



Newchurch Community Primary School COVID Catch up Funding Plan

Summary information					
School	Newchurch Community Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£14,260	Number of pupils	194

Guidance	
<p>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.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Reception through to Year 6. For Newchurch Community Primary School, this means a grant of £14,260.</p> <p>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.</p>	
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 should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • High Quality Teaching for All • Effective diagnostic assessment • Supporting Remote learning • Focussing on Professional Development <p>Targeted approaches</p> <ul style="list-style-type: none"> • High quality 1-to-1 and small group tuition • Teaching Assistants and targeted support • Planning for Pupils with SEND <p>Wider strategies</p>

- Supporting pupils' social, emotional and behavioural needs
- Communicating with and supporting parents and carers whilst sustaining engagement
- Access to technology

Identified impact of lockdown (Initial observations captured – detail to be completed following Autumn term Assessments and pupil progress meetings)

Maths

Across all year groups, specific content has been missed as certain elements are not normally taught until later in the spring term. Teachers during lockdown tried to address this by setting the work on eschools for children to access. However, despite teachers monitoring and responding to work, this work has not been completed by all children and in many cases the work that has been missed is not embedded in their understanding. This is work like handing data in graphs or area and perimeter, where children build upon knowledge year upon year. There was a conscious decision to ensure that children were able to meet the end of year targets in arithmetic in particular as this was an area staff felt parents could support their children with and also the demonstration via videos etc would be best delivered and understood.

In class, staff have analysed gaps in learning from the previous end of year expectations. This will support them in planning for the units of work to follow as they embark on their current year's curriculum. We have used formal assessments (Nfer tests) to check all areas of the curriculum and have conducted question level analysis grids to identify gaps and misconceptions. The overall picture (based on those children who actively engaged in learning during the lockdown) is that pupils' arithmetic is largely in line with expectations but that children's reasoning skills are an area of focus across the whole school.

All children still have an eagerness to learn in maths lessons and lockdown has not affected their attitudes.

Recall of basic skills so far appears to be satisfactory, although Y6 have been working hard to focus on times tables, as the children's speed had dipped a little.

Writing

Children have not necessarily missed 'units' of learning in the same way as mathematics; however, they have lost essential practising of writing skills. Again, for those children who engaged with learning during lockdown, their understanding of Grammar and Punctuation has continued to develop as the school made a conscious effort to continue to focus on the grammatical aspects of writing. Although the tests showed a good acquisition of grammar understanding, the application into writing was still an area the children needed to work on in order to meet age related expectations.

It is clearly evident that spelling across the whole school was an areas that children needed to have a higher focus on when returning to school. Those who have maintained writing throughout lockdown are less affected; however, those who evidently did not engage in writing 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.

Due to the nature of our online learning platform- eSchools children tended to practise their writing skills less, often opting to submit work online or complete tasks electronically. This has therefore led to an overall weakness in handwriting and the ability to present their work in the best way they can (taking pride in their presentation).

The build- up and lesson inputs that focus on enhancing and progressing children's writing skills could not happen in the way that they do in class normally, and therefore some of the precision and detail that we would normally expect to see in the children's writing is missing. The basics of punctuation are mostly correct; however, it seems that the more technical structures of writing are what the children are needing the most support in e.g. problems with subject-verb agreement, or lack of formal tone or technical vocabulary aimed at a specific genre or audience.

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 do not is now increasingly wide. The bottom 20% of readers have been disproportionately affected. Phonics in the Year 1 and Year 2 showed a significant dip against the Phonics Screening Check.</p> <p>Children seemed to have continued to foster a love of reading during lockdown; however, it is the social interactions and discussion-based lessons that they have missed. Children need a lot of encouragement to articulate their answers in our Whole Class and Guided Reading sessions in a coherent way and can find sharing their ideas with their peers quite challenging. Lots of encouragement is given to encourage and develop oracy as we believe that sharing ideas and opinions in reading is what makes a competent and all round lifelong reader.</p> <p>Developing the vocabulary of our children has always been high on our priorities and the return to school brought with it a continued focus on vocabulary across the curriculum. However, it would appear that children have not challenged themselves with this independently at home when reading alone or with a parent. It is vital that children stop when they come across an unknown word so that it can be explored and absorbed, and use a range of strategies to support their understanding. This therefore builds their vocabulary knowledge to utilise in further learning and reading.</p> <p>Children will also need to be carefully guided to ensure they are selecting language rich and challenging texts for their reading ability, as when at home children could have fallen into the trap of only reading the same author or books that they know they can easily read. It is our job now to support children with making these choices, as well as looking at the particular gaps in reading skills.</p>
Non-core	<p>There are significant gaps in knowledge – whole units of work have not been 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 and continue to miss out on some of the wider curriculum experiences e.g. trips, visitors and powerful enrichment opportunities.</p>
Social interaction and emotional wellbeing	<p>Regular routines were de-established for some children during lockdown and whilst effective child-centred induction and transition arrangements were implemented during the summer term, this has needed to be a significant focus as part of our recovery plan, to support children with their social, emotional and behavioural needs. We have consciously planned to combine our social and emotional learning with our academic curriculum. Opportunities have also been introduced to allow pupils and parents to articulate their experience and feeling towards lockdown and school closure and subsequent return to school. Families continue to be affected by COVID19 emotionally and financially, working patterns and arrangements have changed and this is impacting on some children emotionally.</p> <p>On returning to school, the mental health and well-being of the children clearly needed to be a priority in supporting the children to ensure that this did not become a barrier to learning progress.</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	Evaluation/Impact	Staff lead	Review date
High Quality Teaching for All All children make at least good progress from their starting points.	<ul style="list-style-type: none"> Sharing of good practice across key stages, the schools and wider collaborative networks Subject leaders to support class teachers in their knowledge of concepts Ensure explicit instruction, scaffolding, flexible grouping, cognitive and metacognitive strategies are key components of high quality teaching and learning Purchase of White Rose Hub with prerequisites for previous learning and progression Purchase of Reading Comprehension for UKS2 (£198) 		JN and JD	Termly
Effective diagnostic assessment 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.	<ul style="list-style-type: none"> Purchase and implement Nfer tests completed in the Autumn term to enable the identification of gaps in previous year’s learning expectations Addition tests ordered to measure impact in Autumn term. (£1,646.40)		JN	July 2021
Access to technology and remote learning All children can access high quality remote learning that closely matches the curriculum offer within school.	<ul style="list-style-type: none"> Introduction of Google Classroom as a platform for homework and remote learning to ensure all children are proficient in its use should they be asked to work remotely. Creation of Loom videos to support parents and children in the use of Google Classroom CPD for staff on the use of Google Classroom, Loom, video recording and Google Meet Audit of devices available to families (for all children in primary school) completed in the first week of the Autumn term followed by purchase of chrome books to ensure all children can access remote learning. Children without devices for homework and 		JD and JLD	Ongoing

	<p>therefore not able to access Google classroom will be provided with a device long term</p> <ul style="list-style-type: none"> • Pupil Premium and SEND children will have priority for devices. • DfE allocation of five laptops • Upgrade Teacher laptops (School Budget) (£13, 682) 			
Total budgeted cost				15,526.40

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p>High quality 1-to-1 and small group tuition</p> <p>Identified children will have significantly increased rates of progress in identified areas where there are arrears in learning.</p>	<ul style="list-style-type: none"> • Identified children will access specific and targeted interventions in line with assessed gaps in learning. These will be linked to: <ul style="list-style-type: none"> ○ Phonics/spelling ○ Reading ○ Maths • Additional teacher deployed to support the teaching of phonics in Year 2 (£1,100) 		JN, DC and JD	<p>Feb 2021</p> <p>May 2021</p>
<p>English Bridging Units</p> <p>Children will have focused review of English expectations from the previous year to enable them to revise previous learning, enabling the transition to the next years curriculum to be more effective</p>	<ul style="list-style-type: none"> • Writing of English Bridging Units for all KS2 classes based on writing targets from the previous year group • Measure of writing at the start of the half term and at the end of the half term to assess the impact on writing outcomes 		JN	Dec 2020
<p>Spelling SOS and Phonics</p> <p>Average spelling scores are above the National Average and children are able to spell words containing the spelling patterns taught within age-related expectations</p>	<ul style="list-style-type: none"> • Training for all KS2 staff on Spelling SOS programme • Implementation of daily spelling and grammar sessions which reviews previous year group's spelling and grammar objectives and builds on previous learning • One to one spelling and phonics support for children who are significantly behind the age related expectations • Phonics champion identified to complete the 		JN and JT	March 2021

	tracking of phonics and support staff in the acceleration of progress			
Teaching Assistants and targeted support All children make at least good progress from their starting points with the impact of targeted intervention evident.	<ul style="list-style-type: none"> Appropriate interventions are identified. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data). 		DC, JN and JD	April 2021
Planning for Pupils with SEND Ambition for all pupils is high and support is in place for pupils with SEND within the classroom and remotely	<ul style="list-style-type: none"> Risk assessments supporting provision for all SEND children working remotely completed Speech and Language provision to continue remotely and in school (training for staff new to the cohort to ensure provision is effective) 		DC	April 2021
Total budgeted cost				£1,100

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
Supporting pupils' social, emotional and behavioural needs Children are happy, confident, resilient and emotionally equipped to access the curriculum. Children with specific nurture needs (present and future) are provided with a safe space for regulation and support,	<ul style="list-style-type: none"> Theraplay session with RW to support families who require targeted intervention to support mental health Drawing and Talking sessions to be delivered for children identified as requiring support as evidenced from their Strengths and Difficulties Questionnaires (SDQs) Relocation of nurture and sensory room Purchase of furniture and resources <p><i>(Link to Pupil Premium Spend)</i> (£2,970.02)</p>		JN and DC	Termly
Communicating with and supporting parents and carers whilst sustaining engagement 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	<ul style="list-style-type: none"> Additional online learning resources will continue to be subscribed to (TTRockstars and Reading Plus) Spelling Shed will be purchased so that children can practise spellings at home. Timetable established to support parents and children in knowing when they will have live 		JN and JD	March 2021

parents can sustain home-learning.	<p>sessions and when they are to work independently</p> <ul style="list-style-type: none"> Purchase of Loom as a videoing service to allow teachers to record teaching sessions linked to the curriculum offer and help to maintain the sequence of lessons. <p>(£1,732.75)</p>			
Total budgeted cost				£4,702.77
		Cost paid through COVID Catch-Up	£14,260	
		Cost paid through charitable donations	£1,000	
		Cost paid through school budget (allocated Pupil Premium Grant and IT budget)	£6,069.17	
		TOTAL SPEND	£21,329.17	