Catch-up Premium Plan

BENTLEY NEW VILLAGE PRIMARY SCHOOL

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2020-212

**Catch-up Premium Plan**

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| **Written in consultation with:** |
| * Senior Leadership Team at Bentley New Village School * New Village Governing Board |

**OUR SCHOOL VISION**

Together we will create a calm and welcoming learning environment and work together to secure success for all. We will strive to create a safe, caring, supportive and inclusive school in which we will focus on excellent progress within traditional core subjects whilst providing a rich and exciting curriculum.

We believe that our school should equip its pupils with the skills that society and the local community demand and so we will value the skills and learning that children need in order to look after themselves, their families, their health, their mental well-being and their bodies. We will strive to teach the whole child and create life-long learners and pro-active citizens.

All pupils will have the opportunity to take part in a wide range of physical and sporting activity, as part of the curriculum, as an extra-curricular activity and in competition with other schools. Through sport we will promote a love of physical activity, the spirit of fair play and the ability to be a team-player, a coach and a mentor.

We will encourage the development of individual flair, creativity, talent and personality and will always embrace differences and uniqueness. Our school will value a good sense of humour and celebrate the fun that can be had in learning and within our school.

**OUR SCHOOL VALUES**

Determination – Resilience – Tolerance – Cooperation – Creativity – Curiosity

**OUR SCHOOL AIMS**

* To raise the aspirations and life-expectations of each individual within our school so everyone strives for **personal excellence** in everything they do
* To provide outstanding learning and teaching which enables all pupils, regardless of gender, race, background or ability, to excel
* To help pupils and staff build on their strengths and overcome their weaknesses through development, mentoring and support
* To help pupils develop respect for others so that they can form tolerant and caring relationships and be sympathetic to the needs of other people, whoever they may be
* To provide pupils with a variety of experiences and the support they need to be healthy and active, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic well-being
* To use the skills, knowledge, experience and talents of all staff to personalise the learning for each pupil
* To develop a culture of team work that promotes continuous improvement and the highest standards of achievement and conduct
* To be committed to providing a high quality programme of professional development and training.

Our mission statement, **“What Challenges us, Changes us”**

**Overview and Context of New Village**

Understanding the context of the school is *essential* for establishing the likely needs of the community, post-covid. In order to accurately respond to the most demanding of the community’s needs, we must acknowledge: the pre-existing needs and challenges faced by the school before lockdown; the community it serves; take into account emerging concerns and issues that are arising (and continue to do so) since reopening *alongside* the ethos and aims of the school.

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| * Bentley New Village Primary is situated in the north of Doncaster. New Village was built in 1913 to serve the local mining community, since the closure of the mine in 1993 New Village families have experienced high unemployment and low income as continually indicated by the IDACI scale. The school is in the heart of a challenged community, there is a culture of anti-social behaviour within the community including high levels of aggression and violence. The school serves a populous experiencing high levels of deprivation, crime, drug abuse, alcoholism and low-income families. This places New Village in the most deprived school catchments areas in Doncaster. As a result, we strive to establish high-expectations of our pupils so as to meet and surpass their potential. * Mobility is high. The school’s numbers continue to fluctuate significantly across the school year and vary between approximately 260 and 300. Mobility in the surrounding community is high with the community having a large rental-home market. The standards of accommodation for many is poor and families move, not only in and out of the community, but between properties within the community - this impacts on the stability of schooling for many of our children. It is not unusual for children to leave the school and return in later years. The high levels of mobility is a clear driver of disadvantage for pupils at New Village and the school works hard to support families transitioning into and out of the school. * The school is proud to be a Thrive© school, a programme to support the emotional, social and personal development of pupils in need. We currently have x5 trained practitioners. This ethos is well-established in the areas of highest emotional and behavioural need and is developing as a whole school approach to pupils managing their own mental well-being. Impact is notable. * There is high eligibility for Free School Meals; currently **52%** - above national average; School has **xx%** of its pupils eligible for Pupil Premium funding/Ever6 * There is a very recent growth in Eastern European pupils (**14%** of school compared with previous years of around 6%) whilst long-term this does not appear to be a barrier to good attainment there is an initial impact on progress, and school data, as many of the new admissions have little or no English. The school is addressing the raising EAL populous through its current research into language and vocabulary acquisition and enrichment but recognises that the rapid and recent increase of EAL pupils has meant the school’s current systems are in need of update and review. * Proportion requiring SEN support, including statements is above average at **20%.** This is mainly for social, emotional and mental health issues, with a range of other needs. The school has robust monitoring and tracking systems to establish and address progress in SEND registered children. There has been significant success establishing support for children with additional needs since the new leadership team took post. Both the SENDCo and the Inclusion Manager have expertise in their areas which has facilitated rapid and sustained improvements in inclusion provision which is a strength of the school. There is now 100% success rate in establishing EHCPs and related funding, compared to no successful applications previously. This has resulted in more children receiving the individual, specialised support they need. The raising number of pupils with, in the system for, or awaiting submission of EHCPs now better reflects the needs of the school. * There are a growing number of families receiving external agency support (**x CIC, x CP, x CiN, x TAC & x within EHA system**). Renewed and much improved systems for identifying, referring and supporting vulnerable families is now creating a more accurate picture of required need and support and the figures are gradually changing to better reflect the needs of the community that New Village serves. The Inclusion Manger is skilled in managing and supporting vulnerable families and does so with good effect. | |
| **Pupil Premium Grant funding spend at Bentley New Village** | New Village serves a disadvantaged and highly challenged community with over 50% of its pupils being in receipt of PPG and, as such, places great importance on the impact that the PPG spending can have on the life chances of disadvantaged children who have more complex needs that their peers in more affluent areas. As such, all spending is based in research evidence and takes into account a range of research and informed recommendations. Spending follows a three tier system (*EEF; June 2019*) which identifies barriers to success and those factors that disadvantage our pupils.  **What does ‘disadvantaged’ mean at New Village?** When the key drivers of a disadvantaged life chances are considered *(Crenna-Jennings; 2018),* the complexities of the issues and challenges that our pupils face become clear. As such, at New Village we define the term ‘disadvantaged’ as *any* pupil in a position where they may *NOT* meet their full potential, in any key developmental area, due to controlling and/or influencing factors. Any disadvantaged child finding themselves negatively influenced and at risk of not achieving is deemed to be ‘disadvantaged’.  The key drivers of disadvantage identified by the school - that are the predominant causes of inequalities for our pupils - are:   * **Emotional/Mental/Psychological** * **Speech Language & Communication** * **Behaviour** * Community & Environment * Family * Income * Physiological/Physical * Locality * Culture * Social   Our PPG spend will strive to address the barriers to learning and to learners through accurate and astute identification of such barriers, and through skilled and committed approaches to removing said barriers and creating social justice and equitable life chances for the pupils of Bentley New Village. The school’s development plan is dedicated to this focus. |
| **SEND Notional funding spend at Bentley New Village** | New Village caters for an above-national-average percentage of pupils with Special Educational Needs – around 20% - and is therefore at the heart of much of the school’s development plan. Our current SEN register has a high proportion of children with SEMH, speech and language and/or cognition & learning as their identified needs and the school responds appropriately and with good impact.  Children on the SEND register are catered for mostly within their own class and, where impact has been proven, may be withdrawn for short periods to work with a specialist adult, individually or in a small group. The school dedicates time to closely analysing and evaluating the progress that SEND pupils make through personalised learning statements, staff CPD, dedicated meeting time, pupil progress meetings and through SEND reviews and focused parents’ meetings.  Our notional spend will strive to address ***the barriers to learning*** and to learners through *accurate and astute* identification of such barriers, and through skilled and committed approaches to removing barriers and creating equitable life chances. The school works tirelessly to address the gap in life-chances that is often present for SEND pupils and dedicates much of its time and budget to doing this. The school’s development plan is dedicated to this focus. |
| **Early Year funding spend at Bentley New Village** | Good early years education is the first opportunity we have in school to tackle development gaps. In the last decade, nationally, a huge proportion of children not reaching a good level of development came from disadvantaged backgrounds - creating uneven distribution of opportunities for pupils from the community which New Village serves; children in more affluent areas are twice as likely to reach GLD *(Nesta, Bibby; Jan 2018).* The vast majority of our pupils arrive in school working well-below the level expected in all areas of learning and with a significant language deficit.  At New Village, we provide focused, targeted and enriched learning opportunities for all our early years pupils which address all development needs with further emphasis on supporting:   * Speech, language and communication * Personal, social and emotional development * Behaviour * Engagement, participation & resilience   Staff expertise, their training and understanding of the complex needs of many of our pupils is the key to unlocking pupil potential and offering equity of future opportunities. We work vigorously to support emotional development to create happy, healthy and confident learners; parent engagement and parent’s understanding what we do underpins the approach.The school’s development plan is dedicated to this focus. |
| **Sports Premium Grant funding spend at Bentley New Village** | PE is a subject that is greatly valued and holds an uncompromised place in the school’s weekly timetable. At New Village, we see PE – educating pupils about their physical development and health – as being key to becoming happy, healthy contributing adults in the future. Our focus on the importance of PE is underpinned by our accurate knowledge of the influences that effect the community we serve.  Physical & motor development in the early years, access to enriching sporting experiences, staff CPD, competitive tournaments and access afterschool clubs are the vehicles through which the schools ensures the New Village pupils develop the physical skills they need to achieve. The school’s PE Action Plan is dedicated to this focus. |

**What has been the impact of school closures as a result of a pandemic?**

The school recognises that although it is able to make some accurate predictions as to what the likely impact of school closure will be on pupils, staff and other stakeholders, it acknowledges that entering the 20-21 academic year with rigid, pre-conceived ideas as to the likely impact is an *unwise* approach and could result in inaccurate support and resources. As such, the school’s leaders spent some time researching international studies on the impacts of schools as a result of prolonged school closures. Whilst there are almost no studies that focus on closures as a result of a pandemic, there are numerous studies around closures for other reasons; these studies, alongside existing understanding of our school, formed the basis of the school’s development plan for 20-21 which *includes* the catch-up premium spend: the two are very much intertwined.

**The school identifies 6 key areas for consideration: gap in attainment, impact on SEMH development, impact upon attendance, access to quality remote learning, parental support, staff team support & development, the ‘yet unknown’**

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| **What will be the likely impact on pupils, staff and other stakeholders as a result of Covid-linked school closure?**  **What will become the key barriers to learners and learning?** | | |
| Focus | Prediction based on studies & knowledge of the school | Actual. What is really happening? |
| Attainment gap | The attainment gap between disadvantaged pupils and their peers will likely widen further and will negatively impact upon any narrowing of the gap successes achieved since 2011.  A gap, in addition to the ‘already existing gap' concept, will put children in a position where they may never be able to catch-up academically.  *It is unlikely that one catch-up strategy will be sufficient to address the gap and that skilled teachers and tutors will be essential to offer pupils quality, accurate provision/teaching*  Research suggests that school closure impacts most on language and communication skills, reading and writing and has a much less negative impact on maths. *Consideration needed to the subject- weighting of the timetable, the profile of each phase and the staff expertise in place/staff CPD needs* | 12.10.20 SLT review |
| Social, Emotional and Mental Health development | Interactions have been much reduced between peers which is likely to result in children finding reintegrating with one another, particularly at break & lunchtimes, challenging. *Considerations needed as to the strength of the systems in place to support pupils at break/lunchtimes and the skills of the existing MDS to manage the time*  The gap between disadvantaged pupils and their peers in relation to emotional development is well-documented. Since this was already a focus of the school it is likely that pupils requiring additional support post-lockdown will increase. *Consideration needed to the Inclusion Team staffing structure and the expertise within the staff team*  The school has expertise in recognising the communication behind challenging behaviours and anticipates that more challenging behaviours will be displayed as pupils communicate anxieties through their behaviour. *Consideration needed to the Inclusion Team staffing structure and the expertise within the staff team along with revisiting the school behaviour systems and processes and safeguarding policy* | 12.10.20 SLT review |
| Access to remote learning | Reduced access to good quality technology means that it is likely that disadvantaged pupils will have had *less* access to remote learning during lockdown.The Governments provision of digital appliances was unsuccessful in the absence of LA passcodes. Skills, knowledge and understanding will not have been revisited, refined or practiced as planned, creating a need to identify 'learning loss' vs 'learning lapsed'. *Consideration needed as to staff expertise in accurately identifying pupils needs and structuring learning to carefully establish what is known, what is forgotten and what is recalled* | 12.10.20 SLT review |
| Attendance | Research suggests that school attendance is poorest in areas of high deprivation. As such, there is a high risk that levels of non-attendance in disadvantaged pupils will increase on reopening which will negatively effect the impact that QFT has on addressing any attainment gap, or other identified gaps.  Parents/carers confidence in the safety of the setting will be challenged on reopening. The number of non-attenders may rise as parents/carers choose to keep children at home where it is deemed to be safest.  Number of home-schools pupils may rise.  *Consideration to the robustness of current attendance systems and processes and the staff capacity to manage this more rigorously on reopening. Consideration to how the school communicates to the community that it is a safe place. How do we reduce home-school withdrawals?* | 12.10.20 SLT review |
| Home-School Support | The positive impact of high-quality educational support from parents and general sustained parental involvement, including good-quality home environment is less likely for disadvantaged pupils. Consistent, quality support at home, to underpin school-based learning, is less likely to be in-place. *Consideration as to how to engage maximum parent support to underpin the learning that takes place in school.* | 12.10.20 SLT review |
| Staff team | Whilst staff worked tirelessly throughout lockdown and through much of the summer, the focus and skills needed were a different set of base skills than are usually adopted in the classroom. As such, staff may become/or feel that they have become deskilled, or have lost confidence in themselves. Re-establishing the previous rapid-pace of New Village may take some explicit support and guidance.  Staff’s own mental and emotional well-being will need to be acknowledged as a result of lockdown to ensure that sickness absences do not increase or that productivity is not hindered. QFT and the re-establishing of the school requires a happy and healthy workforce  *Consideration as to current staff skills in school, the phase profiles for staff and CPD needs, along with current expertise. Welfare and well-being needs identified and support in place. Who leads this?* | 12.10.20 SLT review |
| We don’t know, what we don’t know… | What haven’t we foreseen?  What issues are arising that undermine the success of the school and its stakeholders? | 12.10.20 SLT review |

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| School Development Plan 20-21  **What existing areas for development are we already addressing? How do these address the potential post-lockdown issues? Have we missed anything?** | |
| Quality of Education  Linked directly to catch-up plan | **To improve provision for English and outcomes for pupils in English by:**   * Providing more opportunities in reading and writing that have sufficient challenge for all, including for the more -able pupils * Developing reading speed and fluency through extending opportunities to read across the wider curriculum * Ensuring regular opportunities for extended writing in a range of genres * Embedding a systematic and consistent teaching of spelling across the whole school * Ensuring the schools’ handwriting policy is embedded consistently across the school * Reviewing and strengthening the impact that feedback and marking have on pupil progress to ensure accuracy of learning and appropriate challenge   **To improve provision for Maths and outcomes for pupils in maths by:**   * Providing more opportunities in mathematics that have sufficient challenge for all through a range of challenging depth-tasks, including for the more -able pupils * Establishing and embedding a consistent, whole school maths teaching sequence * Further developing maths language and vocabulary use through more complex pupil response and feedback * Reviewing and strengthening the impact that feedback and marking have on pupil progress to ensure accuracy of learning and appropriate challenge   **Strengthening the intent and implementation of the school’s wider curriculum, by:**   * Raising the quality of basic skills in reading, writing, maths and oracy through all wider subjects * Establishing and developing appropriate links to age appropriate literature (including e-literature) across the wider curriculum * Establishing a quality curriculum of Cultural Education that links local knowledge, understanding and information with the wider world * Building on the developments already made in PSHE, PE and Science so as to develop the quality of teaching, learning and assessment through a clear sequence of skills progression   Developing a robust sequence of learning so a series of lessons contributes to delivering the curriculum intent and allowing for fluency and application of new knowledge into larger ideas |
| Behaviour and Attitudes | **To improve attendance and continue the improvement in reducing persistent absenteeism, particularly for disadvantaged pupils and those with SEND, by:**   * Develop the role of the Attendance and Inclusion Support Officer within the successful systems already in place * Review and evaluate effectiveness of current attendance systems and processes * Improving the engagement with parents most notably the hard to reach families with the highest PA |
| Personal Development | **Improve pupils’ capacity to manage their own emotional and mental health by:**   * Identifying and addressing CPD needs across the school in the light of recent staffing structure change; review ongoing CPD needs of Thrive practitioners to maintain pertinence * Developing and implementing a whole school programme to enable pupils to better manage their feelings by understanding their own brain science * Supporting key pupils in managing their feelings and emotions in a range of situations so that they are better able to access classroom learning * Establish a greater curricular emphasis on PSHE & SEMH learning |
| Leadership and Management | **Further strengthen middle tier of leadership and ensure a delegated leadership structure through the school by:**   * Further enhancing the Performance Management systems so that teacher performance is judged on the holistic progress of key individuals and against relevant performance criteria * Establishing Performance Management systems for support staff through a phase-focus approach * Continue a programme of Master Classes to enhance and develop the skills of all support staff and raise the school’s Quality of Education profile * Further enhancing the challenge and support role of the governing board through more accountability visits and direct links to the SDP * Establish a Safeguarding Board to allow focused reviews of Safeguarding at all levels |
| Early Years | **To continue to improve outcomes and provision in the EYFS by:**   * Ensuring appropriate challenge through provision time to ensure all children, including the more-able learners, are challenged so as to develop and build upon previous learning/knowledge/concepts * Establishing and extend levels of active engagement in learning across the whole day * Developing the NV9 through lessons and provision time so that pupils more readily use and apply the language in a range of contexts * Developing the SLT’s monitoring and evaluation methods and systems to better take into account the impact of teaching across the whole school day. |

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| Action plan for | | | |
| Link SDP focus: | See highlighted elements above | Cost  Link to budget | *£19,600 Cath-up Premium Fund (tba)*  *Teach First Grant £5000*   * Thrive CPD x2 = £2788.00 * Big Talk RelEd = £767.50 * Advanced Coaching = £545 * Outstanding Facilitator Prog = £495 * Cognitive Behaviour Therapy Diploma x2 = £100 |

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| Milestone success criteria 1 | | | Milestone success criteria 2 | |
| * As a result of accurate monitoring, analysis and evaluation of qualitative and quantitative information, the school is able to make an accurate judgement of pupil, staff & stakeholder’s need in all identified areas * Attendance shows an upward trend towards the school target of 96% (LA 97%); PA is reduced * As a result of accurate phase profiling, the timetable is bespoke and addresses the needs of the phase; pupil progress is good because of QFT * As a result of accurate staff/phase profiling and rigorous performance management, a comprehensive timetable of CPD has been identified * Pupils have access to QFT and a shadow curriculum should they be unable to attend school due to isolation or closure; the quality of learning has the potential to be good * Staff morale and attendance is good as a result of systems and processes that support staff’s emotional and mental well-being * A growing number of parental/carers engage with the school and support learning at home | | | * Catch-up programmes linked to the school’s accurate identification of need are in place and showing impact; pupils make good or better progress against their targets * Attendance shows an upward trend towards the LA’s local target of 97% * The phase profile and the aspirational end of year targets lead the teaching provision in place; teaching and learning in each phase is good or better * CPD has strengthened the teaching profile so that there are no examples of teaching that is less than good; support staff profile is also improved to good * Pupils readily access remote learning and the shadow curriculum when necessary; remote teaching and learning is good or better * Staff morale continues to be good and this results in a productive proactive staffing team that demonstrates self-motivation and self-development * There is an increase of parents/carers engaging with the school and supporting home-learning | |
| **Success Criteria** | **Barriers to success** | **Actions** | | **Monitoring**  **Questions, when, who, what etc** |
| As a result of accurate monitoring, analysis and evaluation of qualitative and quantitative information, the school is able to make an accurate judgement of pupil, staff & stakeholder’s need in all identified areas | * Making inaccurate assumptions as to post-lockdown needs which would result in an inaccurate use of funding and poor impact * Suitability of current assessment system – consider if fit for purpose * Staff’s capacity to accurately assess all chn displaying need * Quality of T&L on reopening including ability to note learning lapse v learning loss | * Performance Management meetings w/c 21.9.20 * Pupil Progress Meetings Nov 20 * Review assessment systems with VS * Assessment week (date) * SEMH screenings 28.9.20 * SEMH support interventions begin 28.9.20 * T&L reviews (before Xmas) * Full SLT meeting 12.10.20 & 30.11.20 * Governors C&S subcommittee (tba) | | Do we have sufficient information to be able to make an accurate judgement of need?  What are the primary needs as a result of lockdown?  How will be tackle these needs and fund the actions?  Are we clear on the desired outcomes?  What next? |
| Attendance shows an upward trend towards the school target of 96% (LA 97%); PA is reduced | **See Attendance Action Plan** | | | |
| As a result of accurate phase profiling, the timetable is bespoke and addresses the needs of the phase; pupil progress is good because of QFT | * That the information last gathered (spring) is still viable and useful * Knowledge and understanding of Phase Leaders to accurate interpret phase needs * Staff understanding the purpose and aims of a phase profile * Slipping back into old habits and routines | * Training day focus – phase profiling 2.9.20 * Phase meetings (alternate weeks), minutes and actions * Phase Action Planning & impact study 1.10.20 * Timetable set (matching phase profile) 7.9.20 * Full SLT meeting 12.10.20 & 30.11.20 * PPM Nov 20 * T&L reviews (before Xmas) | | Does the phase timetable/curriculum offer reflect the phase profile? How?  What areas of strength?  What areas need improving & developing further?  Are children making good progress? |
| As a result of accurate staff/phase profiling and rigorous performance management, a comprehensive timetable of CPD has been identified | * X2 teachers are supply teachers – schools influence over these * Embedding PMgmt systems and resulting expectations * Access to CPD and suitability/impact of virtual training * Staff applying CPD in context and developing it | * Performance Management w/c 21.9.20 * Pupil Progress Meetings Nov 20 * Phase Profiling 2.9.20 & review * Full SLT 12.10.20 * Teaching and Learning Obs w/c (date) * Apply for NELI CPD * Key staff signed up for appropriate training * Post training discussion (could this be as part of PMgmt?) * Phase Leaders PMgmt of TAs | | Are PMgmt targets accurate to the school’s profile?  What CPD has been attended / booked?  What has been the impact of any CPD to date?  Where do we have strengths/expertise?  Where do we have gaps in expertise? |
| Pupils have access to QFT and a shadow curriculum should they be unable to attend school due to isolation or closure; the quality of learning has the potential to be good | * Limitations of school resources * Staff knowledge, skills and understanding of remote learning * Cost of additional resources * Capacity and accuracy of establishing the quality of T&L | * Agree and publish Home-learning Policy and Practices * Trial run with x2 classes * Identify additional resources needed and identify funding stream * CPD for staff linked to remote learning and Oak Academy | | Does the shadow curriculum provide a forum for quality T&L?  What is accessibility like?  Where are the areas of concern? |
| Staff morale and attendance is good as a result of systems and processes that support staff’s emotional and mental well-being | * High demand on all staff meaning that time for review and supervision becomes marginalised * Staff not informing school when under stress/anxiety etc * Who leads on this? | * Governor welfare snap-shot audit * Well-being days for AHTs * Questionnaire (anonymous) for all staff re well-being * CPD – managing stress * Review at Safeguarding Board 19.10.20 | | Are there any common/key emerging issues linked to staff morale? What?  What is the ‘energy’ like within the staff team?  What next? |
| A growing number of parental/carers engage with the school and support learning at home | * Communicating aims to all parents * Maintaining original contact and engagement * Recognising time constraints for teachers re time contacting etc * System for non-engagement | * Liaise with LH to develop a plan * Assess viability of plan | | What are current levels of engagement like?  Do we have any phases that are showing success in parental engagement? What can we learn?  Is the additional workload linked to parental engagement showing impact back in school?  What is the quality of home-learning? How do we make this judgement? |

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| **What next?/Issues arising? Deadline** |
| This is for the review |