

New Penshaw Academy

COVID catch-up premium report



COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	165	Amount of catch-up premium received per pupil:	£68.85
Total catch-up premium budget:	£11,360		

STRATEGY STATEMENT

Our main school priorities for the catch-up premium strategy are:

- To implement and monitor a recovery curriculum to impact on lost learning resulting in raised standards of attainment and accelerated progress in Reading, Writing and Mathematics by July 2021.
- To support the emotional well-being of the whole school community in response to the impact of Covid-19 lockdown and on-going local restrictions.
- The overall aims of our catch-up premium strategy are:
 - To raise the attainment of all pupils to close the gap created by COVID-19 school closures as identified in Autumn 2020 baseline data.
 - To provide remote learning that will fully support teaching and learning and provide effective marking and feedback for immediate AFL.
 - To identify pupils who require additional emotional support

To support the catch up of missed learning, we have allocated funding to a series of after school booster sessions as well as in-school interventions. Sessions will be led by teaching staff and supports the EEF statement that 'Tuition delivered by qualified teachers is likely to have the highest impact.'

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Baseline data showed a high percentage of regression in Mathematics and English due to lockdown. Further closure of bubble or whole school may impact on standards further.
B	Where parents are working from home, a number pupils have received no or minimal support with home learning.
C	Baseline assessment has shown a regression in phonics. Further lockdown or closure of bubble may impact on this further.

ADDITIONAL BARRIERS

External barriers:

D	Emotional and social wellbeing of pupils has been affected by lockdown.
E	Not all pupils have access to a device for home learning.
F	Parents request paper copies of work as they do not want to print off work online.

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 provide after school sessions led by teaching staff.	To accelerate progress in reading, writing and maths so that pupils are attaining in line with or above NA	Baseline data shows a high percentage of regression in all core subjects. (see whole school evidence file). EEF states that 'Tuition delivered by qualified teachers is likely to have the highest impact.'	SLT will evaluate through school monitoring programme, work scrutiny and assessment cycle.	HT/DHT	Every 6 weeks In addition to outcomes of termly data cycle.
To provide in- school interventions.	To accelerate progress in reading, writing and maths so that pupils are attaining in line with or above NA	Baseline data shows a high percentage of regression in all core subjects. (see school outcomes file).	SLT will evaluate through school monitoring programme, work scrutiny and assessment cycle.	HT/DHT	Half termly in addition to outcomes of termly data cycle.
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?
Afternoon interventions – 20 mins per day to consolidate and target gaps in Year 1 and 2	To accelerate progress of phonics within Y1 and Y2.	Percentage on track to achieve pass mark in Year 1 phonics screen significantly lower than initial predictions	School monitoring programme	JN, AH, FW	After each 6-week block of intervention
Afternoon interventions – small group 30 minutes per week for each group	To accelerate progress of literacy in Y4 with a focus on basic skills	Baseline data identified groups of pupils in these cohorts with significant learning gaps in reading and writing	School monitoring programme	MD, LW	Half termly

Morning phonics and reading interventions – 1:3 x 40 minutes, 4 times a week	To accelerate progress of reading in Y3 – fluency and comprehension	1:1 reading/phonics and guided reading has identified that three Year 3 pupils are not fluent within their reading, have significant gaps within phonics and lack comprehension	School monitoring programme	MD/LF	Half termly
After school catch up sessions to be delivered in 6 week blocks.	To accelerate progress of: Basic reading skills in year 3 Basic number and reading in year 5	Year 3 reading at baseline indicated only 33% at ARE Year 5 Reading – 23% Year 5 Maths – 27%, tests and books indicate gaps in basic number facts	School monitoring programme	LF/SW	After each 6-week block of intervention
Afternoon interventions – small group 30 minutes per week for each group	To accelerate progress of literacy in Y5 with a focus on basic skills	Baseline data identified groups of pupils in these cohorts with significant learning gaps in reading and writing	School monitoring programme	MD, LW	Half termly
Daily interventions for 15mins in Year 3 – basic skills in maths	To accelerate progress in maths in Year 3	Baseline data shows only 20% at ARE – large proportion of pupils had gaps in basic number	School monitoring programme	LF	
Daily handwriting intervention for 15 mins daily in Year 4	To improve presentation and handwriting elements of writing assessment objectives in year 4	Baseline assessment pieces indicated low levels of presentation	School monitoring programme	KA	
Weekly, x1hr, reading intervention (1:5) in Year 5	To accelerate reading progress of SEND group in year 5	Baseline data indicates SEND group off track	School monitoring programme	LW/SW	
Weekly, 2 x 1 hr, reading intervention (1:4) in Year 4	To accelerate reading progress of SEND group in year 4	Baseline data indicates SEND group off track	School monitoring programme	MD/KA	

Weekly, x1hr, phonics intervention in year 2 (1:5)	To fill gaps in phonics knowledge and accelerate progress in reading and writing	Baseline data indicates gaps in phonics knowledge for identified group in year 2	School monitoring programme	MD	
Daily, 1 x 30min- 1:1 focused reading intervention in Year 1	To accelerate reading progress in year 1	Baseline data identified group of pupils off track in reading	School monitoring programme	CA	
Weekly, 4x 30 mins year 2/3 group, basic maths skills (number facts)	To accelerate progress for identified pupils in year 2 and 3 in maths/number	Baseline data showed that identified pupils had gaps in basic number knowledge and skills	School monitoring programme	CA/MD	
Reading Plus – all pupils within Y5 and Y6 will have access to programme x5 per week, plus any additional time athome.	To accelerate progress within Y5 and Y6 in reading focusing on fluency and accuracy.	Baseline data shows that only 23% of Y5 pupils are at end of Y4 ARE and 25% of Y6 at end of Y5 ARE	English lead to monitor using Progress reports from programme.	AH/SW	Review is on-going weekly.
Total budgeted cost:					11,682.00
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?
Purchase of Showbie – home learning platform.	Home learning to support and consolidate year group objectives	Remote learning will improve & enable pupils to complete work online, teachers to model tasks & provide immediate feedback. This will mean that parents do not have to print off home learning and school do not have to photocopy large amounts of learning packs.	Monitored through pupil returns. CPD for all staff on the use of Showbie. Usage will be monitored by class teachers.	SJ ICT technicians	On- going On-going
Total budgeted cost:					£842.00

