

# Catch up premium strategy statement 2020-2021

## School overview

Metric	Data
School name	Netherthorpe Primary School
Pupils in school	249 (41 including nursery) Dec 2020
Proportion of disadvantaged pupils	105
Catch up funding allocation	£16, 970
Academic year or years covered by statement	2020-2021
Publish date	Sept 2020
Review date	July 2021

## Strategy Statement

Covid-19 has impacted on all our lives. Children have had significant amounts of time away from school and the impact that this will have had on both their education, emotional wellbeing and readiness to learn. Many of the children received remote learning and the school provided lessons through paper packs (where needed) and through the school website. However, it is important to remember that children, due to home circumstances, will not have received the same quality of education, consistently and as thoroughly as if they had been in school being taught during this time. Netherthorpe is an area of high deprivation and some families have struggled to engage with the home learning especially as the weeks of lockdown continued. In all national lockdowns, school was open to key worker and vulnerable children only and for this period only a small number of the school population attended. This means there will be challenges in supporting the children to 'catch up' with the missed learning.

<b>Teaching Support</b>		
<b>Issue</b>	<b>Action</b>	<b>Desired Outcomes</b>
Baseline in EYFS is significantly below compared to previous years due to most children not attending nursery or preschool during lockdown.	Employ additional TA in EYFS to support the children, analysis shows low on entry in specific areas of PSED and S&L.	<p>Children move towards expected standards across all areas.</p> <p>They are able to make relationships, are self confident and aware and manage their feelings and behaviour.</p> <p>They are able to listen attentively in a range of situations, have a good understanding and can express themselves effectively, showing awareness of listeners' needs.</p>
Home learning is limited due to the current provision and can be developed further to improve access to learning at home for all pupils	Ensure there is consistency and policy in place, clear expectations for teaching remotely. Eg, morning videos, live lessons, group zooms, etc.	A strong remote learning offer is in place. A new and improved platform is in place and all staff are trained in its use. In the event of home learning being needed, learning packs are sent home for individuals self-isolating and a process is now in place in the event of a bubble having to isolate.
Children moving from F2 to Y1. Time lost due to lockdown coupled with low starting point's means that an extension of the foundation curriculum is sensible to ensure key elements of prior learning are not missed and misconceptions are quickly identified and dealt with.	Move out of the Y1 classroom into large area to create continuous provision to meet the needs of the children as many of children working below age AR. F2 style teaching / environment created with more formal learning merged in over time. Money spent on resources as necessary. F2 TA moves with	Classes have the resources available to continue a play based approach to learning. Children are happy in school and not stressed anxiety by the move to Y1 Children feel secure by familiar approach to learning

	<p>the cohort to ensure anxiety levels are reduced.</p> <p>Buy necessary resources for new area</p>	
<p>Current Y2 cohort had very low starting point and issues with school readiness, along with high levels of additional need.</p>	<p>Employ extra TA to provide whole class support and specific 1:1 teaching in maths, reading and writing through delivery of structured interventions:</p> <p>Deliver FFT, VIP, pre and post teach, additional phonics, etc.</p>	<p>Year 2 pupils making accelerated progress to develop and embed knowledge and skills across the curriculum.</p>
<p>Year 2 who were not on track to pass phonics screening in year 1. Identify children needing additional phonics teaching and catch up. Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge.</p>	<p>Extra TA support for additional group teaching</p>	<p>Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills</p>
<p>Children are taught missed content from previous yr. Staff have a clear understanding of the curriculum gaps that need covering in the current year of teaching from previous years objectives</p>	<p>Gaps Analysis &amp; Professional dialogue Staff identify areas of curriculum not covered in previous year.</p>	<p>All teachers have a clear understanding of the curriculum gaps they need to teach. Teachers have increased confidence in meeting the needs of their children. Majority of pupils ARE by the end of the yr.</p>

<b>Targeted Support</b>		
<b>Issue</b>	<b>Action</b>	<b>Desired Outcomes</b>
<p>Analysis shows children did not engage regularly with writing during the lockdown period and have therefore not been exposed to quality teaching of the different purpose for writing. They will need to opportunity to build up their stamina.</p>	<p>Employ additional TA in Y2 to deliver specific interventions in the afternoons.</p> <p>Employ Academic Mentor for English to deliver Writing small group intervention in the afternoons for Y3 – 6 children to supplement class writing opportunities.</p> <p>The previous teacher has identified the skills the children did not cover or master before the ‘lockdown’ and opportunities to learn and practice these have been built into this year’s planning.</p>	<p>Quality of writing improves across the school with more pupils achieving age related or above expectations in writing.</p> <p>Writing in the broader curriculum improves and aids knowledge and understanding of foundation subjects.</p> <p>Confidence of the pupils increases in writing.</p> <p>Children are able to write at length</p>
<p>Analysis shows that engagement with reading was inconsistent during lockdown and have therefore not been exposed to quality teaching of the different skills of reading and comprehension.</p>	<p>Employ additional TA in Y2 to deliver specific interventions in the afternoons, eg, FFT</p> <p>Employ Academic Mentor for English to deliver inference small group intervention in the afternoons for Y3 – 6 children to supplement class reading.</p>	<p>Understanding and ability to decode and comprehend leads to age related expectations and above being met in reading.</p>

	The previous teacher has identified the skills the children did not cover or master before the 'lockdown' and opportunities to learn and practice these have been built into this year's planning.	
Analysis shows children did engage with maths during the lockdown period however often this consolidated prior learning therefore gaps have emerged and children have missed aspects of maths.	<p>Employ an additional Y TA and KS2 Academic Mentor for Maths to deliver same day intervention linked to maths lessons in the morning.</p> <p>Medium Term Planning amended the maths lead to address the gaps created by the lockdown.</p> <p>Focus on number and place value</p>	<p>Understanding and ability to apply knowledge and skills of place value and number lead to age related expectations and above being met in maths.</p> <p>Reasoning and fluency in maths increases as a result of a better understanding of number and place value</p>
Children need to be able to be taught remotely. Staff therefore need to be able to produce / upload work to website.	Issues highlighted during setting up phase of remote learning platform.	All teachers isolating able to access and upload resources / work etc. to website and to communicate with children. Children accessing and using website at home when isolating.
Due to children being indoors and less active during Covid isolation children's health and well-being have decreased making it even more essential that children are engaging in	Encourage / develop more active lunchtimes and when possible extend provision throughout school day.	Pupils are able to quickly adapt back into routines and access full learning opportunities.

high levels of physical activity and establishing good active behaviours for later life.		
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<b>Wider Support</b>		
<b>Issue</b>	<b>Action</b>	<b>Desired Outcomes</b>
Access to online home learning for pupils without technology.	iPad and Laptops distributed from existing old stock for those pupils who need it. Registered on the government website for government learning scheme. Create a register of those who do and do not have access to WIFI, tablets and or laptops. Order required amount from government. Use funding to buy additional resources where needed. All pupils can access online learning 10 laptops provided by government	By allocating laptops to pupils working remotely from home, in the event of a year group/school closure, priority catch-up programmes will continue (as per planning) in order to support progress of the most vulnerable pupils
Mental health  Mental Health and well-being curriculum – developed to be the vehicle through which our academic curriculum is delivered in order to address effect on mental health that lockdown has had.	A Recovery Curriculum for RSE/PHSE to be implemented across the whole school using the new Sheffield Curriculum.  .	Smooth transition into a new year group via a curriculum that focusses on integrating back into school life.  Opportunities for individual children to share their experiences are given and RSHE lessons are planned according to this.

		Children have opportunities to self-reflect on their experiences via mindfulness activities.
<p>Separation</p> <p>Some children have had significant amounts of time out of school and will find leaving family extremely difficult and traumatic separating from those they are closest to.</p>	<p>RSHE, assemblies, reflection and mindfulness are an integral part of the school day and staff will plan explicitly for this.</p> <p>Implement 'Trauma informed school' and SAFE strategies across school.</p>	Needs of the individual class are met by planning RSHE lessons in accordance to their needs around separation anxiety
<p>Behaviour</p> <p>Children have had up to 6 months away from routine, policies, practices and the discipline school brings. With social distancing and class bubbles in place, implementing the known behaviour policy cannot happen in the same way as it did before lockdown. The behaviour policy addendum needs to be understood by all and implemented daily but also sensitively to meet the needs of all children.</p>	<p>Explicit teaching in behaviours for learning in the classroom environment using the whole school approach – learning muscles.</p> <p>New addendum to behaviour policy needs to be discussed, understood and implemented by all pupils and staff.</p> <p>Risk assessment actions carried out to ensure all members of the school community feel safe</p>	<p>Whole school values are integrated back into the children's learning and reflected in their daily behaviour.</p> <p>Behaviour policy with changes implemented and all children.</p> <p>Changes made to normal routine of the school day are implemented as per risk assessment and action plan to maintain the safety of all members of the school community</p>
<p>Routines</p> <p>Everyone has been disrupted since the country went into lockdown and everyone needs to establish routines once again. This starts at home with bed time routine, start of the day and stamina throughout the day.</p>	<p>Use of visual timetables in all classrooms in order to ensure structure, routine and predictability for the children.</p> <p>Assemblies to be delivered virtually and to invite children shielding at home to attend.</p> <p>Mindfulness/sensory breaks are to become an integral part of the school day.</p>	<p>Visual timetables help children understand the routine of the day.</p> <p>Routine to school day to re-start in order that children have familiarity and know what is happening per day.</p> <p>Mindfulness/sensory breaks become routine and a valuable part of every day and help</p>

<p>School will provide routine very quickly and supporting families to create a routine at home will be priority</p>		<p>individual children cope with the demands of returning to school.</p>
<p>Social Distancing</p> <p>Social distancing plans in place to minimise risks of Covid-19 but all stakeholders need to follow them for everyone's safety</p>	<p>Provide practical/real life experiences and changes to routines in accordance with government guidelines – see action plan and risk assessment.</p> <p>Parents to adhere to new measures out in place at start and end of the day designed to keep everyone socially distanced and as safe as possible.</p>	<p>Social distancing is adhered too where appropriate and possible for pupils, parents and staff.</p> <p>Class and year group bubbles are maintained and no bubbles have to close due to an outbreak.</p> <p>Where a confirmed case of Covid-19 is reported, only the class or year group bubble is effected due to the social distancing provision in place in school on a daily basis.</p> <p>Parents follow the guidance issued by school about staggered starts and finishes and systems in place to enable safe arrival and departure to and from school for everyone.</p>