

## Northbourne CEP School - COVID catch-up premium report

### COVID catch-up premium spending: summary

#### FUNDING STATEMENT

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census meaning we are predicting Northbourne CEP will be in receipt of £9680 (121 x £80) in total. This funding will be provided in 3 tranches: Autumn, Spring and Summer terms. The spending of this money will be down to schools to allocate as they see best. 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. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

#### CONTEXT:

- All pupil returned following the summer holiday – Attendance across Term 1 has been 97% +.
- Pupils have returned eager to learn and access the curriculum. Recovery curriculum has been completed across Term 1, enabling staff to provide a structure of core Maths and English learning alongside PSHE themed sessions to support pupils return to school.
- All pupils had at least a full week in school before the summer holidays in order to prepare for a swifter return to learning come Sep.
- Start of year standardised baseline assessments in Reading, Writing and Mathematics have been completed, in order to quantify the gaps in core learning following lockdown and the summer holiday.
- Catch up Premium will be targeted to provide support and intervention to directly close these gaps.

#### CONTEXT SUMMARY INFORMATION

Total number of pupils: (Boys 61 / Girls 63)	124	Proportion of disadvantaged (10/124)	8%
Proportion of SEND (7/124)	5.7%	Amount of catch-up premium received per pupil:	£80.00
Proportion of EAL (1/124)	0.8%	Total catch-up premium budget:	£9680

## STRATEGY STATEMENT

At Northbourne CEP School, catch up funding will be used in order to provide:

- Curriculum resources and materials that support “catch up” and closing of significant core learning gaps.
- Additional teaching staff to develop the outcomes of children who have been identified as needing “catch up” in their core learning.

There is one broad aims for the catch up funding at Northbourne CEP School:

- Attainment and progress outcomes at end of 2020-21 for all year groups will be at least in line with national expectations.

Catch Up at Northbourne CEP School:

**(For all children)**

**Focus on consolidation of basic skills.**

- The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic fact recall of the four operations and reading skills relevant to age.

**Additional lesson time on core teaching.**

- Reading, writing and maths teaching will require increased teaching time in order to cover missed learning.

**Particular focus on early reading and phonics.**

- Phonics in Yr 1 and Yr 2 will require increased teaching time in order to cover missed learning.

**Assessment of learning and of basic skills to identify major gaps.**

- Teachers will work to identify gaps in learning and adapt teaching accordingly.

**(For some children)**

**Additional support and focus on basic core skills.**

- Supported by additional staffing, utilising catch up premium – dependent on need as identified through ongoing assessment.

**Additional time to practice basic skills.**

- This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

Catch up at Northbourne CEP School IS NOT:

- Cramming missed learning
- Pressuring children and families into rapid learning
- Teachers time spent highlighting missed objectives
- Teachers time spent ticking off assessment points and extra tracking

## Planned expenditure of catch-up funding

### Quality First Teaching – delivered by all staff through the curriculum

Objective	Intended outcome and success criteria	Actions	Monitoring	Staff lead	When will you review this?
<ul style="list-style-type: none"> <li>• Phonics to be delivered daily in EYFS, Yr 1 and Yr 2</li> <li>• Daily reading lessons in all year groups</li> <li>• Handwriting practice</li> <li>• Writing rich topic lessons</li> <li>• Maths to focus on White Rose Recovery Plans, strengthening the four basic operations</li> <li>• PE curriculum to focus on fitness</li> <li>• Forest School to focus on collaboration, team building and confidence boosting</li> </ul>	<p>All children have access to quality first teaching, securing sound behaviours for learning, high expectations and consistent application of basic core learning skills.</p>	<p>Establish what they know and what needs building on – use the key objectives and gap analysis tool – have they got them and if not how to address? Cross reference year group objectives.</p> <p>Make all learning expectations clear, provide clear feedback during and after lessons.</p> <p>Scaffold and model the task and the skills required to achieve learning.</p> <p>Encourage and support a “growth mindset”, celebrate good behaviours for learning, at every opportunity.</p>	<p>Work scrutiny</p> <p>Pupil voice</p> <p>Lesson observations</p>	<p>HT</p> <p>Subject leaders</p>	<p>Data collection points:</p> <p>T2</p> <p>T4</p> <p>T6</p>
<p><b>Total catch up funding budgeted cost:</b></p>					<p><b>£0</b></p>

**Targeted support – Catch up funded**

Objective	Intended outcome and success criteria	Actions	Monitoring	Staff lead	When will you review this?
Focus on basic core skills in R, W and M (inc. Phonics)	The gaps are closed as quickly as possible to allow access to main class teaching	Intense and time limited Catch up should focus on key knowledge and concepts Children need opportunity to practice what they are learning and show they understand. Quality first teaching interventions	Through class planning, provision maps, assessments	HT SENco Class teachers	Termly
Identification and purchase of resources, directly linked to gap analysis, to support all pupils in closing gaps					
Additional time to practice skills via additional intervention / small group opportunities					
<b>Total catch up funding budgeted cost:</b>					<b>£9,680.00 (100%)</b>

**Other approaches – Pastoral / Routines and Expectations**

Objective	Intended outcome and success criteria	Actions	Monitoring	Staff lead	When will you review this?
To ensure children struggling with settling back into school, class routines and may have a limited concentration are given the support they need	All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020/2021..	<p>PSHE to focus initially on change, worry &amp; mindfulness (use Jigsaw recovery resources on network)</p> <p>Movement breaks</p> <p>Having an explicit mechanism for children to be able to express and share how they are feeling, including identifying preferred person.</p> <p>Acknowledge children who need respite from 'work' and need extra space i.e. time out to read, move or relax</p> <p>Where teachers feel it is appropriate for whole-class 'down-time' then provide children with mindfulness activities</p>	Class based ongoing teacher assessments of children's emotional and behavioural needs during Autumn 2020 and beyond.	SENco Class teachers	Termly in staff meetings
To ensure that all children understand expectations and relationships between adults and children across school.	To maintain the high / positive levels of behaviour that we expect from our children	Clear but flexible expectations - children find comfort in consistency and routine, however some children may need a more flexible approach to managing their wellbeing needs.	Class based ongoing teacher assessments of children's emotional and behavioural needs during Autumn 2020 and beyond.	SENco Class teachers	Termly in staff meetings
To ensure children/families have access to external services of required	All pupils and families are well supported in SEMH	Referrals to external agencies where concerns have been identified School nursing referrals for children returning with additional/altered medical concerns (not neglecting mental health)	External agency support in or out of school, family or individual basis, run by school staff under guidance or by external staff remotely or in person	SENco DSLs	Termly in staff meetings
<b>Total catch up funding budgeted cost:</b>					<b>£0</b>