



Universal Covid Catch-up Premium Funding 2020-2021

Summary information	
School Newark Hill Academy	Academic Year- September 2020 to August 2021
Total Number of pupils: 466	Review Date Reviewed March 2021 July 2021
Publish Date November 2020	Total Funding: https://www.gov.uk/government/publications/coronavirus-covid-19-catch-up-premium-provisional-allocations
Has the academy registered with the National Tutoring Programme? Yes	

1. Quality of teaching for all						
Assessment of Need-identifying the gap	Action and rationale	Personnel and timeframe	Target Group / Number	Expected Cost	Intended Outcome / Impact	Monitoring / Evaluation
Some pupils' language and vocabulary skills have not developed in line with other	Release an experienced Teaching Assistant to deliver interventions	1 x Apprentice TA	Early Years, Year 1 and SEN	£5,300	These TA in training will provide cover for more experience TAs to deliver uninterrupted	Principal Deputy Principal Half Termly

children due to absence of school.					intervention programs.																						
Support pupils with SEMH needs on return from lockdown	Boxall profiling will allow us to target children who are red to deliver interventions appropriate to their needs	Summer Term Deputy Principal/SENDCO	26 initially leading to whole school	£600.00	SEMH needs are met which ensure pupils are ready for learning and make progress. Pupils shift from red profiling.	Deputy Principal/SENDCO																					
To make accelerated progress in Reading	<table border="1"> <thead> <tr> <th></th> <th>Baseline</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>53%</td> <td>63%</td> </tr> <tr> <td>Year 2</td> <td>39%</td> <td>64%</td> </tr> <tr> <td>Year 3</td> <td>48%</td> <td>69%</td> </tr> <tr> <td>Year 4</td> <td>43%</td> <td>54%</td> </tr> <tr> <td>Year 5</td> <td>51%</td> <td>65%</td> </tr> <tr> <td>Year 6</td> <td>56%</td> <td>74%</td> </tr> </tbody> </table> <p>Accelerated read does not take pupils out from Quality First Teaching.</p> <p>The EFF states:</p> <p><i>On average, reading comprehension skills deliver an additional six months progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities and involve activities and texts that provide an effective, but not overwhelming challenge.</i></p> <p>EFF study findings for Accelerated Reader:</p> <p><i>The study found that Year 7 pupils were offered Accelerated Reader made 3 months progress in reading compared to similar pupils. For pupils</i></p>		Baseline	Target	Year 1	53%	63%	Year 2	39%	64%	Year 3	48%	69%	Year 4	43%	54%	Year 5	51%	65%	Year 6	56%	74%	<p>Purchase Accelerated Reader.</p> <p>Move Library to new location to make high profile.</p> <p>Books to be scanned on to the system.</p> <p>Assistant Principal to train staff and roll out.</p>	All pupils who reach ARE at Year 2 and above.	£5,277.80	Pupils to reach their end of year targets	Principal Raising Standards Leads.
	Baseline	Target																									
Year 1	53%	63%																									
Year 2	39%	64%																									
Year 3	48%	69%																									
Year 4	43%	54%																									
Year 5	51%	65%																									
Year 6	56%	74%																									

	<i>eligible for free school meals the figure was 5 months additional progress.</i>					
--	--	--	--	--	--	--

Total budgeted cost £11,177.80

2. Targeted academic support

Assessment of Need-identifying the gap	Action	Personnel and timeframe	Target Group / Number	Expected Cost	Intended Outcome / Impact	Monitoring / Evaluation
Pupils with SEND found the remote learning during lockdown challenging and families found it very difficult to engage, therefore, they have not made the same progress as they would if they were in the academy.	<p>We will use the tool- BSquared Connecting Steps V4- which will highlight clear gaps and offer strategies and provision to support pupils with SEND and help narrow the gaps</p> <p>This will be assessed in steps. All identified pupils should make 10 steps progress in a term.</p>	Deputy Principal and SENDCO to lead to deliver to all teachers to assess children who are judged to well below Age Related Expectations	Low ability and SEN pupils across the academy.	Initial cost £6,300	Clear identification of gaps and provision to diminish the difference.	Deputy Principal SENDCO Half Termly
Through assessment and observations we have observed there are gaps in language skills with some of our pupils.	<p>Pupils from Year 1 and above will be working closely with a TA and work through the early language programme to help narrow any gaps with speech and language.</p> <p>https://www.nuffieldfoundation.org/news/nuffield-early-language-intervention-boosts-language-skills-three-months</p>	Nuffield Early Language Intervention	Early Years, Below ARE Year 1 pupils and SEN	<p>Elan training for Tas £234 X2</p> <p>Total £468 plus VAT</p>		Deputy Principal SENDCO Half Termly

Develop collaboration and communication skills in Year 1	https://junipereducation.org/youngest-pupils-learning-worst-affected-by-covid-19-pandemic-new-report-reveals/ Juniper Education Dataset has research to show that all pupils have been effected by COVID19, but younger pupils have been the most and we should promote collaboration and play. WE will develop the continuous provision in year 1 to ensure these skills are developed through a broad and balance curriculum	Outdoor Learning Resources implemented EYFS and Year 1 Team and Assistant Principal	Year 1	£2,999.00	Pupils collaboration skills will develop collaboration and communication skills. This will be measured using the Skills Builder Assessment Tool and the classes would have made 2 steps progress by the end of the year.	Half Termly						
The Cambridge Maths Project	A four year programme delivered by Cambridge Maths Team which is targeted at Year 3 disadvantaged pupils to increase outcomes in Maths and to be continued in their time throughout KS2. <table border="1" data-bbox="311 746 931 823"> <thead> <tr> <th></th> <th>Baseline</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>40%</td> <td>71%</td> </tr> </tbody> </table>		Baseline	Target	Year 3	40%	71%	Assistant Principal - work with teachers in each team over the 4 years. Teacher leading in 2020-21- CF	Year 3 (90 children)	£250	Narrowing the attainment gap for disadvantaged pupils.	Assistant Principal
	Baseline	Target										
Year 3	40%	71%										
Children who are behind end of year expectations and has lack of engagement during home learning to receive catch up programme from March 2021.	The Assistant Principal will be delivering a catch up intervention with core children in Year 4 and 5. 15 children to receive Maths intervention- 2 x 30 minutes sessions a week. 4 children to receive Writing support- 1 x 30 minutes session a week.	Assistant Principal March 2021- onwards	Year 4 and 5 15 children in total to receive Maths intervention (4 children in Y4 11 children in Y5) 4 children to receive Writing support. (1 child in Y5 and 3 children in Y4)	£1,582.20	Children to meet end of year expectations in vulnerable subjects. Narrow the gap in attainment from Nov PIXL assessment to June PIXL assessments.	Assistant Principal and Raising Standards Lead for Y4 and 5.						

Mathematics appears to be our weakest core area after lockdown with calculation being an area of development	Implement Mathletics to improve standards in mathematics		SG To set up year groups and train staff/ children. SG to lead an initial boost of the app. SG to promote on communication letter	Year 4, 5 and 6	£1814.40	Personalised programme of support in maths. Target gaps found in class learning and PiXL testing.	Assistant Principal	
		Baseline						Target
	Year 4	34%						66%
	Year 5	44%						78%
Year 6	55%	73%						

Total budgeted cost £13,414.40

3. Other wider strategies

Assessment of Need-identifying the gap	Action	Personnel and timeframe	Target Group / Number	Expected Cost	Intended Outcome / Impact	Monitoring / Evaluation												
Reading books	<p>'Real' books for Year 1-3 to match ORT levels AR age appropriate books for class bookshelves.</p> <p>Class sets of books for meaningful whole class reading.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Baseline</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>53%</td> <td>63%</td> </tr> <tr> <td>Year 2</td> <td>39%</td> <td>76%</td> </tr> <tr> <td>Year 3</td> <td>48%</td> <td>69%</td> </tr> </tbody> </table>		Baseline	Target	Year 1	53%	63%	Year 2	39%	76%	Year 3	48%	69%	SG/ CB	Years 1-6	£3,441.00	Reading in 1-3 extends challenge to books they can access but not ORT Classes are reading more suitable material than currently offered on bookshelves. Teachers model reading. PSHE/ topic/ speaking and listening focus.	Assistant Principal
	Baseline	Target																
Year 1	53%	63%																
Year 2	39%	76%																
Year 3	48%	69%																
To allow all pupils to work and collaborate using technology including the use of accessibility	Microsoft Accessibility tools are used to support the success of each learner. The inclusive features are available in different platforms which support learners in all subjects. Research from the EEF and Sutton Trust Toolkit shows a potential gain of 4 months, for pupils using IT regularly at school.	20 Laptops for Year 1 and 2	Year 1 and 2	£6,276.80	These pupils will make accelerated progress and our combined figure will be near national.	Assistant Principal												

tools to enhance learning						
Skills Builder projects	Learn and apply essential skills in skills builder in planned for project opportunities (at least two per year group)	TK/ SG	EYFS- Year 6	£500	Develop essential skills in communication and teamwork	SG.TK
Thrive Curriculum	Well being and mindfulness for pupils and families struggling with mental health. CPD for well being lead and deputy principal.	RF/AC	EYFS-Y6	£2790	Increased support for mental health and well being.	RF
Total budgeted cost					£13,007.80	
					£37,600.	

Additional materials for support/guidance:

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Guide_to_supporting_school_planning_-_tiered_models.pdf

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>