

 **Newport CE Junior School: Coronavirus (COVID-19) Catch Up Premium Plan**

Funding Allocation to Newport CE Junior School: £27,360 (paid in three instalments across the academic year)

Department for Education Funding Intention: ‘To achieve our central goal of school’s getting back on track and teaching a normal curriculum as quickly as possible.’

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| **Objective** | **Success Criteria** | **Action** | **Costing** | **Impact** |
| To support the emotional wellbeing of NJS pupils on their return to school. | 1) 100% of children are happy to be back at school. 2) 100% of children are comfortable and confident with new routines and procedures. | \*Planning and delivery of a recovery curriculum that focuses on pupil wellbeing, loss and rebuilding relationships. | \*AR and LS planning time\*CPD for all staff: 2xPDM’s and TA meets\*Curriculum delivery time: 2 weeks initially | A successful recovery curriculum was delivered to all pupils.92.08% reported agreeing or strongly agreeing with being happy to be back at school. |
| To provide ongoing support for the wellbeing of our most vulnerable pupils. | 1)Most vulnerable pupils all have ongoing emotional support.2) Actions can be swiftly identified for those pupils in need. | \*Mentoring system to work beyond the recovery curriculum to provide wellbeing support to those pupils who are identified to require the support. | \*LS leadership time to coordinate\*TA time to mentor the most vulnerable pupils | All vulnerable pupils allocated with a mentor. Mentor made fortnightly/weekly calls to pupils/families during remote learning. |
| To provide intervention to support the ‘catch up’ of pupils across NJS in phonics and reading. | 1) All pupils with phonic gaps identified and intervention in place by week 3.2) By December 2020 children have caught up and are back ‘on track’ with phonic progress. | \*Week 3 pupil progress meeting, following the Recovery Curriculum, to identify high needs and other pupils as a priority for intervention from baseline assessment.\*Priority across NJS for first half Autumn Term is Phonic and Reading ‘catch up’. \*Phonic assessments for all Y3 and lowest 20% readers in Years 4, 5 and 6 to identify those in need of phonic intervention to begin from week 3. | \*LS leadership time.\*TA time to assess all of Year 3 and lowest 20% readers.\*Daily phonic intervention across NJS: TA time allocated. | \*see phonic data: vast majority of pupils made progress in their phonics 20-21.\*Phonic intervention continued to be delivered online during periods of Remote Learning and progress was tracked. |
| To ensure all children receive a broad and balanced curriculum. | 1)All children receive a broad and balanced curriculum. | \*Subject leaders liaised with teaching teams to advise on the curriculum content for Autumn 2020; to support with knowledge and skill catch up and content coverage.\*All children from September 2020 to receive the broad curriculum offer. | \*Subject leader time.\*PPA and PD day time to coordinate curriculum content. | All subject leaders had leadership time during the 20-21 academic year to lead curriculum development: curriculum amendments were made for 21-22 and assessment procedures refined. |
| To provide intervention to support the ‘catch up’ of pupils across NJS for those pupils who have fallen from ‘on track for EXS’. | 1) Pupils who have fallen back from EXS in Literacy and Numeracy identified for half termly intervention by October 2020. | \*Week 3 baseline assessments completed for all pupils across NJS.\*October pupil progress meeting to identify intervention for pupils, based on baseline data, to be led by newly recruited intervention lead teacher.\*Second half Autumn Term intervention lead teacher to lead intervention across NJS in Literacy and Numeracy accelerating progress for children to be back on track for EXS.\*Pupil progress meeting to review in December and new intervention groups to be reset for January and each half term thereafter until August 2021. | \*Recruitment of a lead intervention teacher: AR and NM\*Appointment of a full time lead intervention teacher to August 2021: LB | Intervention for off target pupils was identified: this impact was limited due to staffing restraints of working within bubble groups. To be continued in 21-22 |
| To follow EEF guidance in ensuring quality first teaching as a priority for all children across the 2020-2021 academic year. | 1)All NJS pupils receive quality first teaching as a priority. | \*To ensure, in the event of the absence of a class teacher due to isolation, that classes are taught by a teacher where possible.\*September recruitment for an intervention lead teacher from October 2020-August 2021 to cover classes in the event of isolation.\*To support infection control and the wellbeing of staff by having a teacher onsite available to cover in the event of a member of teaching staff having to isolate.  | \*Appointment of a full time lead intervention teacher to August 2021: LB | Book monitoring and learning walks evidenced good or better quality first teaching across NJS.Recruitment of an ‘Intervention Teacher’ for the 20-21 academic year meant NJS children were always taught by a member of NJS staff even in cases of shielding teachers or extended absence of teaching staff. |