

Catch-Up Premium Plan

Christ Church Primary School

Summary information

School	Christ Church Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£24,560	Number of pupils	307

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds

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](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPS specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	Children accessed some reading during lockdown as they were sent home with 2 reading books and had access to some online reading books . However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected.
Non-core	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting great teaching:</u> The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Curriculum to be enhanced through the purchase of artefacts/ training and expert visitors (as there are currently no trips taking place) to enable all children to broaden their knowledge and curriculum experiences of 'The Arts' as these have been limited due to lockdown/restrictions Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports	<i>Additional time for subject leaders to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional cover.</i> (£3600) <i>PTFA to fund each phase with a pot of money to spend to enhance the curriculum to incorporate more of 'The Arts', including practical experiences, in conjunction with the Art Lead.</i> (£1200) <i>Purchase additional manipulatives for EYFS/KS1 initially.</i> (£1000)		VA/AH VA/NB/LS VA/VM/B ursar	Feb 21 Feb 21 Feb 21
<u>Teaching assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.	<i>Purchase and implement the Rising Stars National Test-style Standardised Assessments suite. Complete termly tests and record assessments on MARK to identify gaps an on Insight to track performance.</i> (£3206)	Teachers/Staff/Leaders have a clear understanding of areas that children/cohorts are strong in and areas that need revisiting/ revising- planning and intervention groups adjusted accordingly.	LA	July 21
Total budgeted cost				£ 9,006

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	A Reading Fluency Champion will be appointed to lead the project and support during assessment periods. (£3600) Additional release time and training to support the delivery of the reading fluency project. Additional PPE (screen) purchased to enable intervention across phases. (£750)	AB appointed as reading fluency champion- reading fluency programme has been implemented with staff training provided and materials created. Initial data is showing a marked improvement in reading fluency from initial assessments.	SR AB	Feb 21 Feb 21
<u>Intervention programme</u> An appropriate numeracy intervention, such as First class@ number. Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data). (£1000)		TD/DV	July 21
<u>Extended school time</u> After school ‘catch-up’ club to be implemented with identified children to provide additional support/interventions to enable those children to plug any gaps and therefore negate any losses of knowledge/skills they may have occurred due to lockdown restrictions. Parents are supportive and are made aware of the identification process.	A Senior teaching assistant to be appointed to undertake the ‘Catch-up club’ (3 times a week). Snacks to be made available for the children (£1500 + £300)		DV	Ongoing
Total budgeted cost				£7,150

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning. Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning. Family liaison worker to liaise with children and families to ensure mental well-being and any problems with home-learning are addressed through regular contact.	<i>Additional online learning resources will be purchased, such as Reading Eggs/ Reading Eggspress to support children reading at home. Likewise, Word Shark will be purchased so that identified children can practise spellings at home. Mathletics/TT Rockstars for assisting with Maths skills and mental arithmetic</i> <i>(£6175)</i>		LA/TD	Feb 21
	<i>Home-learning paper packs are printed and ready to distribute for any children that require this. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i> <i>(£500)</i>		Office/ class teachers	Feb 21
	<i>Time allocated for family liaison worker to contact families whose children are isolating and need home-learning support or require mental wellbeing support.</i> <i>(£3500)</i>		DD	Ongoing
<u>Access to technology</u> During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities. Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<i>Government funded laptops plus Toshiba tablets will create a bank of accessible technology for children to take home if they require this for home-learning. They are to be used to further support online access to resources for the children accessing extended school time.</i>		AF/Office	Feb 21
	<i>Purchase ‘dongles’/ SIM card readers to provide home internet access for those children/families who don’t have this.</i> <i>(£200)</i>		LA/Bursar	Feb 21
Total budgeted cost				£10,375
		Cost paid through Covid Catch-Up	£24,560	
		Cost paid through PTFA donations	£1,200	
		Cost paid through school budget	£771	
		Overall Budgeted cost	£26,531	