 **Catch-Up Premium Plan**

**Christ Church Cofe Primary School**

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| **Summary information** | | | | | |
| **School** | Christ Church Church of England Primary School | | | | |
| **Academic Year** | 2020-21 | **Covid Catchup premium** | **£13,680** | **Number of pupils it will impact** | 157 |

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| **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** | **EEF Recommendations** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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. | 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 |

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| **Identified impact of lockdown** | |
| **Maths** | Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still the growth mindset need to be successful in 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 arithmetic 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. Stamina has also been identified as an issue when writing extended |
| **Reading** | Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. 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 |
| **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. |
| **Personal and Social** | Children have been through a lot during this pandemic and have been affected in different ways. We need to ensure that the social and emotional aspects are dealt with as well as the academic areas. |

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| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) | | | | |
| 1. **Teaching and whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting great teaching:  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. Comprehensive plans created for all subjects across all year groups so that teaching can be monitored and any developing gaps quickly identified and addressed. | ***Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.***  ***(£1000)*** |  | LB/SLT | Feb 21 |
| Teaching assessment and feedback  Full National curriculum up and running by the end of Autumn Term. | ***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.*** |  | All Staff | Ongoing |
| Transition support  Children who are joining school from different settings or who are beginning their schooling with Christ Church have an opportunity to become familiar and confident with the setting before they arrive. | ***A 360 interactive virtual tour of Christ Church CofE Primary School is arranged and shared with all new-starters.***  ***(£600)*** |  | LB | Ongoing |
| **Total budgeted cost** | | | | **£ 1600** |

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| 1. **Targeted Approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Basic Skills Intervention Package  Additional teacher employed to support children in reception and year 1 where missing education has had the biggest impact. | ***Additional teacher will work predominantly with reception children (every morning and 1 afternoon) and year 1 children (3 afternoons) to provide targeted interventions to small groups of children.***  ***(6000)***  ***Additional release time and training to support the delivery of the basic skills project***  ***(300)*** |  | LB  EC | Feb 21  Feb 21 |
| Intervention programme  Using the education endowment fund information and other support packages that we have in school, personalised interventions have been written for individuals and groups of children | ***Time for staff to write and prepare the intervention packages.***  ***(300)*** |  | EW | July 21 |
| Intervention programme  Children are able to catch up and practice phonics work across school. | ***Lexia package purchased for the full school for 1 year to support children at school and at home practice and catch up with their phonics and reading. Teaching assistants trained to provide the extra catch up lessons to go alongside the package***  ***(3000)*** |  | CN/EM | Ongoing |
| Intervention programme  Specific barriers to learning identified and addressed for all children. | ***Edukey package purchased and rolled out across school to track the needs of all children but with a specific focus on pupil premium and SEND.***  ***(2682)*** |  | RD |  |
| **Total budgeted cost** | | | | **£9,600** |

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| 1. **Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting parents and carers  Children in need of additional support provided for.  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. | ***Care guidance and support manager to work with City and Guilds to identify children that require support through a councillor***  ***£2000***  ***2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.***  ***£480*** |  | KB  LB/CP | Feb 21  Feb 21 |
| Access to technology  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. | ***DfE IT scheme provided 23 tablets for use at home and school for children struggling to access remote learning.***  ***£1500*** |  | LB | Feb 21 |
| **Total budgeted cost** | | | | **£17,862** |
|  | | **Cost paid through Covid Catch-Up** | | **£13,680** |
|  | | **Cost paid through school budget** | | **£4,182** |
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