

# COVID Catch-Up Premium Report for: Chapelford Village Primary School



## COVID Catch-Up Premium spending: summary

| SUMMARY INFORMATION             |                                  |  |     |
|---------------------------------|----------------------------------|--|-----|
| Total number of pupils of roll: | 592                              | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget:  | £44,560 (Based upon last census) |  |     |

### 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.

## STRATEGY STATEMENT

- Your school's catch-up priorities

| All Pupils   | PPG Pupils  |
|--|---|
| <p>Initial assessment has highlighted the following priorities on return to school post Covid closure:</p> <ul style="list-style-type: none"> <li><b>Writing, Spelling and Grammar</b></li> <li><b>Phonics</b></li> <li><b>Reading</b></li> <li><b>Vocabulary, skills and knowledge application</b></li> <li><b>Capacity to work with increased independence</b></li> <li><b>Access to further improved remote learning in the event of closure</b></li> </ul> | <p>Initial assessment has highlighted the following priorities on return to school post Covid closure for pupils in receipt of PPG – these will be highlighted within the 3 Year PPG Plan:</p> <ul style="list-style-type: none"> <li><b>Effective access to remote learning technology and provision to support learning both at home and in school.</b></li> <li><b>Reading</b></li> <li><b>Writing</b></li> <li><b>Spelling and Grammar</b></li> <li><b>Phonics</b></li> <li><b>Vocabulary, skills and knowledge application</b></li> <li><b>Capacity to work with increased independence</b></li> </ul> |

### Current attainment



Predicted outcomes  
2019 - 2020.docx



Targets 2020 -  
2021.docx



3 Year Comparison  
IDSR.docx

- The overall aims of your catch-up premium strategy, for example:
  - To reduce any learning loss and raise the attainment of all pupils, in all subjects due to Covid19 closure for all pupils so that all pupils make at least inline or better progress than pupils nationally at EYFS, Y1 phonics, KS1, Year 4 Multiplication AND Ks 2
  - To increase pupil's engagement in online learning both at home and school
  - To raise the attainment of all pupils to close the gap created by COVID-19 school closures

## Barriers to learning

The following data sources were used to identify barriers to attainment at CVPS:

- Internal assessment and reporting software – Target Tracker and initial pupil progress reviews
- Half termly Pupil Progress Meetings (PPM's)
- The EEF [families of school's database](#)
- Staff, pupil and parent consultations on return to school
- Attendance records
- Most recent school Ofsted report
- IDSR - 3 Year Report
- Guidance from external partners

| BARRIERS TO FUTURE ATTAINMENT |  |
|-------------------------------|--|
| Academic barriers:            |  |
| A                             | Poor speech and language skills, particularly vocabulary from on entry   |
| B                             | Lower than national EYFS Baseline 2020 in CL, Literacy, Understanding the World and Expressive Art and Design  |
| C                             | 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. |

| ADDITIONAL BARRIERS |   |
|---------------------|---|
| External barriers:  |   |
| D                   | Attendance – PP and SEND pupils historically have lower attendance than non pp and non-SEND (this has been exacerbated by Covid with remote learning previously not accessed) |
| E                   | Parental engagement of all families in school and pupil's education – linked to remote learning and home learning partnerships  |
| F                   | Social, emotional and economic needs for an increasing number of families post Covid19  |

## Planned expenditure for current academic year

### Quality of teaching for all - teaching and whole school strategies - Supporting great teaching, pupil assessment and feedback and transition support

**Baseline:** Autumn term formative assessment of children has identified the key priorities as identified above. Appropriate summative assessments took place in phonics, reading and spelling and the GAP analysis has informed next steps in teaching and intervention. At the end of Autumn 2 summative assessments in Year 3 – 6 will have data for reading, maths and SPAG. Year 2 will undertake the Year 1 phonics assessment. This formative data will be used to support Spring Term catch up provision and intervention.

| Action   | Intended impact and success criteria   | What's the evidence and rationale for this choice?  | How will you make sure it's implemented well?  | Staff lead                                    | When will you review this?  |
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| <p><b><u>Supporting high quality teaching:</u></b><br/> <b>To secure value for money for all pupils including those eligible for the PPG through highly effective Pupil Progress Meetings at least half termly – identifying effective targeted support.</b></p> | <p>All pupils reduce any deficits in learning, in all subjects across all year groups.</p> | <p>Increased leadership capacity for high quality pupil progress meetings, at least half termly, drives this as a priority for all pupils.</p> <ul style="list-style-type: none"> <li>• <a href="#">EEF School Planning Guide 2020-21</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/school-themes/">https://educationendowmentfoundation.org.uk/school-themes/</a></li> <li>• <a href="https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools">https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</a></li> </ul> <p><b><u>Teaching assessment and feedback</u></b></p> <p>From highly effective formative assessment 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.</p> | <p>Quality assurance from professional partner and moderation planned with external consultants in Maths and English.</p> <p>Pupil book scrutiny</p> <p>Formative and summative assessment data</p> <p>Lesson observations</p> | <p><b><u>HT</u></b><br/><b><u>DHT</u></b></p> | <p>Half termly</p> <p><b><u>Cost –</u></b><br/><b><u>£696</u></b><br/><b><u>per</u></b><br/><b><u>term x</u></b><br/><b><u>3 =</u></b><br/><br/><b><u>£2088</u></b></p> |

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| <p><b>Increase the Read write Inc Resources across the school to support catch up in systematic phonics across the school.</b></p> <p><b>Increase quality guided read resources in Year 3 – 6</b></p> <p><b>Develop a sustained and whole school consistent approach to reading and reading catch up – Reading Pathways – including Pathways to home learning</b></p> | <p>All pupils make rapid and sustained progress in phonics and reading and achieve at least the expected end points.</p> | <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/</a></li> </ul> <p><b><u>EEF: Phonics</u></b><br/><b><u>Moderate impact for very low cost, based on very extensive evidence.</u></b></p> <ul style="list-style-type: none"> <li>• Minutes of pupil progress meetings Autumn 1 2020 – gaps in phonics across Ey 1 2 3 4 evident</li> <li>• MER and Phonics Action Plan reviews</li> </ul> | <p>Quality assurance from professional partner Linda Neil.</p> <p>Monitoring outcomes and actions from phonics lead Miss Lydia Saxon.</p> <p>Year 2 phonics screen (Autumn 20)</p> <p>Year 1 Phonics screen (June 21)</p> <p>EY Profile July 21</p> <p>EOKS Reading Data</p> | <p><b>AHT<br/>DW<br/>Phoni<br/>cs<br/>Lead<br/>LS</b></p> <p>Englis<br/>h<br/>Team</p> <p>YGL<br/>EY LS<br/>Y1 EG<br/>Y2 AW<br/>Y3 KB<br/>Y4 KB</p> <p>Sendc<br/>o L<br/>McD</p> | <p>Half termly and inline with phonics /English MER Timetable</p> <p><b><u>Cost:</u></b><br/><b><u>RWI</u></b><br/><b><u>£1,300</u></b></p> <p><b><u>Guided Read Books:</u></b><br/><b><u>£3,000</u></b></p> <p><b><u>Pathways to Read and texts</u></b><br/><b><u>£1,890</u></b></p> <p><b><u>Pathways to Progress</u></b><br/><b><u>£1920</u></b></p> |
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| <p><b>Increase the application and understanding of vocabulary, key skills and knowledge for all pupils through the development of knowledge organisers - CUSP curriculum model</b></p> | <p>Increased vocabulary application, skills and knowledge – all children learn more, remember more and apply more through the methodologies within the CUSP Curriculum for Science, History and Geography and QFT in all subjects</p> | <p>Rhosenshine's Principles of Instruction - <a href="https://www.orientation94.org/uploaded/MakalatPdf/Manchurat/EdPractices_21.pdf">https://www.orientation94.org/uploaded/MakalatPdf/Manchurat/EdPractices_21.pdf</a></p> <p>Sweller Cognitive Load Theory - <a href="https://impact.chartered.college/article/shibli-cognitive-load-theory-classroom/">https://impact.chartered.college/article/shibli-cognitive-load-theory-classroom/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a></p> <ul style="list-style-type: none"> <li>• <a href="#">DfE's catch-up premium guidance</a></li> </ul> <p>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 – see schools LTP and subject gap analysis.</p> | <p>Subject lead<br/>MER Timetable<br/>Pupil Book<br/>Scrutiny<br/>Deep Dive<br/>quality assurance –<br/>Mark Mullin</p> | <p>Subject leads<br/>HA<br/>KB<br/>and<br/>LH/A<br/>W<br/><br/>HT<br/>DHT</p>                                | <p>Half Termly from roll out</p> <p><b><u>Cost - £3,500</u></b></p> |
| <p><b>Increase participation in online remote learning and extend learning time opportunity as well as mitigate against attendance due to COVID</b></p>                                 | <p>Purchase devices for disadvantaged children to use in school and at home</p> <p>Purchase 20 loan devices for all other pupils from digital poverty audit to loan in case of closure</p>  | <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf</a></p>  | <p><b><u>L McD</u></b></p> <p><b><u>SLT</u></b><br/><b><u>LB</u></b></p>  | <p>See saw uptake at the closure of each bubble and ongoing</p> <p><b>PPG Costs from PPG Grant £5948</b></p> | <p><b><u>Cost: £1,200</u></b></p>                                   |

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| <p><b><u>Transition support</u></b><br/> <b>Children who are joining school from different settings or who are beginning their schooling with CVPS have an opportunity to become familiar and confident with the setting before they arrive.</b></p> | <p>A 360 interactive virtual tour of CVPS is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that all new starters are confident in joining a new school.</p> | <p>High inward mobility especially pupils that are assessed as fair access.</p> | <p>Pupil and parent feedback</p> | <p>SLT</p> | <p>Annually<br/><br/><b><u>COST - £200</u></b></p> |
| <p style="text-align: right;">Total budgeted cost:</p>   |   |   |                                  |            | <p><b>£15,098</b></p>                              |

**Targeted support - One to one and small group tuition , intervention programmes and extended school time**

**Baseline:** Autumn term formative assessment of children has identified the key priorities as identified above. Appropriate summative assessments took place in phonics, reading and spelling and the GAP analysis has informed next steps in teaching and intervention. At the end of Autumn 2 summative assessments in Year 3 – 6 will have data for reading, maths and SPAG . Year 2 will undertake the Year 1 phonics assessment. This formative data will be used to support Spring Term catch up provision and intervention.

| Action | Intended impact and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
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| <p><b><u>1:1 and Small Group Tuition</u></b><br/> <b>A Reading Fluency Champion (qualified teacher)</b><br/> <b>will be appointed to lead the reading project. – Reading Intervention (National Tutoring Programme)</b></p> | <p>Identified children will have significantly increased rates of reading fluency, prosody and phonics</p> <p>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.</p> | <p><a href="https://educationendowmentfoundation.org.uk/tools/promising/">https://educationendowmentfoundation.org.uk/tools/promising/</a></p> <ul style="list-style-type: none"> <li>• <a href="#">EEF School Planning Guide</a> 2020-21</li> </ul> <p><u>EEF: One to one tuition</u><br/> <u>Moderate impact for high cost, based on extensive evidence</u></p> | <p>Pupil book conferencing</p> <p>Data analysis PPM</p> | <p>LT</p> <p>DW</p> | <p>Half termly at PPM's</p> <p><b><u>Cost:</u></b><br/> <b><u>TBC</u></b></p>  |
| <p><b>Academic Mentoring and teaching provided for those vulnerable at making progress – 0.2 of two experienced teachers within school. (to December 20 initially)</b></p>  | <p>The attainment of all identified children improves and effect of lockdown is becoming negated.</p>   | <p><u>EEF: Small group tuition</u><br/> <u>Moderate impact for moderate cost, based on limited evidence.</u></p> <ul style="list-style-type: none"> <li>• <a href="https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools">https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</a></li> </ul>          |   | <p>JH LT</p>        | <p><b><u>COST:</u></b></p> <p><b><u>£4,278</u></b><br/> <b><u>£4,086</u></b><br/> <b><u>(Autumn Term)</u></b></p>                      |
| <p><b>Catch Up 1:1, 1:2, 1:3 face to face and online tutoring. (Level 2)</b></p>  | <p>All pupils catch up lost learning areas including those that are shielding at home and those in school identified by PPM's.</p>  |   |   | <p>L McD</p>        | <p><u>SP</u><br/> <u>Level 2</u><br/> <u>costs</u><br/> <b><u>already</u></b><br/> <b><u>in main</u></b><br/> <b><u>budget</u></b></p> |

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| <p><b><u>Extended School Time</u></b></p>              | <p>Identified children are able to access a weekly catch-up session (30 mins – 45 mins per night/morning). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the sessions and understand the identification process, commitment and desired outcomes.</p> | <p><u>EEF: Small group tuition</u><br/> <u>Moderate impact for moderate cost, based on limited evidence.</u></p> | <p>Quality assurance from professional partner and moderation planned with external consultants in Maths and English.</p> <p>Pupil book scrutiny<br/> Formative and summative assessment data<br/> Lesson observations</p> | <p>JH LT</p> | <p><b>HLTA Costs already in Budget and AHT Cost already in budget</b></p> |
| <p style="text-align: right;">Total budgeted cost:</p> |  |  |  |              | <p><b><u>£8364</u></b></p>  |

**Wider strategies / Other approaches – Supporting parents and carers, access to technology, out of school(holiday) support**

**Baseline: Analysis of remote learning uptake during closure showed an average of 62% of pupils engaging in home learning – this highlighted the need to undertake a technology deficit audit across the school to ensure effective targeted support. Early pupil and parental consultation on return to school highlighted the need to focus on developing effective pupil learning behaviours with a specific focus on independence and attendance at school.**

| Action   | Intended impact and success criteria  | What's the evidence and rationale for this choice?  | How will you make sure it's implemented well?                                | Staff lead   | When will you review this?   |
|--|---|---|--|--|--|
| <p><b><u>Supporting parents and carers</u></b><br/>Additional online learning resources will be purchased, to support children learning at home. Likewise, Timetable Rock Stars, See Saw and Learning By Questions will be purchased so that children can practice key skills at home.</p> <p>Home learning hands on practical learning packs to be devised to support remote and online learning.</p> | <p>Children will have greater opportunities to access to high quality learning and feedback 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 overtime.</p> <p>All children, in each year group will have remote learning packs of hands on resources to support on screen learning at home – increase engagement and outcomes for all pupils.</p> | <p><b><u>EEF: Parental involvement</u></b><br/><b><u>Moderate impact for moderate cost, based on moderate evidence</u></b><br/>Working with Parents to Support Children’s Learning.<br/><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</a></p> | <p>Parent feedback<br/>Seesaw reports<br/>Pupil voice<br/>Pupil outcomes</p> | <p><b><u>DW</u></b><br/><b><u>NS</u></b><br/><b><u>LB</u></b><br/>and<br/>YGL’s<br/>HT<br/>DHT</p> | <p>Half termly</p> <p><b><u>COST:</u></b><br/><b><u>LBQ</u></b><br/><b><u>TBC</u></b></p> <p><b><u>Printin</u></b><br/><b><u>g and</u></b><br/><b><u>laminat</u></b><br/><b><u>ing</u></b><br/><b><u>Costs:</u></b><br/><b><u>£600</u></b></p> |

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| <b><u>Access to technology</u></b><br>Rolling programme of ICT resources<br>TBC   | TBC   | TBC  | TBC   | TBC  | TBC  |
| <b><u>Pastoral Manager</u></b><br>0.2 dedicated pastoral manager as part of inclusion lead role (Attendance)<br>From Jan 21 | All pupils, including SEND and PPG pupils have improved attendance and social and emotional support to attend school. | <b>EEF: Social and emotional learning</b><br>Moderate impact for moderate cost, based on extensive evidence.<br><b>EEF: Parental involvement</b><br>Moderate impact for moderate cost, based on moderate evidence. | Attendance data of all pupils and identified groups | LMcD | Half termly<br><br><b><u>COST: £4,086</u></b><br>(Committed Spring Term) |
| Total budgeted cost:  |   |  |   |      | <b><u>£4686</u></b>  |

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| Cost paid through Covid Catch-Up                            | <b>Spend to date with committed Spring 1 and 2 Pastoral Manger:</b><br><b>£28,148</b><br><b><u>REMAINING £16,412</u></b> |
| Costs paid through PPG (see PPG Plan)                       | £5,948 – Pupil Tablets   |
| Cost paid through school budget                             | SP Level 2 TA – £23,357  |
| Cost paid through central service Omega Multi Academy Trust | See Saw -<br>Virtual Tour £400 ( - Core Package additional £200 paid by school )   |

## ADDITIONAL INFORMATION



Recalibration and  
Sustainability Plan CV



Blended Learning  
Strategy Final.docx

## Monitoring the impact and effectiveness of Catch-Up Premium expenditure

### IMPACT EVALUATION & QUALITY ASSURANCE

Expenditure will be reviewed internally as part of SSE process and externally by the Trust/SIP.

First update – January 2021

Individual school plans will feed into a report to Trustees in February 2021 & July 2021.