



Covid Catch Up Premium Statement 2020/21

1. Summary information					
School	Newlands Primary School				
Academic Year	2020/21	Total Catch Up budget	£15,440	Date of most recent Review	Dec. 2020
Total number of pupils	193 (193 x £80)			Date for next internal review of this strategy	April 2021

2. Barriers to future attainment	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Missed phonics sessions due to the partial closure of the school. This then impacts the fluency of reading
B.	Significant areas missed from the previous year's curriculum, leading to gaps in the school's progressions of skills that need to be addressed before children are secure against the current years curriculum
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Increased anxiety as a result of lockdown and as a result of a combination of factors including, but not exclusively, negative national news, isolation from peers, changes in domestic situations both employment & relationships.
3. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	Ensure all children make up missed phonics teaching so that they make rapid progress.
	<p>Take a phonic baseline of all infant children and junior children still following RWI prior to partial closure set RWI groups accordingly (SL) September 2020.</p> <p>Children make rapid progress in phonics assessments so that</p> <ul style="list-style-type: none"> • Y2 children achieve in line with pre-Covid expectations in the Autumn Term Y2 phonics assessments. • Y1 children achieve in line with previous years Y1 phonics assessment
B.	Embed a catch up curriculum that facilitates the closing of social, emotional and academic gaps as a result of the Covid-19 pandemic.
	<p>Take a baseline of all pupils in all subjects (Class Teachers) October 2020</p> <p>Use government catch up premium to provide additional precision teaching, ELSA and possible tuition.</p> <p>Half termly pupil progress meetings based on teacher assessment using ELSA and precision teaching and possible tuition to close gaps</p> <p>Children make accelerated progress closing any potential gaps that emerged as a result of the partial closure of the school so that</p> <ul style="list-style-type: none"> • There is positive progress data from the start of academic year • Attainment levels are in line with previous years by the end of the 2020/21 academic year
C.	Anxiety is not a barrier to academic progress
	<p>Days of learning are not lost to anxiety, attendance rates remain above national and local comparisons and broadly in line with historic attendance rates.</p> <p>See success criteria in B</p>

4. Planned expenditure					
Academic year	2020/21				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Embed a catch up curriculum that facilitates the closing of social, emotional and academic gaps as result of the Covid-19 pandemic.	Use assessment for learning (feedback) to identify gaps in prior learning. Assessing children against the school's progression of skills, giving feedback focused on moving on learning.	The education Endowment fund states Feedback has "High impact for very low cost, based on moderate evidence.	Half termly pupil progress meetings based on teacher assessment	WN	<i>Ongoing with assessment of children half termly</i>
Total budgeted cost					£ 0
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Embed a catch up curriculum that facilitates the closing of social, emotional and academic gaps as result of the Covid-19 pandemic.	Use government catch up premium to provide additional precision teaching.	The education Endowment fund state "Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average."	An Educational Phycologist will deliver training to all staff. Half termly reviews of progress as part of pupil progress meetings	WN	<i>Ongoing with assessment of children half termly</i> <i>1 LSA for ½ day every day.</i> <i>£ 7,000</i>
Ensure all children make up missed phonics teaching so that they make rapid progress.	Additional staff in infants to ensure phonics teaching delivered to targeted groups of similar abilities	The education Endowment fund state "Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress."	RWI will continue to support the school through a termly development day. Further support will be provided via RWI Online Training Subscription (£1000)	JF & SL	<i>Ongoing with assessment of children half termly, and development days termly</i> <i>RWI Online Training Subscription (£1000)</i> <i>1 LSA for ½ day every day.</i> <i>£ 7,000</i> <i>£112 additional phonics resources</i>
Total budgeted cost					£15,112
iii. Other approaches					

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance rates	Admin staff to monitor pupils and follow up quickly on absences. This in turn could lead to fast tracking into ELSA	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Attendance to be tracked with a weekly report generated. Children identified as missing school due to social and emotional factors to be fast tracked into ELSA	GG & WN	Weekly <i>1 hour of Admin (per week) multiplied by 39 weeks. Costed at £8.40 per hour $8.40 \times 39 = £328$</i>
Total budgeted cost					£328

5. Additional detail

- The strategies used for this plan have been in part informed by information available through The Education Endowment Foundation web-site <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>