

Newton Tony CE VC Primary School
Covid Catch-Up Premium Plan

Summary Information

Academic Year	2020-2021	Total Catch up premium	£6513	Number of pupils	October 2019 73 pupils October 2020 82 pupils
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Guidance

- The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds.
- School allocations will be calculated on a per pupil basis, linked to the October 2019 (1st payment) and October 2020 census (2nd and 3rd payment)
- Mainstream school will get £80 for each pupil in from Reception to Year 11 inclusive.
- <https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>

Use of Funds (DfE Guidance)	EEF Recommendations
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| <ul style="list-style-type: none"> • 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 curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak. • While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education. • School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure. • 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. | <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Supporting remote learning <p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Planning for pupils with Special Educational Needs and Disabilities (SEND) <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting pupils' social, emotional and behavioural needs • Supporting parent and carers • Access to technology |
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Identified impact of lockdown	
Mental Health	All children have returned to school with a passion for learning. There are higher levels of anxiety and concerns about parent's financial situations that the older KS2 children worry about. All teachers have completed ELSA referral forms for these children to access ELSA. We have increased the ELSA hours for our trained ELSA and are also in the process of training a second ELSA due to our 1:1 counsellor leaving the school. We have offered funded Triple P parenting courses to all our parents. Classrooms and other spaces promote mental health wellness.
Reading	The majority of children have continued to read over lockdown. Initial reading assessments evidence that there is a group of SEND children in Y3 who need additional support. These children missed their Project X 1 intervention due to lockdown. They will need to continue with a phonic based approach to developing their reading skills. These children are accessing Project X 1 with a Teaching Assistant in guided reading sessions. There is a further group of four children (lowest 20%) in Year 4 who missed their Project X 2 intervention due to lockdown. These children are receiving additional support in guided reading with their class teacher.
Phonics	Reception Year children have returned to school with the majority of children retaining their taught phonics over lockdown. Class teachers taught daily phonics remotely and this has greatly benefitted the children. Four children who are receiving additional daily phonics to ensure that their phase 2 phonics are secure. One of these children did not attend school for a long period of time due to shielding a family member. Year 1 children are accessing two phonic sessions to secure phase 3 phonemes alongside phase 5 phonemes to ensure gaps are addressed. Initial return to school assessments evidence that four children in Year 2 will need to access our phonic intervention programme. One of these children was secure before lockdown and passed the screening check. Three Year 3 children are accessing Project X intervention on a daily basis with a Teaching Assistant, these are children with additional needs on our SEND register.
Writing	All children have returned to school with an enthusiasm to write. Spelling patterns have not been retained in particular in Year 3 and Year 4. The school have subscribed to Spelling frame to support children accessing spelling practise at home.
Maths	Maths basic skills have been retained. The majority of children accessed daily live lessons over lockdown period. Teachers are planning from the prioritised curriculum guidance. https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools
Non core	It has been challenging for the children to access the arts over lockdown. Lesson planning and live remote lessons have been accessed by the majority of the children. Many children did not participate in the practical activities at home so the teachers taught shared lessons over lockdown to give children the visual experience of these hands on activities.

Rationale:

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Newton Tony CE VC Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children’s academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

Planned expenditure

1.Targeted approaches

EEF recommended strategy	EEF Rationale	Specific implementation at Newton Tony CE VC Primary School	Cost	Expected impact
Intervention programmes	Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a ‘best bet’ and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils. We suggest schools should adopt one or two well-chosen, and well implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning. In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks). Staff receive extensive training from experienced trainers or teachers.	<p>Project x1 and First Class @ number Interventions will commence on return to school (Spring or Summer 2021). Children will be assessed and a small group of four children will be identified in Year 2.</p> <p>Intervention programmes are held in the afternoons, 30 minutes duration and will take place four times a week. Our experienced intervention Teaching Assistant CS will lead the programmes.</p>	<p>Project X1 books £500</p> <p>Wipe board and pens: £35</p> <p>Guided reading books: £850</p> <p>TA payroll: £3800</p>	<p>By providing maths and reading catch-up interventions for identified children in the afternoons, data analysis will indicate gaps in maths and reading have closed and progress will accelerate.</p> <p>Summer 1 Term impact review: Four Year children identified Project X1 intervention group following phonics assessment (Ramsbury Hub recommended document). Intervention programme x12 weeks has begun. Four Year children identified First Class @ number intervention group following phonics assessment (Ramsbury Hub recommended document). Intervention programme x12 weeks has begun. Assessment in Summer 2 to measure progress.</p>

11. Wider approaches				
EEF recommended strategy	EEF Rationale	Specific implementation at Newton Tony CE VC Primary School	Cost	Expected impact
Supporting pupils' social, emotional and behavioural needs	<p>A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs.</p> <p>Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year. As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs. Once more, meaningful and manageable assessment will be crucial.</p>	<p>Teachers were involved in planning for well-being approaches whilst remote teaching and within their classrooms on return to school, guaranteeing their preparedness, as well as enthusiasm. The transition and recovery curriculum will be grounded in emotional well being , within our Collective Worships, PSHE curriculum and in everyday mindfulness practices eg spiritual outside area, playdoh pit stops.</p> <p>Additionally, staff will continue to use a range of strategies, including the use of a feelings chart to support identifying emotions, regular practice of calming tools such as deep breathing, using stories to examine character's feelings through reflective questioning. To support staff CPD we will purchase and implement the jigsaw PSHE scheme of work and linked training. We will invest in training a second ELSA to support children's mental health; therefore providing more opportunity for children to access the programme. Well-being will continue to be a focus for all staff. We will ensure a shared language and actively plan daily check-ins with each other. Increased presence on gate – additional members of the team will be on hand each morning to support any pupils with emotional need. Parents will be offered funded Triple P parenting programme (online), to support parenting skills and mental health.</p>	<p>JIGSAW:£795</p> <p>Training:£200</p> <p>ELSA training: £475</p> <p>Spiritual area: £100</p> <p>ELSA Payroll: £1900</p> <p>Triple P parenting programme £500</p>	<p>Our approach will be positive and holistic, supported by the physical environment which is aesthetically pleasing and calming to the eye. Carefully designed indoor and outdoor areas include 'safe spaces' (Spiritual corner, Calming Foxes area, colours of negotiation, library tent for EYFS). Visual cues in the classrooms and conservatory, such as feelings vocabulary, self-regulation strategy posters and 'calm down kits', offer reminders for pupils and staff. Our explicit approach means that we are well placed to manage pupils' return to school in the coming academic year. Exclusions will not increase despite pupils absence from school during 'lockdown.'</p> <p>Summer 1 term impact review: KS2 are accessing the spiritual area on a daily basis. Pupil behaviour is good and no bullying or exclusions were reported in Spring 2 term. Attendance is 97% above National Average 95%. Parents will be notified if their children who have attendance below 95% . Class teachers have completed ELSA referral forms – Five children are</p>

					currently accessing ELSA programme. The ELSA training programme has been postponed twice but hopefully will take place in July 2021. Well-being for Education Resilience training has been shared with all staff. Four parents have taken up our offer to complete Triple P parenting. Discussions with stakeholders evidence that pupils generally remain behaving positive and happy to access learning.
Total spending	£9155	Total funding	£6513	Contribution from main account	£2642