



New Scotland Hill Primary School and Nursery

COVID-19 Catch-Up Premium Report 2020-2021

SUMMARY INFORMATION

Total number of pupils:	189	Catch-up premium per pupil:	£80	Total catch-up premium budget:	Financial Yr 20/21: £8820 Financial Yr 21/22: £6300 Total: £15120
Monitoring and Evaluation of Catch-Up Funding:	<ul style="list-style-type: none"> • SLT will monitor and adapt provision in light of key strategic aims. • Governors will scrutinise plans for / use of catch-up funding with reference to the school's catch-up priorities. • Ofsted will discuss plans for / use of catch-up funding. As part of the quality of education judgement they will look at how the school is using catch-up funding to ensure the curriculum has a positive impact on all pupils. 				

STRATEGY STATEMENT

Intent:

- To support the 'recovery' of all pupils from school closure; focus on social, emotional well-being of all children.
- To rapidly develop positive learning habits through creating routines and expectations that allow pupils to develop stamina and focus for learning.
- To support all pupils to catch up for lost learning from impact of Covid-19 school closures
- To teach an ambitious and broad curriculum in all subjects from the start of the autumn term, making use of existing flexibilities to create time to cover the most important missed content, returning to the school's normal curriculum content by no later than summer term 2021.
- Planning to focus on the educational needs of pupils, informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, especially in English (Reading, Comprehension, Writing, GPS and Phonics) and Mathematics.
- Having identified pupils that will benefit most from the funding, regular formative assessment will monitor progress and impact of interventions alongside the school's existing assessment systems.
- Core groups identified: PP/FSM, SEN/EHC Plan, EAL; to close the attainment gap previously identified through priorities linked to SDP.
- Development planning to use the catch-up premium to improve classroom pedagogy, provide targeted support through 'quality first' teaching.
- Significant investment in additional staff and IT resources/infrastructure

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Emotional resilience; increased anxiety in children and impact of this upon their emotional well-being; impact on children's ability to develop strong relationships and positive interactions with each other after great lengths of time in isolation.
B	Gaps in prior learning, already identified as core priorities before lockdown, exacerbated by length of time out of school for particular cohorts and inconsistent learning experiences during home-schooling in Spring/Summer 2020.
C	Significant time spent away from classroom environment impacting on children's stamina and resilience as learners; particular impact on writing and writing for a purpose, being able to sustain concentration and focus for extended lengths of time.

ADDITIONAL BARRIERS

External barriers:

D	Significant number of new starters from range of differing backgrounds and experiences: eg. Nursery/Reception with no face-to-face transition, in-year starters from local/wider school settings
E	Variation of home circumstances and impact of this on social/emotional needs of pupils; linked to this, impact of range of access to technology within different households.
F	Emotional impact of loss of member of staff on families and wider school community.
G	New members of staff joining teaching and leadership teams during time of great turbulence, post lockdown.

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's implemented well?	Staff lead	When will you review this?
To review and implement broad curriculum that wraps around core subjects.	Consistency of curriculum within year groups and across school.	Ongoing SDP focus on development of wider curriculum.	Evaluation of curriculum built in to monitoring plan. Clear links to SDP priority areas – evaluated half-termly.	SLT Middle Leaders for English and Maths	Termly
Core curriculum review of reading, writing and maths.	Gaps identified and recovery curriculum identifies core objectives required by specific cohorts.	Baseline assessment data for pupils identifies these in fluency in maths, comprehension in reading and sentence level work/composition in writing.	Maths and English leads develop and implement curriculum in consultation with year group staff. Regular review through staff meeting and INSET agenda. Staff paired work across year groups to support.	Subject Leaders	Half-termly
Implement revised marking and feedback systems and policy.	Pupil feedback is immediate and moves learning on rapidly with deeper understanding of next steps. Staff workload is balanced.	Need for concise feedback for pupils that has impact on outcomes. Staff well-being and work-life balance considered to ensure workload is managed through 'live' marking.	Monitoring activities focus on impact of marking and feedback on pupil outcomes.	SLT Subject Leaders	September 2020
Model for teaching developed where starting points for pupils leads on classroom practice.	Lessons are rooted in AFL principles; children's starting points are continuously adapted throughout lessons and units of work.	Previous work with Teaching and Learning coach. Evidence based work from classroom practice and working with SLEs across cluster/LA.	Monitoring shows consistent approach across school, where different starting points/peeling away model employed.	SLT Teaching and Learning Coach Teachers	Ongoing

Enhance remote provision for all pupils.	Learning platforms in place	Evaluation of previous remote learning offer identified key issues around access, effective feedback, interactive elements. Parental Survey Autumn 2020 data	Monitoring of sample activities once staff training has taken place in September. Evaluation at end of Autumn Term to review partial closures. Full review on fortnightly basis in event of full lockdown. Post lockdown review and evaluation to inform change of practice for 'bubble' closures (and vice-versa).	DHT	October 2020 December 2020 Ongoing in event of full lockdown.
Total budgeted cost:					£2500
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?
Focus group interventions implemented in target year groups (2, 4, 6)	Gap is closed between entry data and interval assessments. Aspiration for all pupils to be on track for ARE or good progress.	March assessment data Entry assessment data	Weekly evaluation and feedback from teacher delivering to middle leaders and SLT	WH JF	Termly
ELSA support for pupils identified with social emotional and well-being needs.	Pupils settle well back into routines of school	Increased need for social interaction following absence from school.	Inclusion lead to regularly monitor registers for interventions. During lockdown, matrix of access to support for pupils remotely.	JBS	Weekly

National Tutoring Programme	Disadvantaged pupils (10): Gap is closed between entry data and interval assessments. Aspiration for all pupils to be on track for ARE or good progress.	March assessment data Entry assessment data	Regular assessment data and QLA	SLT Inclusion Lead PB	April 2021
Daily catch-up provision	Reading, writing and maths 2xcore group of 6 children WTS	Assessment data and QLA identifies core groups and needs analysis of key skills.	5xper week, 30 mins focus sessions for 2 groups	Class teachers SLT	April 2021
Total budgeted cost:					£8500
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?
Develop community involvement through remote and virtual events.	Half-termly 'whole school' community event takes place.	Audit of pupil and family well-being. School community has spent 6 months unable to physically connect.	Identify key staff to lead on this to share the load in terms of organization and logistics. 1 x half termly event, chronicled through social media for public connection.	All staff SLT	Half termly

Develop pupil and staff well-being through implementing whole-school initiatives.	All pupils experience weekly outdoor learning opportunities that enhance self-esteem and well-being.	SDP focus on outdoor learning National guidance stressing importance of outdoor learning under restrictions.	Timetabled lessons: 1xper week, woods adventure 1xper week, on site outdoor 1xper week yoga session	All staff WB WH	Half termly
Enhanced IT provision for access remotely and accessing learning platforms in school.	All families are able to access remote provision Learners in school can align curriculum through IT provision.	Audit of resources National technology and data initiatives.	10xandroid tablets procured. Audit of family needs to identify where to support.	SLT PB	February 2021
Total budgeted cost:					£4120

ADDITIONAL INFORMATION

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Links to Supporting Information:

[Internal Baseline Data \(November 2020\) and Progress Against Exit Data \(March 2020\)](#)

[Data Analysis – Headline Trends](#)

[Analysis of Attendance Records \(Updated January 2021 for Autumn Term\)](#)

[Parental Survey I.T. Baseline January 2021](#)

[Parental Survey: Covid Response Autumn 2020](#)

[Covid-19 Resources | Education Endowment Foundation | EEF](#)

[Case Studies: What's Working Well in Remote Education \(Ofsted January 2021\)](#)