

# Newbold Verdon Primary Catch-Up Plan

Summary information					
<b>School</b>	Newbold Verdon Primary				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£19,200	<b>Number of pupils</b>	240

## Guidance

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 those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in reception through to Y6 and including our SEND children in the Unit.

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	EEF Recommendations
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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](#).

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

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology

## Identified impact of first lockdown

<b>Maths</b>	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – some children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
<b>Reading</b>	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.
<b>Non-core</b>	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and memorable curriculum moments.

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**i. Teaching and whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p><b><i>New curriculum is to be used and quizzing to re-commence. Tracking of knowledge scores over time to assist with assessments.</i></b></p> <p><b><i>Ensure wider curriculum is well resourced (books, resources and artefacts purchased through leadership action plans) to appeal to all learners and engage guests as Covid restrictions allow. No extra costs.</i></b></p>		All teachers	Termly review by subject leaders.
<p><u>Teaching assessment and feedback</u></p> <p>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.</p>	<p><b><i>Standardised testing takes place by Oct and Target Tracker identifies gaps in learning. Teachers have opportunities to pass on relevant information. Ongoing performance is tracked. No extra costs.</i></b></p>	Initial assessments completed and Next data Dec 2020 to be reviewed.	All teachers & HC	Oct 2020
<b>Total budgeted cost</b>				<b>No extra costs</b>

**ii. Targeted approaches**

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Catch Up booster sessions for Y4 &amp; Y5 led by a teacher. Assessments will determine those children who need greatest catch up.</p>	<p><b>Our SEND teacher will lead a variety of catch up boosters four afternoons a week. (In total 24 Y4s and 20 Y5 pupil places are available – there may be some pupils more than once). The learning is English and Maths catch up and the focus is selected by the class teacher.</b></p> <p><b>Teacher contracted for 4 afternoons £5.5K</b></p>		LL and class teachers	Termly assessments

<u>Reading Catch Up</u> Some children have not been supported in their reading at home and therefore two Reading LSAs are to be employed to provide daily reading practice in Y1,2,3,4.	<i>Reading LSAs are familiar with Song of Sounds methods and appropriate reading books are available for intensive support. Assessments track progress of pupils. Teachers to oversee.</i>  <b>Two Reading LSAs 5 afternoons a week £8.5K</b>		Teachers in Y1,2,3,4	Termly assessments
<u>Intervention programme</u> Rising Stars and focused English interventions taking place daily – led by LSAs and overseen by teachers. Schedule of interventions set up following first assessments of the year.	<i>Interventions are in place to support accelerated learning. Staff within phases are trained and able to deliver the interventions confidently (files in place to track entry and exit data). No extra costs.</i>		Whole school boosters	Termly assessments
<u>Unit Pupils' Communication Boosters</u> Pupils in the Unit have missed out on communication groups and therefore an extra SEND LSA will be employed one morning a week to ensure extra communication groups take place across both classes throughout the year.	<b>Weekly communication group with experienced LSA.</b>  <b>One LSA one morning a week £1.5K</b>		Unit pupils	Termly assessments
<u>Extended school time</u> Children are supplied with an extra Maths and English lesson every week to extend the learning time available this term. These lessons will be supplied by teachers using the usual platforms and work will be marked and feedback given (by an LSA or teacher). The attainment of all children improves and effect of lockdown is becoming negated. Some specific pupils may be offered focused after school tuition.	<i>The cost of extra teacher and TAs time and tutoring will be made available through the use of Pupil Premium funds and/or Catch Up Funding. £3K</i>		Teacher leading and LSA	Termly assessments
<b>Total budgeted cost</b>				<b>£18.5K</b>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always	<b>Online learning resources purchased, such as Bug Club to support children reading at home, Maths Shed, TT</b>		BL	

<p>require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p> <p>Wellbeing Survey of families undertaken to ensure mental health is assessed and parents are supported during the opening up process. Areas of need identified and action planned.</p>	<p><b>Rock Stars, Spelling Shed, Third Space and Maths Factor. Main School per child costs are £27 and Unit per child costs are £73 annually. (£7.5K)</b></p> <p><b>Each teacher to prepare a two week paper pack that can be easily copied for distribution as needed. Maths paper packs from scheme purchased in preparation for future lockdowns.</b></p> <p><b>Survey of Wellbeing for families and staff undertaken - leading to action plan. No cost.</b></p>		<p>All teachers</p> <p>SMT</p>	
<p><u>Access to technology</u></p> <p>Children lent Kindles during the lock down and a new bank of 'library' Kindles are to be purchased to ensure all children have access to our online learning platforms. (See related SLNPQH project).</p> <p>Currently using Seesaw and Tapestry to maintain daily learning. Plus, several different software packages across English and Maths.</p> <p>Government laptops issued as they arrive. Teachers to put forward list of pupils needing ICT devices.</p> <p>Three webcams purchased to allow teachers to provide online learning (Clinically Extremely Vulnerable staff or self-isolating). Staff in classroom trained to support this method of delivery.</p>	<p><b>Kindle library purchased through Pupil Premium money and set up ready for immediate use due to bubble closures. Laptops allocated to school from Government initiative to be set up for distribution by ICT Techie. Kindles purchased through Pupil Premium Fund and ICT budget. (£0.5K)</b></p> <p><b>Webcams with wide vision and good sound pick up purchased. Funding from ICT budget.</b></p>		<p>KM</p> <p>HC</p> <p>BL/ICT Techie</p>	
<b>Total budgeted cost</b>				
			<b>Cost paid through Covid Catch-Up</b>	<b>£18.5K</b>
			<b>Cost paid through school budget</b>	<b>£8K</b>