



COVID Catch-up Premium Report

| SUMMARY INFORMATION | | | |
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| Total number of pupils: | 429 | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £34,320 | | |

CONTEXT OF SCHOOL & STRATEGY STATEMENT

The vast majority of children from Reception to Year 6 engaged with the online learning that the school provided over lockdown. Any children with barriers to engagement were identified and offered alternative home learning provision. Engagement with home learning was monitored by class teachers and information passed on to new class teachers.

The school was re-opened in June to all children in EYFS, Y1 and Y6. We operated a transition arrangement for all other year groups being able to return to school for at least 2 days to meet new class teachers. At the end of the summer term, all teachers identified which key objectives had been covered in Reading, Writing and Maths (up until the closure of the school in March 2020). This information was passed on to new teachers so that key objectives not covered could be a focus for future catch-up sessions that would be timetabled in the Autumn term where possible.

Our school was fully closed over the summer holiday period which meant that no school-based or remote learning took place over the summer break; however CGP revision books were purchased for all pupils in Years 2-5 in reading and maths to provide additional support over the summer and throughout the following academic year. From a school management point of view, full closure was crucial in terms of teacher workload, mental health and emotional wellbeing. It allowed for teachers to come back to what would be a stressful and tiring term in Autumn 2020 with renewed energy and professional focus.

Upon re-opening in September 2020 we had a very good response to children coming back to school. Attendance was stable across all year groups - Reception children were introduced on a staggered basis over 2 weeks to ease the transition process since visits were not possible during Summer 2020 due to COVID-19. Overall attendance for week 1 was 98.1%.

As a Trust Education Group, we discussed the need for the use of consistent beginning of year baselines within Reading, Writing and Mathematics and decided to use the NTS/PIRA/PUMA assessments that the children would ordinarily have taken in the Summer term. The fact that these assessments produce an age standardised score meant that we would have consistency across all year groups. We agreed that baseline assessments would be carried out by the end of September 2020 and assessment information used to target specifically based on class, group and individual need.

Our catch-up priorities:

- To identify all children who are off-track following the school closure
- To raise the attainment of all pupils (from all demographic groups) to close the gap created by COVID-19 school closures

Barriers to learning - Priorities

| BARRIERS TO FUTURE ATTAINMENT | | |
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| Barrier | | Desired outcome |
| A | Staff need to develop a greater understanding of children's mental health needs in order to be able to help and support those who may have been affected adversely by closures and COVID-19. | Staff are better informed and have greater clarity about how to support children with mental health needs. |
| B | Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and lack of structured learning experiences since school closures in March 2020. | All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020/2021. |
| C | Some children are likely to have fallen behind/be off-track in Reading, Writing and Maths following the closure of the school. | Use September baseline assessments to ascertain exactly where all children are in relation to their age-related learning in Reading, Writing and Mathematics. Pupils make accelerated progress in key areas from their starting points at the beginning of the autumn term 2020. |
| D | Some children's resilience and self-confidence may have reduced. | There will be a focus upon strategies and support which develop greater resilience and self-confidence in our children. There will be an overall increase in children's resilience and self-confidence by the end of summer term 2021. |

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| E | Find ways to improve access to learning at home for all pupils – develop use of Class Dojo and Microsoft Teams (less need for printing resources) and ways in which work can be completed online and sent back to teachers to check. | A strong remote learning offer will be in place if the school is required to close again due to COVID. Less printing required for work to be completed and the ability for work to be completed online and sent back to teachers to check. |
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Action Plan

| Barrier | Action | Desired outcome | What is the rationale for this choice? | How will you make sure it is implemented well? What will you see? | Staff lead(s) | Cost | When will you review this? |
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| A | <p>Teaching and support staff to have training on identifying children struggling and how to support/coach them from school mental health lead.</p> <p>Staff to complete SSS CPD online training on 'Supporting Mental Health and Wellbeing of Children and Young People'</p> <p>Member of staff to complete Place2Be Mental Health Champions training</p> <p>School mental health team to be developed across key stages to further identify and support pupils.</p> | Staff are better informed and have greater clarity about how to support children with mental health needs. | It has been widely documented that children's mental health is most likely to have been impacted negatively by lockdown. Therefore, it is essential that staff are able to identify children struggling and know how to support them. | Any children identified as struggling will have a support plan in place and, due to this, develop a more positive outlook. | AHT/DHT | None | Regularly throughout the year |
| B | To ensure that all children | To maintain the | All staff throughout school | Class sharing/discussion | DHT/ HT | None initially | Regularly throughout |

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| | <p>understand the high expectations of behaviour that we have at NHPS and that positive relationships are formed between adults and children in the school.</p> <p>To embed our updated (and COVID-19 related) behaviour policy so that we have a clear and consistent approach with our school across all year groups in Autumn 2020 and beyond.</p> <p>Adaptations to the daily timetable will give time to encourage physical activity/ support increased focus</p> <p>Plan and teach specific H&WB units which focus on mental health and well-being</p> | <p>high and positive levels of behaviour that we expect from our children</p> <p>To increase levels of concentration and focus and build stamina for learning</p> <p>Children will return to previous 'Behaviour for Learning' attitudes</p> | <p>closure maintained NHPS school ethos.</p> <p>Strong relationships were maintained with children and families. Children and families were communicated with regularly via Class Dojo and telephone calls also took place for the most vulnerable. Weekly Zoom meetings were also in place in the Summer term for pastoral class discussions.</p> <p>Some children will be 'out of routine' with being able to sustain long periods of concentration and unable to manage the rigour of a full day in school.</p> | <p>times will be timetabled in to ensure that opportunities are there for the children to develop strong relationships with their new teachers.</p> <p>Due to the efforts made by staff, children will still have good relationships with staff in school and this should provide a really positive starting point for behaviour management during 2020/2021.</p> <p>Monitor Behaviour for Learning grades. Regularly review whole class attitudes.</p> | | <p>Training and CPD costs to be determined as and when required.</p> | the year |
| C | <p>Increased amount of curriculum time given to teaching Maths and English in the first term.</p> <p>In September (week 3) baseline assessment tests will take place and these, together with teacher</p> | <p>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning.</p> | <p>It is essential to identify and support those children whose education has been impacted by COVID-19.</p> <p>The EEF (Education Endowment Foundation) advises the following:</p> | <p>Initial September baseline assessments will have identified children off-track and a full analysis of data will have been carried out.</p> <p>Recovery groups identified for close tracking of progress throughout the year.</p> | HT/ DHT | <p>To be determined as we progress into 2020/2021</p> <p>Funds allocated to</p> | <p>Baselines – Oct 2020</p> <p>End of Autumn term (Dec 2020)</p> |

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| | <p>judgements in Reading, Writing and Maths will be used (September 2020) to identify children off-track and in need of further targeted support.</p> <p>Direct comparisons to be made between teacher assessment in March 2020 and the baseline September 2020 to identify dips in progress.</p> <p>Question level analysis of reading and maths tests will give class teachers a clear picture of where gaps in knowledge are. These can be focused on in future lessons.</p> <p>Interventions will be set up to ensure that all children identified as off-track (as well as those working below EXS) are targeted for basic skills nurturing and development.</p> | <p>Majority of children to be at, or above age related expectations by end of Summer term 2021</p> | <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time | <p>Termly teacher assessments will take place during each term and be recorded on Arbor. Analysis carried out in December, March and July.</p> <p>End of year assessments in July 2021 will show that those pupils off-track have made accelerated progress in key areas from their starting points at the beginning of the autumn term 2020.</p> | | <p>increased teaching assistant resource support</p> <p>Increase of teaching assistant hours to support interventions</p> <p>Extra materials for supporting Reading/ Maths interventions</p> | <p>End of Spring term (March 2021)</p> <p>End of Summer term (July 2020)</p> |
| D | <p>Whole school 'Growth Mindset' approach to be implemented from the start of the Autumn term.</p> <p>The Power of Yet to be</p> | <p>Staff will receive input/training on 'Growth Mindset' to develop their understanding.</p> | <p>Following lockdown we want to prevent the feeling of 'I can't do this because...' from developing. We do not</p> | <p>Initially, half an hour to be timetabled in once a week (in all classes) to allow 'Growth Mindset' concept to be explored. Following this,</p> | AHT | <p>None initially</p> <p>Training and CPD costs to be</p> | <p>Regularly throughout the year</p> |

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| | introduced in all year groups. | <p>Growth Mindset leader role will be developed to support the development of this approach.</p> <p>Children's resilience and confidence levels will increase through this 'can-do' approach to learning.</p> | want the children to feel that they have an excuse to not know/give up if something seems hard. We want them to be able to persevere and have another try – be determined to get there in the end. | <p>the approach to become embedded in all that we do.</p> <p>Classrooms used to display 'The Power of Yet', 'Growth Mindset' and 'The Learning Pit' for teachers and children to refer to.</p> <p>Staff will revise the praise that they give and the language that they use to ensure that effort and attitude to learning is what is being praised/rewarded and not ability.</p> <p>Children will become more resilient and use growth mindset language when talking about their learning.</p> | | determined as and when required. | |
| E | <p>Ensure that all teachers have laptops that are equipped adequately to facilitate home-learning effectively.</p> <p>Ensure that all teachers can access and use Microsoft Teams successfully.</p> <p>Look further into ways in which the amount of printing can be reduced for home learning (if another</p> | A strong remote learning offer will be in place if the school is required to close again due to COVID. Work can be completed online and sent back to teachers to check. | For work to be completed during the school closure in March, quite a lot of printing was involved and although work could be seen (in photographs) it was sometimes difficult for teachers to have a thorough check. If work can be completed and returned to teachers online, this would mean that less printing and more impactful feedback can be | <p>Possible use of staff and parental surveys and questionnaires to ascertain how home learning is going.</p> <p>Improved standards of work following more precise feedback from class teachers.</p> | HT/DHT | <p>None</p> <p>Allocation of funds to improve resources/online platform</p> | Regularly throughout any school closure. |

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| | lockdown were to take place) and how work completed by children can be sent back to teachers once completed. | | given. The EEF (Education Endowment Foundation) advises the following: Wider strategies <ul style="list-style-type: none">• Supporting parent and carers• Access to technology | | | | |
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