

USWORTH COLLIERY PRIMARY SCHOOL
COVID 19 CATCH-UP PREMIUM SPENDING 2020-2021
 (To be read in conjunction with UCPS school improvement plan 2019-2021 & pupil premium funding strategy)



Summary

Academic Year:	2020-21	Total Budget:	£80 per child over the year = £28,720
Number on roll	359	Date written:	November 2020

Strategy statement

There are three main elements for our catch-up priorities are:

- **targeted internal intervention/tuition.**
- **effective staff timetabling.**
- **curriculum modification.**

Although it is clear from formative assessments that all children have gaps in their learning as a result of the national lockdown, there are significant gaps in children within Year 1 and Year 2 as they have missed learning in basic skills/core subjects, particularly reading, maths and writing. Therefore, curriculum for pupils in these year groups will be carefully designed alongside targeted intervention. The children in other years also have targeted intervention and opportunities to revisit aspects of the curriculum missed. Staffing (teaching assistants and teachers who do not have specific class teacher responsibility) will be allocated according to need of groups of pupils and some staff used specifically to address catch-up.

Overall aims of catch-up premium strategy:

1. **Attainment outcomes at end of 2020-21 for all year groups the vast majority of pupils will be at least in line with those at the point of lockdown in March. This means that if a pupil was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.**
2. **By the end of the 2021-22 academic year, attainment outcomes for the vast majority of pupils will be at least in line with those at the end of the 2019-20 year.**
3. **The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.**

The funding will be spent on contributions towards staffing costs specifically for delivery of catch-up, cost of interventions and curriculum planning and resources.

Actions

ALL PUPILS

Taught an adapted, well sequenced and purposeful curriculum. Subject leaders to analyse curriculum coverage and engagement in their subject for the summer term 2020 and to produce a catch-up curriculum based on our current established curriculum. Leaders will ensure that key performance indicators are revised and consolidated before new objectives are taught. In maths, we will utilise the White Rose Hub and Power Maths recap curriculum to support this. In English the long-term plan will identify the 'ready to progress criteria' that must be taught before current year group content.

Actions

Assessment of learning and of basic skills to identify major gaps. Teachers will work continually to identify gaps in learning and adapt teaching accordingly.

Focus on consolidation of basic skills and ready to progress criteria, especially in autumn term. The core skills which enable successful learning. These include: handwriting, spelling of high frequency words, age appropriate sentence punctuation, times tables recall, basic calculation fact recall and reading skills relevant to age. These may be taught discretely, as part of core subject lessons, but also importantly through other subject areas.

Particular focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.

Time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work as many pupils will have not been in a formal school setting for a number of months. As a school we have a strong PSHCE curriculum in place and this is adapted to support pupils' present and ongoing mental health needs. Continue to purchase SCARF PSHCE scheme to ensure pupils receive core up-to-date topical teaching related to mental health.

After-school catch up sessions All teachers provide a weekly 30 minute after-school session for every child. Sessions will be in a small group and teaching will be based upon individual/group needs from their formative assessments. Timetabling of the day due to COVID restrictions allows this to happen throughout the whole academic year.

SOME PUPILS

Additional support and focus on basic core skills through intervention (including immediate, as well as planned intervention). Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing teacher assessment.

Additional time to practice basic skills. This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this. This is provided by both class teachers and teaching assistants.

Additional support for mental health and wellbeing. Provide individual support through the range of school strategies already in place, including school counsellor and family liaison officer. This includes support for families as well as children. *See pupil premium strategy for further information.*

Monitoring of impact

- Termly data analysis and pupil progress meetings identifies gaps and actions planned.
- COVID friendly whole school monitoring timetable, including book and planning scrutinies.
- Scrutiny of planned and immediate intervention records, pupil work and data.
- Scrutiny of monitoring records by SMT, subject leaders and governors.
- Reports from North Tyneside School Improvement Officer/advisors.
- Subject leader supervision meetings.