

1. Summary information – CATCH-UP PREMIUM STRATEGY 2020-2021					
School	Newdigate Primary & Nursery School				
Academic Year	2020/2021	Total number of pupils	366	Total catch up budget (£80pp)	£27,120
Initial plan audit date	November 2020	Interim impact review date	March 2021	End of year strategy and impact review date	July 2021

2. Strategy Statement
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 the hardest hit. The impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Primary schools have been allocated £80 per pupil for children in Reception through to Y6 to mitigate these effects for the academic year 2020/21. DfE guidance states that schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. The Education Endowment Foundation (EEF) has published a support guide for schools with evidence-based approaches to catch up for all pupils; recommendations are focused on:- ➤ Teaching and whole school strategies - Supporting great teaching - Pupil assessment and feedback - Supporting remote learning ➤ Targeted approaches - One to one and small group tuition - Intervention programmes - Planning for pupils with Special Educational Needs and Disabilities (SEND) ➤ Wider strategies - Supporting pupils' social, emotional and behavioural needs - Supporting parents and carers - Access to technology At Newdigate Primary & Nursery School, our aim is to ensure that all children are back on track as quickly and effectively as possible. Since our return to school, teachers have spent time assessing all children, through formal baseline assessments in Reading, Maths and Phonics, and daily informal assessments across all subjects through talking with the children, supporting their learning, and marking and giving feedback about their work. These assessments have not just been academic, but also daily assessments of children's emotional and mental well-being. Through these assessments, we have identified a number of areas of developments, such as gaps within Maths and Phonics, resilience and positive learning behaviours. See Annex A for a summary of the key foci.

3. Barriers to students catching up	
In-school barriers <i>(issues to be addressed in school, such as student gaps in curriculum knowledge, understanding or application)</i>	
A.	In phonics, Y1 and Y2 children have missed teaching phases, leading to gaps in learning as they return to school in Autumn 2020.
B.	Baseline assessments have shown that some children have significant gaps in learning, particularly in Reading and Mathematics.
C.	Children have less stamina for writing at length due to being out of school for a significant period.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Most children have been out of school since 23.03.2020, which may affect their learning behaviour as they return to school full-time in September 2020.
E.	Recent events may have affected the well-being of children.
F.	Some children will continue to be unable to attend school due to COVID-19 isolation periods, leading to low attendance.

4. Planned expenditure					
The three headings are taken from the Education Endowment Foundation Covid 19 support guide for schools . Any activities planned must either relate directly to this report or have independent and robust evidence of efficacy.					
Teaching and whole-school strategies					
EEF recommended strategy	Chosen action / approach	What is the evidence and rationale for this choice?	What is the intended impact?	Staff lead	When will you review implementation?
Supporting great teaching	Maths CPD for all staff - consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Personalised CPD approach will ensure quality first teaching for all children.	DfE and NCTM guidance for Maths (July 2020) can support long-term, medium-term and short-term planning, and assessment - to ensure that the most important elements that underpin the curriculum are covered at the right time, and to ensure that there is continuity and consistency for pupils as they progress from one year group to the next. Progress tables at the start of each year group and the 'Making connections' features support medium-term planning by demonstrating how to make connections between mathematical	Knowledge gaps will be identified and planning adapted to address these. This will ensure that attainment across the curriculum is maintained and pupils attain in line with national expectations. Maths outcomes do not widen due to the impact of less teaching time during COVID. All teaching will be at least good.	VL / SLT	Monitoring by subject leader and SLT each half-term

		ideas and develop understanding based on logical progression.			
Teaching assessment and feedback	Baseline assessments of Reading and Maths using NFER summer term and previous SATs papers – Y1-6 – September 2020, followed up by end of term assessments. Gaps identified and planning sequences adapted to ensure that pupils acquire the requisite knowledge.	It is important that 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.	Ensuring effective feedback is given to pupils will enable them to identify and make improvements. Analysis of assessments will identify gaps and inform future planning. This will support in closing the gaps across the curriculum – data for R/W/M will evidence this.	SLT	Monitoring through pupil progress reviews termly, and book monitoring by subject leaders

Supporting remote learning	To train teachers, pupils (Y1-6) and parents in the use of TEAMS to support remote learning if/when pupils have to isolate. Use of Blended Learning website from Warks ICT and the consortium Expert User to support this development. EY will continue to use Famly to set remote learning activities and communicate with parents.	A focus on high quality remote learning is important for those pupils who have to isolate and miss direct teaching in school. EEF suggest that the key things to consider include:- • Teaching quality is more important than how lessons are delivered • Ensuring access to technology is key, particularly for disadvantaged pupils • Peer interaction can provide motivation and improve learning outcomes • Supporting pupils to work independently can improve learning outcomes • Different approaches to remote learning suit different tasks and types of content	By ensuring prompt and relevant remote learning is accessible, any gaps that children experience in their learning will be minimised and data will evidence that predicted targets will be achieved.	SLT	Completed assignments can be seen by teacher/SLT Monitoring half-termly
Total budgeted cost					£15,000
Targeted support					
EEF recommended strategy	Chosen action / approach	What is the evidence and rationale for this choice?	What is the intended impact?	Staff lead	When will you review implementation?
One to one and small group tuition	Small group and 1:1 support focused on identified gaps in learning. HLTA support Y6 groups 4 mornings (before school starts) and 2 afternoons (spring term) per week.	High quality teaching is supported by, and inextricably bound to, targeted academic support. Assessment will likely reveal that some pupils have lost learning, misunderstood context, or made gains in their knowledge during the extended partial closure. There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a 'catch up' strategy. Providing additional out of class support before/after lessons, can help to close gaps and/or deepen understanding.	By increasing targeted time, data analysis will indicate gaps in learning will close and progress improve.	SLT	Fortnightly reviews of impact of tuition Termly pupil progress reviews

Intervention programmes	Assisted blending and reading practise 1:1 reading with targeted children Intervention programmes suitable to support gaps identified through data analysis. CPD for TA's organised via Consortium for Maths, Reading and Writing.	The use of TA's to deliver high quality interventions, complimenting the work of the teacher, is a powerful way of mitigating any impact of time away from school. However, the focus should be on one or two well-known interventions, brief in time (15-30 mins), occur regularly (3-5 times per week) and for a sustained number of weeks. Staff must be trained to deliver these interventions accurately and competently.	By providing maths and reading catch-up interventions for identified children, data analysis will indicate gaps in maths and reading are closing and progress will accelerate.	SLT	Fortnightly reviews of impact of interventions Termly pupil progress reviews
Planning for pupils with SEND	Continue to create a positive and supportive environment, promoting high standards and positive relationships.	Regular SEND reviews will ensure teachers are fully aware of pupils and their individual needs. Consistent routines are important for behaviour in our school and this proactive approach will support all pupils, including those with SEND. Self-regulated learners can see larger tasks as a series of smaller more manageable steps. Teachers and TA's will scaffold self-regulation to support them in organising their equipment, time and remembering routines.	Use of personalised plans and provision maps to track and evaluate support given to pupils to ensure good progress is made.	SENco / SLT	Half-termly reviews by SENCo/STS/EP/IDS/S&L as required.
Total budgeted cost					£7,500
Wider strategies					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	What is the intended impact?	Staff lead	When will you review implementation?

Supporting pupils' social, emotional and behavioural needs	Continue to use Attachment Awareness and Emotion Coaching techniques. Explore additional training through Virtual School project. Consider purchasing and implementing SEMH programme e.g. JIGSAW. Staff will use a range of strategies to support identifying emotions, practice of calming tools, examining character's feelings through reflective questioning, and using consistent approaches to solving problems and setting goals. Safe spaces to support this will be set up.	SEMH is a key part of any teacher's work in school and the impact of COVID-19 has heightened this further. Most children will have a change of teacher from September 2020, and therefore it is important that key information is shared and passed on to support pupil's as they move forward.	Children will feel safe in school. They will have the tools to help them self-regulate, and the safe spaces to use when they need time away from their classroom. Data analysis will indicate that pupils demonstrate positive behaviours.	SLT/SENco	Half-termly reviews
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Supporting parents and carers	Parents / pupils have been using year-group emails to liaise with staff since March. EYFS use Family app. This is important and allows them to communicate outside of the 'normal' working day, to take into account shift patterns and other commitments. Training in the use of TEAMS – via help-sheets, videos, etc will further support staff and parents to communicate. FLM will continue to offer Early Help support providing advice and signposting to additional support agencies. SLT will work with Attendance office (WAS) to ensure good attendance. Teachers will ensure learning packs are available and updated weekly.	Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional support and guidance to families will support them to help their children more effectively.	Pupils and parents will continue to feel supported. This will be shown through positive responses to parent questionnaires, indicating that they feel involved and confident. Assessment data will evidence continued progress that has not been hindered by not being physically in school.	SLT/FLM	Half-termly review by SLT End of term assessments
Access to technology	50 SIM cards acquired through Vodafone scheme will provide 90 days free wifi access to families. Additional laptops will be acquired through DfE scheme if a significant number of children have to isolate. Families will be offered learning packs if they have no other means of accessing via internet.	Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology will be invaluable to those pupils who are isolating due to COVID-19 contacts.	Data analysis will indicate there is evidence of continued progress for all pupils, whether or not they have had time out of school.	SLT	End of term reviews
Total budgeted cost					£4620

4. Review of expenditure

Whole school strategies

Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria?	Lessons learned	Cost
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Targeted support				
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria?	Lessons learned	Cost
	•	•	•	
Wider strategies				
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria?	Lessons learned	Cost
	•	•	•	