

## Newhall Primary Academy: Summary of 2020-21 Catch-Up Strategy

| School Information            |                                |   |                     |
|-------------------------------|--------------------------------|---|---------------------|
| <b>School</b>                 | <b>Newhall Primary Academy</b> |   |                     |
| <b>Academic Year</b>          | <b>2020-21</b>                 | <b>Catch-Funding Received<br/>2020-21</b> | <b>£13 840.00</b>   |
| <b>School Cost</b>            | <b>£4 245.04</b>               | <b>Total Catch-Up spend</b>               | <b>£18 085.04</b>   |
| <b>Total number of pupils</b> | <b>176</b>                     | <b>% Disadvantaged</b>                    | <b>21/176 - 12%</b> |

| Contextual Information   |
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| <p>Newhall Primary Academy is a new build 2-form entry school which opened in September 2018 to meet the demand for school places in the Newhall housing development on the outskirts of Harlow, Essex. The school has capacity for 240 children and will reach full capacity by September 2024.</p> <p>Our school and the adjoining all-year 56-place Newhall Nursery (with children from 6months to 3years) are both part of the Reach2 Academy Trust. Since opening the doors to our first cohort of reception children in 2018, we have consistently been oversubscribed and now have 3 full nursery rooms, 2 reception classes, 2 year 1 classes and 2 year 2 classes. The school serves a largely white British working class community.</p> <p><b>Vulnerable Groups:</b><br/> <b>SEN 10/176 (6%)      PP 21/176 (12%)      EAL 31/176 (18%)</b></p> |

| <b>Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)</b> |  |
|---|--|
| A   | 75% of reception and 50% of year 1 children did not access the school between March and July 2020. Some keyworker and vulnerable children were in school during this period but accessed learning in mixed age-group bubbles on a staff rota to minimize the number of people on site. Home Learning packs were created for collection and to access on the school website. This resulted in learning gaps in all year groups. |
| B   | Children who were below ARE at the start of the 2019-20 academic year have larger gaps between themselves and their peers. These children require support to develop key skills eg phonics, reading and number knowledge within the learning   |
| C   | Due to the 2020 lockdown and the Spring 2021 lockdown period, some children required additional pastoral support as they had not been socially stimulated by their peers for extended periods of time. Safeguarding concerns/disclosures would not have been readily provided even though welfare checks were regularly conducted by teachers and DSLs.  |

| <b>Summary of Expected Outcomes</b> |  |
|-------------------------------------|--|
| A                                   | Subject leaders, with support from Reach2 ASLs, to create a bridging curriculum to support all children in addressing gaps in learning for respective subjects. This would be implemented in September and reviewed through subject leader and SLT monitoring.   |
| B                                   | Catch-up support will be provided to focused groups and individual children, following baseline assessments and pupil progress meetings. Support will be in the form of in-class focus group support by class teachers and support staff, small group targeted intervention support and 1:1 targeted support.  |
| C                                   | Establishing and adapting the PSHE (JIGSAW scheme) curriculum to support children in better understanding their feelings and the safety procedures and support which the school, family and wider community (including government rules and regulations) must have in place for them to support their welfare (health and safety, safeguarding) and wellbeing (mental health). |

| STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES |  |  |  |   |  |  |                         |
|--|--|--|--|---|--|--|-------------------------|
| Element of Strand                              | Action/Strategy  | Which pupils have been targeted for this strategy? Who will benefit?   | Expected Impact  | Staff lead  | Monitoring: When and how will you evaluate impact?                                     | Cost (school budget)   | Cost (National Funding) |
| <b>Baseline Assessment</b>                     | Baseline assessment to take place in September 2020 – reading, writing, maths and phonics  | All pupils will complete this baseline testing. The process will highlight those who need additional support and the specific learning gaps (gap analysis) | Key areas for development will be outlined once baseline tests have been completed and analyzed. | HT / AHTs   | Monitoring and Evaluation schedule<br><br>End of every half term pupil progress review | 750.00 (SLT managing assessment times/processes/pupil progress meetings/cover) | n/a                     |
| <b>Adapting the existing curriculum</b>        | Subject leaders to review their curriculum area and highlight the gaps in learning. Subject leaders will use the 'bridging curriculum' for respective subjects | All pupils will benefit from this.<br><br>All children have some gaps in their learning, knowledge and understanding due to time spent out of class.       | Children will be able to progress within specific subject areas over time as gaps are addressed. | HT/Curriculum Lead<br><br>AHTs<br><br>Subject Leaders | Half Termly reviews based on monitoring  | 750.00 (release time for subject leader monitoring and leadership time)        | n/a                     |
| Supporting and developing teachers in          | Teachers will receive CPD on the bridging  | All pupils will benefit from this provision.   | Teachers will understand how to  | R2 ASLs<br>AHTs<br>SENCo                              | Half termly monitoring by SLT.   | 500  | n/a                     |

|  |   |   |  |                 |  |     |     |
|--|---|---|--|-----------------|--|-----|-----|
| delivering quality first teaching            | curriculum for Maths, Science, Writing and Reading. Further support will be given directly through subject leaders.                                   | Teachers will be supported in understanding the gaps within children's learning and how to adapt planning based on this.  | adapt the curriculum for their year group and will be able to adapt planning to better meet the needs of the pupils.                                   |                 |  |     |     |
| Developing long term learning approaches     | Feedback policy and subject leader resources such as knowledge organisers will be used to support children's long-term learning approaches            | All pupils will benefit from this. Long term learning approaches will help children with the retention of knowledge and also make links between their learning within different | Teachers will develop their confidence in long term learning approaches and how subject specific resources, such as knowledge organisers, can be used. | Subject Leaders | Half termly monitoring by SLT and subject leaders. | 500 |     |
| Monitoring to take place within all subjects | Monitoring schedule to be created, providing a timetable for teachers to monitor and develop their subjects<br><br>Bridging curriculum implementation | All pupils will benefit from this. Monitoring will allow subject leaders to have a clear overview of the strengths and areas for development within the school. Subject         | Quality of teaching will be improved through support from subject leaders.<br><br>Consistency regarding the expectations for different subjects.       | Subject Leaders | Half termly monitoring by subject leaders.         | 500 | n/a |

|   |  |   |   |                |                                  |     |     |
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|   | will be monitored as part of this time.  | leaders can then support teachers with the delivery of their subject.   |   |                |                                  |     |     |
| <b>Curriculum Development.</b><br><b>With support from AHTs and Reach2 ASLs, headteacher will take on this role to support teachers in implementing their subject</b> | All subject leaders to be given time out of class to support them in implementing their subject.                           | All pupils will benefit from this. The additional support provided by curriculum development leads will further secure a broad and balanced curriculum across the school. | Teachers will have additional support from subject leads and consistency will be achieved through shared expectations of subject leaders. | HT<br>AHTs     | SLT and Reach2 trust monitoring. | 750 | n/a |
| <b>In class provision to be supported through the development of support staff</b>  | Support staff to receive CPD sessions led by the school SENCO. These will include how to develop support within classrooms | Whole classes can be supported through this but also focus groups.  | Consistency of approaches to supporting children within different lessons. Pupils will benefit from personalised provision.               | SENCo<br>LSAs  | SENCo /AHTs                      | 500 | n/a |
| <b>Curriculum Support as part of home learning /</b>  | Remote learning offer and support children in accessing resources linked   | All pupils will benefit from this.  | Children will be able to rehearse and practice their own  | CTs<br><br>SLT | SLT monitoring<br><br>CT's       | n/a | Na/ |

|                              |                         |  |   |  |   |                 |    |
|------------------------------|-------------------------|--|---|--|---|-----------------|----|
| <b>remote learning offer</b> | the national curriculum |  | learning at home, with remote learning support from teachers as required. |  |   |                 |    |
|                              |                         |  |   |  | <b>Sub total</b>                        | <b>£4250.00</b> | -- |
|                              |                         |  |   |  | <b>Total budgeted cost for Strand 1</b> | <b>£4250.00</b> |    |

| <b>STRAND 2 – TARGETED SUPPORT</b>         |                            |   |  |                                |   |                             |                                 |
|--|----------------------------|---|--|--------------------------------|---|-----------------------------|---------------------------------|
| <b>Element of strand (eg intervention)</b> | <b>Action/Strategy</b>     | <b>Which pupils have been targeted for this strategy? Who will benefit?</b> | <b>Expected impact</b>                                 | <b>Staff lead</b>              | <b>Monitoring: When and How will you evaluate impact?</b> | <b>Cost (school budget)</b> | <b>Cost (national funding)</b>  |
| <b>Interventions</b>                       | LSA – 12.5 hours per week  | Y1 phonics and reading catch-up – SEN and vulnerable pupils                 | To achieve end of year phonics screening expectations. | SENCo and AHTs<br>Phonics Lead | Autumn<br>Spring<br>Summer terms<br>PPprogress meetings   | --                          | 7 385.55                        |
|  | Teacher – 4 hours per week | Y1 and Y2 teacher release for 1:1 and small group catch-                    | To meet ARE in Reading, Writing and Maths              | English Lead<br>Maths Lead     | As above, ½ termly  | --                          | 722.64<br>(3 months)<br>SPRING2 |

|                  |   |  |  |  |                    |  |         |
|------------------|---|--|--|--|--------------------|--|---------|
|                  |   | up in SPAG, Reading, Writing and Maths                           |  |  |                    |  |         |
|                  | SENCo/Inclusion Lead 1.5days /week in Spring2 and Summer 2021 | KS1 intervention and catch-up plans – phonics, reading and maths | To meet Phonics screening test expectation.<br><br>To meet ARE in R, W and M                       | SENco and Phonics Lead<br><br>English Lead<br>Maths Lead | As above, ½ termly |  | 5753.00 |
| <b>Resources</b> | Renaissance Reading Scheme                                    | All KS1 children   | To close gaps and meet reading ARE   | English Lead<br>AHTs                                     | ½ termly           |  | 1870.80 |
|                  | RR books  | More Able / Greater Depth Catch-up                               | To ensure GD children achieve GD by the end of the year in reading                                 | English Lead   | ½ termly           |  | 1875.00 |
|                  | Numicon Online  | Catch-up program for all KS1 children<br><br>Focus on SEN        | Secure understanding of number manipulation, close gaps and achieve ARE / good progress toward ARE | Maths Lead   | ½ termly           |  | 99.00   |

|  |   |   |                            |   |                           |  |                  |
|--|---|---|----------------------------|---|---------------------------|--|------------------|
|  | 'Breaking Barriers' catch-up (Numicon)    | As above.                                     | As above                   | Maths Lead  | ½ termly                  |  | 225.00           |
|  | 'Breaking Barriers' Teacher CPD/resources | Staff CPD                                     | As above                   | Maths Lead<br>All teachers and support staff training | Autumn Term               |  | 103.50           |
|  | EYFS 'climbing wall'                      | EYFS children<br>Strengthen fine motor skills | Development of mark making | EYFS Lead   | Autumn term and ongoing   |  | 49.58            |
|  |   |   |                            |   | <b>Sub total</b>          |  | <b>18 085.04</b> |
|  |   |   |                            |   | <b>Total for Strand 2</b> |  | <b>18 085.04</b> |

| STRAND 3: Wider Strategies   |  |   |                                 |                       |   |                      |                         |
|--|--|---|---------------------------------|-----------------------|---|----------------------|-------------------------|
| Element of strand<br>(eg access to technology)                     | Action/Strategy  | Which pupils have been targeted for this strategy?<br>Who will benefit? | Expected impact                 | Staff lead            | Monitoring:<br>When and How will you evaluate impact? | Cost (school budget) | Cost (national funding) |
| Review of available resources for vulnerable pupils to access home | 5 school laptops for children who were unable to access remote learning in Spring 1 or | Children during lockdown and those who need to self isolate             | Access to remote learning offer | SLT<br>Class teachers | Weekly wellbeing checks - teachers                    | --                   | --                      |



|                                   |   |  |  |  |   |    |                   |
|-----------------------------------|---|--|--|--|---|----|-------------------|
| learning - Laptop provision       | when in isolation.  |  |  |  |   |    |                   |
| Attendance monitoring and support | Ensure all children who should be attending are in school. Newsletter, parent encouragement, Essex Attendance support | All children<br>And<br>Vulnerable groups   | Safety at school<br><br>Access to the curriculum | SLT<br><br>SENCo<br><br>Attendance officer/Admin assistant | Daily/weekly<br>By headteacher<br><br>SLT<br><br>Class teachers | -- | --                |
| Safeguarding                      | Ensure all children are safe  | All children<br>Vulnerable groups<br>Children on CP/CIN/TAF and previously looked after children | Safety at school                                 | DSL and DDSLs<br><br>SLT<br><br>ALL Staff                  | Daily/weekly wellbeing and welfare checks<br><br>CPOMs logs     | -- | --                |
|                                   |   |  |  |  | Sub total   | -- | --                |
|                                   |   |  |  |  | Total for Strand 3  | -- | --                |
|                                   |   |  |  | <b>OVERALL CATCH-UP COST</b>                               |   |    | <b>£18.085.04</b> |