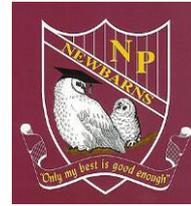




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Catch-up Premium Strategy Statement 2021

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

Guidance - key points

- The catch-up premium will only be available for the 2020 to 2021 academic year.
- Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.
- The Education Endowment Foundation (EEF) has published a support guide for schools. Schools should use this document to help them direct their additional funding in the most effective way.
- To support schools to implement their catch-up plans effectively, EEF has published the school planning guide: 2020 to 2021
- Schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.
- Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.
- School leaders must be able to account for how this money is being used.
- Governors and trustees should scrutinise schools' approaches to catch-up from September... and ensuring appropriate transparency for parents.
- Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.

School Contextual Data:

benchmarking figures are the latest available data from the .GOV 'compare school performance' website

Number on Roll v's Total Capacity		Ever6		FSM		SEN				EAL
Current capacity	446									
Current number on roll	436									
<p>■ Current capacity ■ Current number on roll</p>										
98% of the capacity figure										
		Ever6	FSM	SEN EHCP	SEN Other	EAL				
Your School		8.3%	7.8%	2.3%	8.7%	2.8%				
Similar School		14.1%	7.7%	1.3%	8.2%	1.7%				
LA Average		18.7%	10.2%	5.6%	12.3%	2.8%				
National Av.		24.3%	14.6%	3.1%	12.2%	21.3%				
Current Learner Characteristics by Year Group										
	Total	Boys	Girls	FSM (ever 6)	FSM	CLA	SEND (EHCP)	SEND Other	EAL	
Nursery	24	10	16	0	0	0	0	0	1	
Year R	60	26	34	3	0	0	1	4	2	
Year 1	60	30	30	6	6	0	2	2	2	
Year 2	57	23	34	5	5	0	2	4	3	
Year 3	60	32	28	3	3	0	3	1	1	
Year 4	57	29	28	5	6	0	0	10	1	
Year 5	58	30	28	8	8	0	0	10	0	
Year 6	60	35	25	6	6	0	2	7	2	
TOTAL	436	215	223	36	34	0	10	38	12	

Original (pre-Covid) Learning Priorities for Current Year

<p>TARGET 1</p> <p><i>Achieve expected outcomes at end of each key stage (EY, key stage 1 and 2) reflecting outstanding progress from children’s starting point on entry.</i></p> <p><i>This target also includes: - Ensuring the effective use of Pupil Premium allocation to eradicate gaps in achievement between pupils in receipt of this funding and their peers.</i></p>
<p>TARGET 2</p> <p><i>To “re-vamp” the role of the school council so that they have a more representative pupil voice in school and are able to implement change.</i></p>
<p>TARGET 3</p> <p><i>To contribute to networks and cluster groups to enhance provision for all children as well as those at Newbarns.</i></p>
<p>TARGET 4</p> <p><i>To ensure the government sports premium money allocated for the academic year improves provision of physical education (PE) and sport. (See Sports Premium Impact and Analysis.)</i></p>
<p>TARGET 5</p> <p><i>To evaluate the management structure in school and the role of all TLR post holders.</i></p>
<p>TARGET 6</p> <p><i>To ensure teaching and learning are the best they can be in all subject areas and children make maximum progress.</i></p>

Amount allocated to Newbarns - £33,120

This will be used in full to fund NTP Academic Mentors for Years 5 and 6 (from registered school staff). All the other initiatives (detailed below) will be funded from school’s main budget.

September 2021 - No suitable tutors were available to us and so it was decided in July 2021 to employ additional teachers so that classes are smaller in Year 6. (This was decided to improve behaviour for learning of that cohort). An additional Teaching Assistant (full time) has been employed throughout the year to assist in Nursery and Reception and additional Senior Teaching Assistants have been employed to provide additional phonics teaching in Years 1, 2 and 3.

Covid-19 Recovery Plan – July – [Reviewed November 2020](#), [February 2021](#), [March 2021](#) and [September 2021](#)

(This is to be read in conjunction with previous Risk Assessment documentation)

Curriculum	Implications
Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content	Identify which are the key components of learning: core subjects, foundation subjects
prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later.	Subject leaders: review what is in the term ahead. What must we do. What can we stop doing? What can we change, adapt? White Rose Maths – prioritising the Recovery Curriculum Subject leaders to ensure recovery curriculum has been taught

schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading	Topic: use foundation subjects as a springboard for: - Reading. Creative writing. Persuasive writing
Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge	Consider: what is the key learning and the key skills in the core subjects. Action: Zoom staff meeting (September) Staff meeting March re White Rose Maths Staff meetings in September to discuss recovery curriculum
the aim of returning to the school's normal curriculum content by no later than summer term 2021.	Review termly by SLT and Curriculum committee Due to Lockdown 3 this is no longer an expectation – staff meeting March to assess children's return to school
Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills...	Agreed: formal teacher assessment to begin after the first two weeks. Pupil progress meetings to be held before half term. Identified gaps will feed into planning and intervention
EYFS	
nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development.	Implications for curriculum planning Action: staff meeting time – EY Staff meeting 13/9/21 and 20/9/21
Reception Year, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.	Implications for curriculum planning. EY and KS1 staff meeting Action: staff meeting time Staff meeting 13/9/21 and 20/9/21
For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.	Two outdoor areas Develop forest schools further Development of Reception playground and outdoor seating for Years 4 – 6
KS1 and KS2	
Prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics),	Start of year teacher assessments (after first two weeks) Implement daily phonics sessions. Stop cross-KS1 phonics (bursting bubbles) Teacher assessments uploaded to Scholar Pack by April 2021 after return to school in March 2021 Teacher Assessments inputted to Scholar Pack by end of autumn term 2021
majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE	Recommendation: build the entitlement to a broad and balanced curriculum through the year. Review on termly basis

Tier 3 - Wider Strategies to Support Pupils

- Additional staff paid so that children can return to their familiar adults, post-lockdown/closure
- G-Suite software installed and training for all staff, children and parents delivered
- Donna Moore, Public Health 5-19 Nursing Service, completed school review with Headteacher 2.11.20

- PSHE and RHE programme (Jigsaw) purchased to support self-value, self-worth and emotional resilience
- 3 staff attended Bereavement Training
- Where possible, school staff employed to cover classes rather than supply
- Breakfast club and After School Club provided by Furness Childcare
- Flexible 30-hour entitlement in Nursery to support families
- “Normal” events such as Children in Need Day, Be Seen in Green Day, Christmas Jumper Day etc. continue to motivate children and boost morale
- Christmas crafts, Covid-safe Nativity and decorations continue for children’s morale and sense of normality
- Home learning monitored – survey completed about access to devices and findings addressed
- Summer survey completed by parents to inform staff of issues during lockdown 1 and the summer
- Staff communication with one another through phone, WhatsApp etc. and weekly Zoom staff meetings
- Regular check-ins and assemblies conducted via Zoom so children and staff feel connected
- Class Dojo introduced as another method of communicating with parents who have limited access to school and staff due to restrictions

Monitoring and Impact

Weekly staff meetings and pupil progress meetings will ascertain the impact of the initiatives.