

CORONAVIRUS (COVID-19) CATCH-UP and FUNDING PLAN

School name:	Christ Church CE Primary School	
Academic year:	2020-21	
Total number of pupils on roll:	133 (September)	
Total catch-up budget:	£5, 974 (128 pupils, 2020/21) £10,240 approx. total	£80 per pupil – 3 payments (1st payment Autumn 2020/21 based on 128 pupils at £46.67 per pupil)
Guidance	<p>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. 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 2020-21 academic year.</p> <p>Use of funds</p> <p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence-based approaches to catch up for all students.</p> <p>To support schools to implement their catch-up plans effectively, EEF has published the school planning guide: 2020 to 2021. This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.</p> <p>Accountability and Monitoring</p> <p>As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of school getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding.</p> <p>The guidance on full opening sets out that 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. Ofsted plans to resume routine inspections in January 2021, with the exact timing being kept under review.</p>	

1. Quality Teaching					
Objective	Action	Evidence and Rational	Staff Lead and Detail	Intended outcome	Cost
1.1 High-quality teaching for all based on accurate assessment of pupils	Baseline assessments in phonics, reading, writing, spelling and maths in early September to identify gaps and inform planning. Formal assessments end of November to assess progress and further intervention including 1-1 tutoring.	All children receive QFT. Research shows quality of the teaching in the classroom is the most effective means of improving pupil progress and attainment.	Class teachers SLT to monitor assessment data	<ul style="list-style-type: none"> ✓ Teachers are secure in their knowledge of starting points for children in their class. ✓ Teachers collaborate to ensure learning continues from end points in March. ✓ Gaps in knowledge are addressed using National Curriculum, White Rose guidance 	/
1.2 High quality teaching of whole class phonics.	YR1 and YR2 - From September daily morning phonic lessons and additional x3 week in the afternoon (catch-up lessons) Use assessment data to identify children not on track to pass phonic test in autumn term. Plan additional intervention. YR3 - From September daily morning catch up phonic lessons – phase 6. Planned intervention for YR3 pupils who were due to take test in YR2 - to sit test in DEC.	<i>Letters and Sounds</i> very effective in KS1 – EEF - Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	Mrs Power	<ul style="list-style-type: none"> ✓ Most children pass phonic screen. ✓ Small group intervention for those who need additional support to pass phonics test this term. <p>Although National tests suspended, all children but one were at age related expectations in phonics in YR2. All children in YR3 are at age related expectations regarding phonics.</p>	/
1.3 High quality teaching of reading	Additional time given to whole class reading using school reading spine, Read and Respond teacher books, reciprocal reading strategies, <i>Book Talk</i> (Aidan Chambers)	Education Endowment Foundation- Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. Interventions which are directly related to text comprehension or problem-solving appear to have greater impact.	S Furno – English lead Class teachers	<ul style="list-style-type: none"> ✓ Discussion of texts and comprehension skills are targeted systematically. ✓ Vocabulary increases. ✓ More children meet age related expectations in reading and make more than expected progress each term. 96% made expected progress and 62% made more than expected progress. Only 54% are meeting age related expectations. This is an increase since March 2021. 	/

1.4 Professional Development for staff	Address low speech and language in EYFS - Complete training and implement new programme NELI Training for teaching assistants – Maths Interventions – Maths Hub NQT – NCETM Maths Lead – Maths Hub	The Reception (aged 4-5) Nuffield Early Language Intervention Programme (NELI), has been shown to improve children’s oral language and early literacy skills - children made on average +3 months of additional progress.	EYS lead D Patterson M Hetherington	i) Communication issues are identified and strategies put in place. ii) Communication skills improve in EYFS. NELI was started but not completed. It will continue in September.	EEF funded Free
1. Targeted Support and Intervention					
Objective	Action	Evidence and Rational	Staff Lead	Intended outcome	Cost
2.1 High quality one to one and small group tuition.	Children identified for either small group or 1-1 reading intervention.	Education Endowment Foundation- There is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult.	S Furno – English lead Class teachers	<ul style="list-style-type: none"> ✓ More children meet age related expectations in reading and make more than expected progress each term. ✓ 96% made expected progress and 62% made more than expected progress. Only 54% are meeting age related expectations. This is an increase since March 2021. 	/ (See below)
2.2 Support for children in English and maths lessons.	Teaching assistant support in all English and maths lessons for targeted children	EEF - TAs support individual pupils or small groups on average show moderate positive benefits.	S Furno – English lead MH Maths lead Class teachers	<ul style="list-style-type: none"> ✓ More children meet age related expectations in reading, writing and maths and make more than expected progress each term. ✓ Writing - 87% made expected progress but only 42% are meeting age related expectation in writing. This is an increase since March 2021. ✓ Mathematics - 92% made expected progress in mathematics but only 46% are meeting age related expectations. This is an increase since March 2021. 	£3,000

2.3 Emotional and Wellbeing Support.	Place2Be programme Daily Circle time Thrive strategies particularly for targeted children Referral to school counsellor	EEF - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	MH Thrive lead Qualified Counsellor	<ul style="list-style-type: none"> ✓ Initiatives to support and build good mental health are implemented. ✓ The school has in place effective systems for the early identification of issues connected to mental health and wellbeing. ✓ Children feel safe and secure and make increasing progress in their learning. 	/
2.4 Support for children experiencing behavioural difficulties due to lock down issues.	Place2Be programme Daily Circle time Thrive strategies Referral to school counsellor Consistent use of Behaviour Policy including <i>Good to be Green</i> initiative. Individual targets and reward charts.	EEF- Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	MH Thrive lead Qualified Counsellor	<ul style="list-style-type: none"> ✓ Children's negative behaviour decreases and children are more engaged and on task. ✓ Children make increasing progress in their learning. 	/
2.5 1-1 tutoring Programme – January 2021	Explore options for 1-1 tutoring. Targeted children to start 1-1 lessons in January.	EEF - Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average - 30 mins. - 3-5 to five times a week x 6-12 weeks appear to result in optimum impact	Deputy Head M Hetherington	<ul style="list-style-type: none"> ✓ More children met age related expectations in reading, writing and maths and made more than expected progress in the spring and summer terms. 	£4,000

2. Wider Approaches

Objective	Action	Evidence and Rational	Staff Lead	Intended outcome	Cost
3.1 Provide laptops for remote education	Provide laptop and wireless connection devices for most children, particularly, children on FSM and those identified as vulnerable.	EEF - Ensuring access to technology is key, especially for disadvantaged pupils	M Hetherington	<ul style="list-style-type: none"> ✓ All children will have access to remote education. ✓ Children will continue to learn and progress. ✓ Remote learning report – MH Over 94% of children are actively engaging in learning (either at school, online or using paper-based learning); ✓ Of those at home, 93% are engaging with online learning; ✓ Of those at home, over 80% attend most or all live lessons; 	/

3.2 provide paper based learning for self-isolation	Provide text books (CGP) for children in reading, spelling and grammar, mathematics and science to prevent further loss of learning during self-isolation at home and enable catch-up.	Many children had/can have difficulties accessing digital learning. Paper based resources for all ensures learning continues.	M Hetherington	<ul style="list-style-type: none"> ✓ All children have access to paper based learning. ✓ Learning is continuous and links to learning in school. 	£1,450
3.3 Tackling nonattendance	First day response – call by admin Home-school co-ordinator to support families regarding attendance and punctuality, particularly those anxious about COVID.	We cannot improve attainment for children if children are not actually attending school. NfER (National Foundation for Education Research) briefing for school leaders identifies addressing attendance as a key step	K Scott S Furno L Lashley	<ul style="list-style-type: none"> ✓ Home-school coordinator takes an increasing lead on reducing absence ✓ Attendance of targeted pupils improves. ✓ All children will have good attendance. ✓ Attendance has improved for targeted family. One family where it has not improved health reasons are evident. 	/
3.4 Communicating and supporting parents	New home school reading books – include notes for parents TEAMS workshops in phonics and reading	Parental involvement has a positive impact on pupil progress EEF toolkit	S Furno EYFE - DP	i) Parents will be able to support their children reading at home using strategies recommended by the text. ii) Parents will be able to support their children using the phonic approaches we use in school. Not easy to evaluate as home school book procedures were not maintained during the pandemic. However, progress in reading in school was high- 96% made expected progress.	£821 /
3.5 Support for families	Breakfast bars, milk and fruit provided for children daily. Families identified and consent given to receive support from: Festive hampers (grant from Greggs Dec 2020); Basic food hampers (Charity <i>Best of Bensham</i>); Vulnerable families grant (£100- Greggs); Vodafone free data sim cards (Jan 2021).	Children need to start the day with breakfast, the most important meal of the day. Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF).	S Furno L de la Hunt K Scott SF MH	<ul style="list-style-type: none"> ✓ Hunger will not be a barrier to learning. ✓ School was able to access several grants including cash, money for food vouchers, food parcels, resources for active play and wellbeing. 	/
TOTAL					£9,271

*Where no cost is attributed to the catch-up plan, cost will come from another budget other than **COVID catch-up**

