



NEW MONUMNET COVID CATCH-UP PREMIUM SPENDING PLAN



SUMMARY INFORMATION

Catch-up Premium Plan

NEW MONUMENT PRIMARY SCHOOL

CURRENT PUPIL INFORMATION 2020-2021

Total number of pupils:

204

Total Catch-up Premium:

£16, 320

STRATEGY STATEMENT

After evaluating our existing SDP and September 2020 Baseline assessments, we identified the following key priorities for our school catch up programme:

- to raise the attainment of all pupils to close the gap created by COVID 19 school closure, with a particular focus on reading.
- to raise confidence, self- esteem and resilience of pupils created by COVID 19 school closure.
- to reduce the language deficit for the disadvantaged pupils and EAL pupils, which has been magnified by COVID 19 school closure.

Targeted academic support: is delivered through small group interventions and 1:1 consolidation sessions, this was developed following guidance from EEF. These range from morning and afterschool small booster groups to research-based reading, phonics intervention programmes.

Readiness to learn: staff identified children requiring additional mental health and wellbeing support and a referral system was put in place. The SENCO set up a timetable of support, which includes emotional support and intervention, outdoor learning nurture groups and ELSA sessions. A Youth Mental Health first aider has been trained to sign post appropriate support mechanisms.

Connection: we value the need to keep connected with our children and families, especially during the remote learning period. Through strategies such as engagement trackers, daily check ins, increased assemblies, parent surveys all helped our community stay in touch. Strong communication with our community will continue to be a priority as children return to school and staff have to rebuild relationships.

BARRIERS TO FUTURE ATTAINMENT AND ACHIEVEMENT

Academic/SEMH Barriers:

1.	The significant increase in the language and vocabulary deficit of the disadvantaged and EAL pupils impacts their access to the whole curriculum.
2.	A significant number of pupils not working at age related expectations in Reading and Phonics and have gaps in learning due to school closure.
3.	Increased social and emotional anxiety with identified children.

External Barriers

1.	Access to resources and support such as books and life experiences, reduced social interaction and structures enabling good learning.
2.	Lack of regular routines such as home-schooling work, reading, spelling, and being prepared for school.
3.	Very limited IT for several families has a significant impact on access to home schooling and therefore greater gaps in learning are created.

TEACHING AND WHOLES SCHOOL STRATEGIES (TIER 1)
 TARGETED APPROACHES (TIER 2)
 WIDER STRATEGIES (TIER 3)

Priority area	Rationale /Objective	Action taken	Funding allocation	Assessment of impact	Review
Vocabulary and language development	To accelerate vocabulary and language development of disadvantaged and EAL learners.	<ul style="list-style-type: none"> • Purchase high quality class reading texts for all year groups including EYFS T1 • Colourful Semantics training for all staff. All classes to implement Colourful Semantics within their teaching and appropriate resources to be produced to support learning T1 • Short small group pre-teach vocabulary sessions before/after school T2 	£3000	Half termly tracking of reading through AR Termly progress meetings Tracking of interventions Pupil voice	
Gaps in learning in reading	To improve reading through access to technology and well-resourced booster sessions.	<ul style="list-style-type: none"> • Purchase ipads for the school. Pupils to have daily access to ipads so that they can access Accelerated reader. Frequent, low stake assessment (quizzes, multiple choice) to assess understanding and retention T1 • Purchase revision books for Reading and GAPS T2 • 1:1 reading/phonics sessions before/after school T2 	£10320	Half termly tracking of reading through AR Termly progress meetings	

<p>Physical and mental health and wellbeing</p>	<p>To meet the social and emotional needs of all pupils and to offer intervention when a child has a gap at a developmental stage.</p> <p>To reduce the risk of obesity and poor mental health which has been impacted by the extended lockdown.</p> <p>To develop skills and knowledge of PSHE lead in supporting pupils with mental health difficulties.</p>	<ul style="list-style-type: none"> • Purchase a standing desk for each class. Pupils to have regular opportunities to work at the standing desks T1 • HLTA employed to support chn mental wellbeing through zones of regulations and outdoor learning T2 • PSHE lead to train as Mental Health first aider T3 • ELSA released to support identified pupils T2 • Three leaders trained in the Compassionate Schools Programme T3 	<p>£3000</p>	<p>Boxhall profiles</p> <p>Pupil voice</p> <p>Progress from fitness baseline assessments</p>	
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