

USWORTH COLLIERY PRIMARY SCHOOL COVID 19 CATCH-UP PREMIUM SPENDING 2021-2022

(To be read in conjunction with UCPS school improvement plan 2021-2022 &
Current pupil premium funding strategy)



Summary

Academic Year:	2021-22	Total Budget:	TBC
Number on roll	347	Date written:	July 2021

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 and smaller class sizes. 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. Data for current Year 5 & 6 is lower than other year groups, especially in writing. Therefore, these year groups will be a focus for tuition.

After using research evidence from the EEF to support our strategy, we have decided on the following overall aims:

1. **Increase attainment outcomes at end of 2021-22 for all year groups, i.e. the vast majority of pupils will be at age related expectations in core subjects (showing an increase in internal data from summer 2021 and roughly in line with those at the end of the 2019-20).**
2. **Ensure key objectives that have been missed within foundation subjects are covered effectively over time.**
3. **Ensure that the mental health needs of pupils that have arisen as a result of the pandemic are addressed and supported by school.**

The funding will be spent on:

- **contributions towards staffing costs specifically for delivery of catch-up.**
- **Contributions towards staffing to reduce class sizes.**
- **cost of interventions.**
- **curriculum planning and resources.**

Actions

ALL PUPILS:

Taught an adapted, well sequenced and purposeful curriculum. Subject leaders to continue to analyse curriculum coverage and engagement in their subject for the summer term 2021 and to produce/adapt the 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. Core subjects: In maths, we will continue to utilise the White Rose Hub and DfE ready to progress documents. In English the long-term plan will identify the 'ready to progress criteria' that pupils must know prior to 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 using formative assessment and adapt teaching accordingly.

Focus on consolidation of basic skills and ready to progress criteria, especially in autumn term, as these core skills enable successful all round 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. Many pupils are suffering from the effects of lockdown and understanding what is happening to themselves, their community and the world. As a school we have a strong PSHCE curriculum in place and this is adapted to support pupils' present and ongoing mental health needs. We will continue to purchase SCARF PSHCE scheme to ensure pupils receive core up-to-date teaching related to mental health. A wellbeing staff/governor team are developing whole school community awareness through events and newsletters working towards our local bronze level mental health charter.

After-school catch up sessions All class 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. It may include pre-teaching or specific interventions. This has been timetabled for the academic year within teacher's directed time.

SOME PUPILS will have:

Smaller class sizes All children in EYFS and KS1 will be taught in small classes (around 20 in a class for reception and Year 2, while there will be around 16 in each Year 1 class). This is to support effective catch-up for the most affected year groups throughout the academic year.

Additional teaching assistants allocated with key year groups Each class in Year 2 and Year 6 are allocated a teaching assistant as opposed to one teaching assistant across the year group.

Small group and individual tuition Investigate possibility of using allocated funding for an external tutor or tutors to work with Year 5 & 6 pupils who are below expectations on developing core subject skills, knowledge and understanding (identified through ongoing teacher assessment).

Additional support and focus on basic core skills through intervention (including immediate, as well as planned intervention) - using current staffing and dependent on need as identified through ongoing teacher assessment.

Additional time to practice basic skills. This again will be dependent on need of children to re-establish progress in the core skills (phonics/reading, writing and mathematics). Flexibility with timetables will allow this and be provided by teachers or 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.*

Monitoring of impact

- Termly data analysis and pupil progress meetings identifies gaps and actions planned.
- Whole school monitoring timetable, including book/planning scrutinies and learning walks.
- 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.