

Newnham Junior School
COVID-19 catch-up premium

Each primary school has been allocated £80 per pupil as a one-off allocation for the academic year 2020 to 2021 to ensure that those identified as having fallen behind in their learning and development get the best possible support to help compensate for lost learning during the COVID-19 closure of schools.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	357	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£28 480		

Our overall aim of the catch-up premium is:

- to raise the attainment of all pupil to close the gap created by COVID-19 school closures.
- to reduce the attainment gap between your disadvantaged pupils and their peers

SUMMARY INFORMATION

During each lockdown the school has worked hard to identify those children with significant gaps in their learning. Teachers have looked at identifying children who:

- Have missed a lot of work, or have not been engaging with or accessing remote learning (discussions with teachers)
- Do not have access to the technology needed, or whose home lives make home learning difficult.
- Are vulnerable or have EHC plans, so learning from home may have been challenging.
- Have experienced difficult family circumstances, such as a bereavement, that may have got in the way of their learning.

During each lockdown our strategy has been to support children and parents at the time to prevent children slipping further behind. The strategies we have used are:

- To encourage all eligible EHCP children into school.
- To provide paper-based work suited to the child's ability if online learning is difficult
- To provide small group tuition on programmes such as reading eggs and RM maths.
- To provide individual tuition for areas which some vulnerable children find particularly difficult.
- To provide daily contact, twice a day with the child's class teacher to discuss any difficulties and with the option of further support after the call.
- Telephone support has been provided for parents/carers struggling to access the Google Classroom Video calls and this improved attendance on the calls for those children
- Laptops have been provided to those pupils with insufficient access to technology.
- Internet data bundles have been provided to families with poor internet connection.

Once the children have returned to school our strategy is:

- Teachers to look at each child in their class and identify their needs, placing them in groups according to their needs.

Barriers to learning

During each lockdown we have had a very high level of engagement from children. In the latest lockdown this has been 96% Parents have shown through emails that they feel the home learning is of high quality. We are lucky to have parents who are able to support their children and therefore the barriers to learning have been evident for only a small percentage of pupils. Our analysis has shown that this is mostly the disadvantaged pupils.

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?
HIGH QUALITY SUPPORT Extra teacher employed for years 3,5,6	Identified children will have catch up time with an experienced teacher on areas they have fallen behind on.	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. The school has employed existing teachers who are part time to work alongside the teacher to help children catch up on areas they are behind in. The benefits of this are that the children are well-known by the teachers and the teachers are able to liaise effectively to meet children's needs.	The school has a comprehensive monitoring schedule which includes looking at books, speaking to children, tracking through our data tracking system. We will also speak to class teachers who will assess children's progress	KN/NW	Termly

Extra support in small groups or 1:1 with HLTA in year 4	Extra focus on literacy objectives	Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. The HLTA is well-experienced and knows the children well. She is also trained in mental health and there are many children in this year group who need extra support and benefit from her input.	As above	KN/NW	Weekly
Total budgeted cost:					£ 23, 700
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To support those pupils who have been highlighted as needing extra mental health support through targeted interventions and TA time	To help meet the children's needs as much as possible or refer to mental health leads if necessary.	Supporting pupils' social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning.	Discussion with teachers Discussion with parents Liaise with SENCO Liaise with Educational Psychologist Liaise with school councilor	DK	Termly
Total budgeted cost:					£2000

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
FFT tutoring programme	Children catch up and make progress to read at an age-appropriate level	Reading is the most important life skill. We are finding that with other distractions, such as on-line games, children are not reading as much as they were and therefore their skills are declining. Our assessment shows this is particularly true of disadvantaged pupils.	Feedback from FFT Teacher assessment Assessment tests	KN	At the end of the 6 week programme time.
				Total budgeted cost:	£2 200