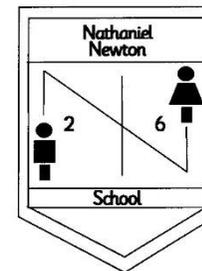


Nathaniel Newton Infant School : COVID catch-up premium report



Rationale:

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Nathaniel Newton Infant School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

Strategy Statement	Our tiered approach to 2020-2021 academic year planning is focussed on: <ul style="list-style-type: none">• Quality First Teaching in every classroom across the school.• High Quality targeted interventions to close gaps in learning.• Targeted interventions for disadvantaged pupils to ensure additional gaps created during school closures are addressed.• Further develop our phonics and reading provision through increased support through our Read,Write,Inc. package to ensure accelerated progress to address gaps in learning.• Introduce Big Maths to develop pupils fluency skills and address gaps in learning• Focus on SEMH needs to ensure children are ready to learn and have the appropriate resilience, confidence and stamina to succeed.
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<p>Barriers to learning</p>	<ul style="list-style-type: none">• Gaps in learning caused by interrupted schooling - March – July 2020 and Spring Term 2021 (due to COVID-19) leading to children not being next year ready. (EEF research published in Jan 2021 suggests a Covid-19 gap of around 2 months progress in both reading and maths for Year 2 pupils)• Disadvantaged pupils likely to have fallen further behind non disadvantaged pupils (EEF research suggests 7 months progress gap for disadvantaged pupils compared to 2 months progress gap for non-disadvantaged pupils in both reading and maths)• Lower levels of language on entry because of pupils missing half a year of EYFS nursery provision.• Y1 pupils not being KS1 ready due to not having the usual transition.• Difficulties with SEMH leading to pupils presenting with anxiety and low levels of confidence.• Pupils struggling to concentrate for sustained periods of time as well as lacking stamina and resilience to work on given tasks.• Varied Remote Learning experiences caused by issues such as, limited access to devices and/or whether adults in the home are in a position to support children with learning tasks.
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Total Number of Pupils : 263

Total catch-up premium budget: £21,520

Tiered approach	Strategy	Desired impact	Monitoring	Cost
1. High Quality Teaching	Read,Write,Inc. development program and online training subscription to aid CPD as well as supporting Remote Learning offer	<p>Pupils will have acquired knowledge and skills to ensure they are next year ready.</p> <p>On-going daily assessment coupled with formal half termly assessments will highlight children requiring further support in the form of intervention to 'catch them before they fall'</p> <p>Staff will be well trained in delivering the phonics scheme through regular drop ins from English subject lead as well support from the RWI consultant twice per year for the next three years.</p> <p>Ongoing support from RWI consultant for English lead to highlight new initiatives as well as a whole day's support in school twice per year for CPD.</p>	<p>English Subject Lead</p> <p>HT and SLT</p> <p>HT to report to Governing Body</p>	£5000

	<p>Introduction of Big Maths to aid fluency across the school</p>	<p>All staff trained to deliver Big Maths to whole classes and smaller intervention groups.</p> <p>Pupils fluency skills will have improved and any gaps in mathematical knowledge will have been develop to ensure the majority of children are next year ready by the end of the year.</p>	<p>Maths subject lead</p> <p>HT and SLT</p> <p>HT to report to Governing Body</p>	<p>£2520</p>
	<p>Introduction of a termly, summative assessment to aid with teacher assessment (NTS)</p> <p>Diagnostic tool (Mark Plus) to identify gaps in learning with accompanying high quality resources and sequences of lessons for intervention.</p>	<p>Termly Teacher Assessment will be backed up with an accurate summative assessment.</p> <p>Gaps in learning identified and actions taken to address these.</p> <p>Teachers can prioritise key areas of learning in order to ensure pupils are next year ready in reading and maths.</p> <p>Early identification of children falling behind with key concepts will enable timely interventions to be put in place to ensure children do not fall further behind.</p>	<p>KS1 lead and Inclusion Lead</p> <p>HT</p> <p>HT to report to Governing Body</p>	<p>£2760</p>
<p>2. Targeted academic support</p>	<p>Small group and one to one intervention to be delivered with clear objectives in a timely manner.</p>	<p>Children falling behind in phonics/reading and/or maths to be quickly identified and supported to keep them on track with their peers.</p>		<p>£6440</p>

		Children with speech and language needs will receive additional support to ensure this barrier to learning is addressed in a timely manner.		
3. Wider strategies to support SEMH	Introduce The Thrive Approach into school to complement our work on becoming an Attachment Aware and Trauma Informed school which will further support social and emotional well-being of the pupils and staff.	<p>Training package will ensure staff are highly skilled to support pupils social and emotional well-being:</p> <ul style="list-style-type: none"> • Half day training for all staff • Member of SLT trained to lead Thrive work. • Member of staff to be trained to become Childhood Licensed Practitioner. <p>Emotional and social gaps will be identified and interventions put into place to ensure child is engaged and ready to learn.</p> <p>Thrive will be embedded throughout the school and will become part of everyday classroom teaching.</p>	DHT/Inclusion lead to monitor and report to HT. DHT and HT to report to Governing Body.	£4800