

Newton Hall Infants' School – Catch-up Premium Strategy 2020 – 2021



Updated 11.10.20

Funding allocation (Mainstream Schools)

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.

Payments

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census.

*The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of **£46.67** per pupil. A further £33.33 per pupil will be paid during the summer term 2021.*

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

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

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](#). (See also [EEF - School Planning Guide 2020-21](#))

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

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

School Overview

Number of pupils in school YR – Y2	157
Proportion of disadvantaged	14.6%
Catch-up Premium allocation (No. of pupils x £80)	£12,560
Publish Date	11.10.20
Review Dates	December 2020 March 2021 June 2021
Statement created by	Mrs. L. Frazer
Governor Lead	Mr. D. Maw

Context of the school and rationale for the strategy

The school's catchment is relatively low in terms of disadvantage, however, this number is increasing yearly. 14.6% of the school are eligible for Pupil Premium. Approximately 70-80% of pupils engaged with home learning during the Covid-19 lockdown, although this was variable over time. Following the wider reopening, 24.5% of eligible attended school during lockdown. 15% of these children identified as being vulnerable. Teachers have used on-going assessments as children return to school in order to ascertain current levels of knowledge and understanding.

Barriers to future attainment

		Barrier	Desired outcome
	A	Home learning requires further refinement and development in order to improve access to learning at home for all pupils	A strong remote learning offer is in place. A new and improved platform is in place and all staff are trained in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly.
Targeted academic support	B	Some pupils had limited access to Maths materials/teaching during the summer term and therefore, their maths attainment is lower than expected in terms of ARE.	Mathematical skills are much improved and rapid progress is demonstrated on a termly basis.
	C	Although online learning materials provided for Reading during the summer term were accessed by the majority of pupils, baseline assessments indicate some learning loss and gaps in knowledge. This has resulted in some pupils in each class working well below ARE.	Pupils make accelerated progress in reading from their starting points at the beginning of the autumn term.
	D	As a result of the Covid-19 pandemic, some children entering reception in September 2020 have missed out on more than 20 weeks of early education at a crucial time for their early language development.	Pupils improve both their oral language and early literacy skills.
Wider Strategies	E	A small minority of pupils are struggling to settle back into class and school routines and have a limited attention span linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020. All pupils are able to focus on their learning during lessons.	All pupils are able to focus on their learning during lessons. Behaviour incidents are minimal.

Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	<p>CPD provided for staff on the effective use of the new online learning platform.</p> <p>Parents/carers are made aware of the platform and how it can support home learning.</p>	<p>The new platform is in place and staff and parents are able to use it effectively.</p> <p>Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys)</p>	<p>Engagement with Class Dojo</p> <p>Effective parental engagement supports learning</p>	None	<p>Engagement with Class Dojo</p> <p>Engagement with Class Dojo</p> <p>Feedback to parents</p>	SLT	<p>Autumn 2020 All staff are communicating effectively with parents via Class Dojo. Planning and resources were shared when 'bubbles' isolated.</p> <p>Spring 2021 A review of remote learning offer was shared with parents. Staff monitored access to remote learning. Parent's evening to share targets via Cloud.</p> <p>Summer 2021 LF / JR researched different platforms for September 2021. Seesaw training booked 06/07/21</p>

Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
B	<p>Small group and 1:1 Maths Intervention with identified pupils.</p> <p>Baseline data from maths assessment tests.</p>	Maths results to improve and demonstrate gaps closing	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition (+4) Feedback (+8)</p>	2 x TA intervention costs	Determined from assessments made at the start of the autumn term	Maths lead	<p>Autumn 2020 Autumn term assessments identified children to monitor. Interventions are refined and adapted as necessary.</p> <p>Spring 2021 Children were assessed on return to school. MathsPlus1 intervention programme implemented for children struggling with key</p>

							<p>concepts. Staff received support with the Ready to Progress as a recovery curriculum.</p> <p><u>Summer 2021</u> Review of Maths scheme for September – able to track back and forward – Primary Stars Enter next phase Maths Mastery programme - Developing Applied to be part of the Mastering Number project</p>
C	<p>Reading and phonics assessments identify children in need of support.</p> <p>Levelled reading books purchased to support additional measures</p> <p>2 x daily phonics teaching sessions</p>	<p>Children will read widely and often</p> <p>Children will make good progress from their starting points</p> <p>Lower attaining readers will close the gap towards age related expectations</p> <p>Children will develop a love of reading</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8)</p> <p>1:1 Tuition (+5)</p> <p>Reading Comprehension Strategies (+6)</p> <p>Teaching Assistants (+1)</p>	<p>2 x TA intervention costs</p> <p>£1086</p>	<p>Determined from assessments made at the start of the autumn term</p>	<p>English lead</p>	<p>Autumn 2020 Autumn term assessments identified children to monitor. Interventions are refined and adapted as necessary. 82% children achieved Year 2 screening test</p> <p>Spring 2021 Children were assessed on return to school. Specific phase intervention for targeted children</p> <p><u>Summer 2021</u> Phonics assessments indicate that the majority of children are working at ARE Review phonics scheme in school once schemes are validated by the DfE Current Year 1 children will be assessed in Autumn 2021</p>
D	<p>Small-group and one-to-one language teaching sessions for reception age children identified as</p>	<p>Children improve both their oral language and early literacy skills</p>	<p>Several EEF trials have found that NELI improves both children’s oral language and early literacy skills. A recent trial of the</p>	<p>T / TA cover to release staff for training purposes</p>	<p>November – December screening</p>	<p>English / EYFS lead</p>	<p>Autumn 2020 Staff training in both EYFS and Year 1</p> <p>Spring 2021</p>

	needing targeted language support		programme found that children made on average three months of additional progress compared to children in the comparison group – making NELI the most robustly evaluated early language intervention available in England.				Screening of children x 2 days supply – all children passed threshold Train Year 1 staff
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Wider strategies i.e. Behaviour approaches, recommendations made in “Safe, Happy, Settled”.

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
E	Wellbeing and related resources planned for, implemented and evaluated across the school via SEMH/ PSHE teaching Support to pupils Small group and 1:1 wellbeing support / Intervention with identified pupils.	Positive impact on identified SEMH pupils’ emotional wellbeing.	Education Endowment Fund Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)	TA costs as required	Behaviour incidents	SENDCO / PSHE Lead	Autumn 2020 Intervention with targeted pupils has ensured that they are settled and happy within school. Emotional needs have been effectively met. Spring 2021 Well-being activities planned for return to school. Intervention with targeted pupils has ensured that they are settled and happy within school. Emotional needs have been effectively met. Summer 2021 Children remain happy and settled A farm ‘fun’ day was held Commando Joe training booked Autumn 2021

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved: – Chair of Governors;– Vice-Chair of Governors;– Head Teacher		
Committee meeting dates		
Autumn: December 2020	Spring: 16 th March 2021	Summer: 30 th June 2021
Autumn summary Both committees discussed Interventions and Catch up Premium including: <ul style="list-style-type: none">• Funding allocation – School’s allocations will be (No. of pupils x £80) £12,560.• That 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 government guidance.• That we must be able to account for how this money is being used to get pupils back on track and teach a normal curriculum as quickly as possible.		
Spring summary Full Governing Body discussed use of spend including: <ul style="list-style-type: none">• Money spent so far• Plans for continuation		
Summer summary Full Governing Body discussed use of spend including: <ul style="list-style-type: none">• Money spent• Impact		