questionnaire revealed that 90% of parents found Seesaw easy to use and our Parent Forum requested that homework continue to be set this way.</p>	<p data-bbox="1843 164 1910 196">KJH</p> <p data-bbox="1843 276 1888 308">LP</p> <p data-bbox="1843 355 1888 387">LP</p>

<u>Access to technology</u> Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<ul style="list-style-type: none"> • Visualizers purchased to facilitate remote sharing of work or modelled examples. • Upgrade of teacher laptops to better effectively support blended learning. • Additional XB devices required to secure pupil access in the event of bubble/school closure. One provided through DfE scheme. 	£ 630 £ 1,533 £ 3,500	All classes using visualiser. 6 laptops have been replaced in the last 18 months. 10 laptops provided by the DfE and now in our laptop store and used in class.	KJH KJH KJH
Total budgeted cost				£ 6,313
<u>Summer Support</u> NA				
Total budgeted cost				£43,802
		Cost paid through Covid Catch-Up		£17,040
		Cost paid through charitable donations		£ 2,000
		Cost paid through school budget		£24,762