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# Chisenhale Primary School

## Covid Universal Catch Up Premium Spending Plan

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## **Covid Universal Catch Up Premium**

### **1. What is it?**

The government is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year. It aims to support pupils to catch up for lost learning so schools can meet the curriculum expectations for the next academic year. We are able to spend the funding in the most effective way for our pupils, which could include accessing the National Tutoring Programme - a part of the government's £1 billion catch-up package.

### **2. Who's eligible?**

This universal catch-up premium funding will be available for:

- Primary, middle, secondary and all through local authority-maintained schools, academies and free schools
- Local authority-maintained special schools
- Special academies and free schools
- Special schools not maintained by a local authority
- Independent special schools - local authorities will receive funding for pupils with education, health and care (EHC) plans, based on the number of such pupils in the area
- Pupil referral units (PRUs)
- Alternative provision (AP) academies and free schools
- Local authority-maintained hospital schools and academies

### **3. How and when will the funding be allocated?**

Mainstream schools will receive a total of £80 per pupil (for reception through to year 11), as follows:

- In 3 instalments - in autumn 2020, 'early 2021' and summer 2021
- We'll get a total of £46.67 per pupil split across payments 1 and 2
- We'll get £33.33 per pupil for payment 3
- Per pupil numbers for each instalment will be based on the latest available data.

For the payment in 'early 2021', this will be our 4-11 pupil headcount from the October 2020 census. At Chisenhale Primary School we expect to receive £24,640 in total for Covid-19 CatchUp funding.

In the Autumn Term we received £6,160 and expect two further payments in the Spring and Summer Terms.

#### **4. How should we spend the funding?**

It's up to us to decide:

- Which pupils need to access the support. Although we'll receive funding on a per pupil basis, we should use the sum available as a single total to prioritise support. There are no specific requirements for who to spend it on. We will need to identify pupils that will benefit most from the funding.

#### **5. The activities that we'll provide.**

The DfE recommends the following:

- Small group or 1-to-1 tuition (particularly through the National Tutoring Programme - see the section below for details)
- Extra teaching capacity or summer programmes
- The Education Endowment Foundation (EEF) has guidance on catch-up approaches we could choose, as well as a planning guide to help implement these catch-up strategies in this 2020/21 academic year.

What's the National Tutoring Programme? The National Tutoring Programme (NTP) is one of the areas where we can spend our catchup premium grant outlined above, if suitable for our pupils and context. The NTP aims to provide intensive, targeted support for disadvantaged and vulnerable pupils who need the most help to catch up. Who's eligible? The NTP is available for pupils that need the most help to catch up, that are either:

- Reception age in state-funded schools (places are limited and, if oversubscribed, will be prioritised based on your school's percentage of pupils eligible for free school meals)
- 5-16 year olds in state-funded primary and secondary schools
- 16-19 year olds in school sixth forms, colleges and other 16-19 providers

#### **6. How will our use of the funding be scrutinised?**

We'll be held to account for how we use the catch-up premium funding in 2 ways:

1. Governor and trustee oversight  
Governors or trustees will scrutinise plans for and use of catch-up funding. They'll consider whether we're:
  - Spending the funding in line with the school's catch-up priorities
  - Being transparent with parents on the use of the funding

## 2. Ofsted visits

During the autumn and first half of the Spring term, Ofsted will be carrying out non-graded visits. Part of the visits will involve discussion on how you'll be bringing pupils back into full-time education, which may include the plans you have to spend your catch-up funding

From mid February 2021 (at the earliest; exact timing under review), Ofsted plans to resume routine inspections. As part of the quality of education judgement they'll look at how you're using your catch-up funding to make sure the curriculum has a positive impact on all pupils

## 7. How should we report on our spending of the catch-up premium?

We should publish details on our school website of:

- How you plan to spend the grant
- How you'll assess its impact on the educational attainment of your pupils
- This is explained in the DfE's school website guidance for maintained schools and academies.

## The broad aims for Catch Up at Chisenhale Primary School:

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March 2020. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.
- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.
- The mental health and pastoral needs of pupils are met and supported by the school.

## 8. Catch Up at Chisenhale Primary School for all children means:

- Working through well sequenced and purposefully planned learning.

For example, our medium term plans are being adapted to focus on missed objectives and consolidate the basic skills so that children can access the wider curriculum.

- Focus on consolidation of basic skills. The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.

- Additional lesson time on core teaching. Reading, writing and maths teaching will require increased teaching time in order to cover missed learning. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons.
- Particular focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.
- Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly.
- Time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months and further periods of isolation will mean disrupted time in school for many children. For some children it means:
  - Additional support and focus on basic skills. Supported by additional staffing or external resources utilising catch up premium – dependent on need as identified through ongoing assessment.
  - Additional time to practise basic skills. This again will be dependent on need of children in order to re-establish good progress in the essential skills (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

#### **9. Catch up at Chisenhale Primary School IS NOT:**

- Cramming missed subject knowledge or content
- Pressuring children and families into rapid learning through additional work
- Teachers time spent highlighting missed objectives
- Teachers time spent ticking off assessment points and extra tracking



## Covid 19 Catch Up Premium Action Plan



Chisenhale school is a one and a half form entry primary school in Bow, East London. We are an inclusive school and serve a diverse community, who speak many different languages, share many different cultures and offer so much to our school. Our school motto is 'Learning Together for a Better Future' which we see as being the basis for our vision with two important threads. One relates to *who* we want our children to be as we nurture them in school - RESPECTFUL CITIZENS. And the other is about how we ensure they understand that there are no boundaries or limits and that what we can't do is just *not yet* in this WORLD OF POSSIBILITIES.

Our curriculum, ethos and practices are built upon these threads with a focus on seven core values:

*Confidence; Curiosity; Ambition; Resilience; Creativity; Co-operation & Kindness.*

### School Context:

Summary Information	
Total NOR Years R-6	298
Total Catch-Up Premium Budget	£24 640
Catch -up Premium Per Pupil	£80

### Basic characteristics and trends:

Breakdown	Up to Key stage 2 basic characteristics trends					
	2017		2018		2019	
	School	National	School	National	School	National
Number on roll	355	279	345	281	341	282
Male %	52.7	51.0	54.8	51.0	57.2	51.0
Female %	47.3	49.0	45.2	49.0	42.8	49.0
Ever 6 FSM %	39.1	24.3	33.0	23.5	30.8	23.0
Minority ethnic groups %	62.8	32.3	61.4	32.9	60.7	33.8
SEN EHCP %	2.8	1.3	3.5	1.4	4.1	1.6
SEN support %	14.4	12.2	12.8	12.4	14.4	12.6
English additional language %	46.2	20.7	53.4	20.9	48.7	21.2
Stability %	87.2	85.7	85.2	85.8	83.1	85.6
School deprivation indicator	0.33	0.21	0.33	0.21	0.32	0.21

## Key Stage 2 Results:

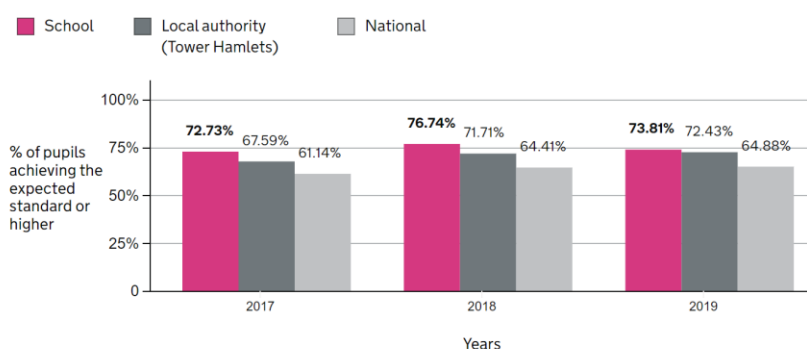
### Reading, writing and maths combined

#### Percentage of pupils achieving the expected standard or higher

Number of pupils in 2017 = 44

Number of pupils in 2018 = 43

Number of pupils in 2019 = 42



## 10. Strategy Statement

The priority for our school is on providing additional opportunities for developing basic skills in reading, phonics, spelling, writing and mathematics so that children can access the wider curriculum in a meaningful way.

A school improvement priority is developing AFL (assessment for learning), so that we know the children's small steps of progress and temporary barriers, in order to plan individualised learning as far as possible.

Our curriculum map is under constant review to reflect the context of our school community and the wider world. Ensuring that children have access to the full range of curriculum subjects and experiences, we will prioritise the following areas in the short term to help children reach the Age Related Expectations by the end of the 2020-21 academic year.

### For all children:

We will ensure that accurate assessment of children's attainment informs medium and short term planning so that teaching is pitched correctly.

Lessons are adapted swiftly and effectively so that the good pace of learning allows children to catch up on missed subject knowledge and understanding.

The expectation is that the application of knowledge and understanding is broadly in line with ARE (Age-Related Expectations) and we will benchmark assessment of attainment and achievement at each point in the school year.

Priority 1

- Phonics catch up interventions for children in years Years 1, 2 & 3.

Priority 2

- Basic mathematics calculation catch up interventions for children in years 1-6.

Priority 3

- Focus on oracy and language acquisition in the EYFS.

## 10.1 Barriers to Future Attainment

### Academic barriers:

**A**

A significant number of children enter school with starting points well below expected levels and very few children are achieving age related expectations at the start of nursery.

**B**

Due to the number of incidents of Covid-19 within the school community, individual children and groups of children have experienced significant breaks in school based learning due to isolation and further school closure.

**C**

The impact of the prolonged pandemic on mental health and wellbeing for all groups in the school community is clearly evidenced but in different ways. This includes children, families and staff.

### External barriers:

**D**

The school's mobility (number of children joining and leaving the school) is showing an increase. This is a concern as it varies from the longer term pattern at the school.

**E**

The number of our pupils are entitled to Free School Meals is falling, however other contextual indicators associated with educational underachievement suggest that many of our children are subject to considerable socio-economic disadvantage. This includes families on low income and families not able to access public funds.

**F**

Access to technology to support remote learning has been limited for some children and families during times of school closure and isolation. Whilst this is not the case for all families, where there is already significant disadvantage, children are not always able to access the full offer online.



**G**

Access to space to learn. Many of our pupils live in overcrowded housing, often multigenerational, and are struggling for space in which to access the learning without interruption.

**Provision:**

<b>10.2 Quality Teaching For All Children</b>			
<b>Action</b>	<b>Success criteria</b>	<b>Timescale And Review</b>	<b>Budget and Staff Lead</b>
<ul style="list-style-type: none"> <li>Review, evaluate and adapt the curriculum each half term.</li> <li>Meetings with subject leaders and year groups to clarify end of year expectations for both year group and subjects.</li> <li>Implement a remote learning curriculum for children who are not attending school due to self-isolation.</li> <li>Adapt the curriculum for remote learning to ensure key objectives, knowledge and skills are taught and accurate assessments are made.</li> <li>Analyse data, identify trends, track groups and challenge. Prepare for Pupil Progress Meetings, identify strengths and areas of need for each class.</li> <li>Plot/adapt/review the coverage of non-core curriculum areas across the year groups considering the changes in timetabling.</li> </ul>	<ul style="list-style-type: none"> <li>Outcomes over time across the curriculum are of a high quality and progression across year groups and subjects across school is evident.</li> <li>Children build on previous learning and make connections both within and across the curriculum.</li> <li>Children learning from home receive effective teaching and make at least good progress. All children meet their end of year expected targets.</li> <li>Children's knowledge is built up over time allowing them to apply this in a range of ways to develop their skills.</li> <li>EOY assessments are in line with LA and National Government and Local Authority requirements and are adhered to by all staff.</li> <li>Curriculum is bespoke to classes so all children have the best opportunity to make rapid and sustained progress.</li> <li>Summative and formative assessments are used together to track progress and set challenging targets.</li> </ul>	<ul style="list-style-type: none"> <li>Half-termly</li> <li>Termly</li> <li>October 2021 Review Jan &amp; April</li> <li>From Sept 2021</li> <li>October 20 Feb 21 May 21</li> <li>Termly</li> </ul>	<ul style="list-style-type: none"> <li>SN/PP/GA/ML</li> <li>£0</li> <li>Subject Leads</li> <li>£0</li> <li>HH £0</li> </ul>

	<ul style="list-style-type: none"> <li>The Leadership and Management Team have a clear knowledge of strengths and areas for development across school.</li> </ul>		
<p>Children to be taught how to use Google Classroom so that they can learn independently in the event of school closure due to Covid-19.</p> <p>Children to be given opportunities in curriculum time to explore the software and develop confidence.</p> <p>Pupil Progress Meetings will be held termly to identify barriers to learning where children are not making progress. If these are pastoral, then the appropriate resource will be allocated.</p> <p>Vulnerable Children identified by staff teams and plans in place in each class for support.</p> <p>Pastoral Team (ST, MM, RC, JC), schedule regular meetings to consider vulnerable children across the school and allocate support including ELSA, Counselling, Learning Mentor, Parental Support, referrals to external agencies.</p>	<p>Children's wellbeing and involvement will be high and where it is not staff will have a toolkit to draw from to intervene.</p> <p>Children will be supported in a variety of ways depending on need at the time. Including small group, 1:1 and adjustments in class.</p> <p>Staff and support will be timely and responsive as situations change and arise.</p>	<p>From Sept 2021</p> <p>From Sept 2021</p> <p>Oct 20 Feb 21 May 21</p> <p>Sept 20 Inset Review half termly</p> <p>Twice half-termly</p>	

<b>10.3 Targeted Teaching For Some Children</b>			
<b>Action</b>	<b>Success criteria</b>	<b>Timescale And Review</b>	<b>Budget and Staff Lead</b>
<p>Nuffield Early Language Programme (NELI) running in the Reception Class.</p> <p>TA to complete training.</p> <p>All reception children screened/assessed. TA to run programme with targeted groups.</p>	<p>Targeted children make good progress in early language skills.</p> <p>Language skills improvement impacts on early reading.</p>	<p>January 2021</p> <p>February onwards</p>	<p>Additional TA AM only</p> <p>£9340 per annum</p>
<p><b>KS1 Phonics</b></p> <p>Phonics screening and assessment for all children in Years 1 &amp; 2 to identify those children who need additional support.</p> <p>Phonics additional groups implemented.</p> <p>1:1 tutoring to be implemented where small group work is not effective.</p> <p>AFL indicates children needing support in maths. Small guided provision, teacher directed and TA led focussed primarily on number.</p>	<ul style="list-style-type: none"> <li>• Focussed teaching group ensures that gaps are systematically addressed and progress is made to improve fluency in decoding.</li> <li>• Baseline assessment ensures accurate identification where children are not making progress.</li> <li>• Children are able to make accelerated progress.</li> <li>• Teaching and support staff are able to respond quickly where gaps are identified.</li> <li>• Children are able to consolidate concepts which are not securely understood.</li> </ul>	<p>Half-termly</p> <p>From September</p> <p>From October</p> <p>From September</p>	<p>Additional TA AM only</p> <p>£9340 per annum</p>

<p>Year 3 and 4</p> <p>AFL indicates children needing support in reading. Small guided provision, teacher directed and TA led.</p> <p>Year 3 phonics assessments/screening. Small group phonics intervention. (TRUGS)</p> <p>AFL indicates children needing support in maths. Small guided provision, teacher directed and TA led focussed primarily on number/calculation.</p> <p>AFL indicates children needing support in writing. Small guided provision, teacher directed and TA led focussing primarily on spelling and grammar.</p>	<ul style="list-style-type: none"> <li>• Focussed teaching group ensures that gaps are systematically addressed and progress is made to improve fluency in decoding.</li> <li>• Baseline assessment ensures accurate identification where children are not making progress.</li> <li>• Children are able to make accelerated progress.</li> <li>• Teaching and support staff are able to respond quickly where gaps are identified.</li> <li>• Children are able to consolidate concepts which are not securely understood.</li> </ul>	<p>From Sept</p> <p>Autumn Term</p> <p>From Sept</p> <p>From September</p> <p>From Sept</p>	<p>Additional TA AM only</p> <p>£9340 per annum</p>
<p>Year 5 and 6</p> <p>AFL indicates children needing support in reading. Small guided provision, teacher directed and TA led.</p> <p>AFL indicates children needing support in maths. Small guided provision, teacher directed and TA led focussed primarily on number/calculation.</p> <p>AFL indicates children needing support in writing. Small guided provision, teacher directed and TA led focussing primarily on spelling and grammar.</p>	<ul style="list-style-type: none"> <li>• Focussed teaching group ensures that gaps are systematically addressed and progress is made to improve fluency in decoding.</li> <li>• Baseline assessment ensures accurate identification where children are not making progress.</li> <li>• Children are able to make accelerated progress.</li> </ul>	<p>From September</p> <p>From September</p> <p>From September</p>	<p>Additional TA Am only</p> <p>£9340 per annum</p>

	<ul style="list-style-type: none"> <li>• Teaching and support staff are able to respond quickly where gaps are identified.</li> <li>• Children are able to consolidate concepts which are not securely understood.</li> </ul>		
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<b>10.4 Other Whole School Approaches</b>			
<b>Action</b>	<b>Success criteria</b>	<b>Timescale And Review</b>	<b>Budget and Staff Lead</b>
<p>Introduction of the use of Zones of Regulation programme</p> <p>Whole School focus and weekly targets for coverage of understanding.</p> <p>Classrooms and other area of the school have displays to support the programme.</p> <p>All staff trained to use the language and approach.</p>	<ul style="list-style-type: none"> <li>• Pupils able to name their emotions and begin to understand how to regulate them</li> <li>• Staff using a shared language to help children to regulate emotions</li> </ul>	<p>Sept 2020</p> <p>Review Jan 2021</p> <p>Review April 2021</p>	<p>Purchase of resources</p> <p>£338.00</p> <p>Meetings to train Midday Staff</p> <p>£400</p> <p>MM</p>
<p>Construct remote learning plan which is effective in engaging all year groups. This should also be manageable for staff to deliver either at home or from school.</p> <p>All staff trained to use the remote learning platform.</p> <p>Acquire devices from DFE/charities/companies and distribute them as needed to families.</p>	<ul style="list-style-type: none"> <li>• There is continuity of learning for all children</li> <li>• Staff feel confident and skilled</li> <li>• Parents are informed and able to access the remote learning</li> </ul>	<p>October 2020</p> <p>Review Jan 2021</p> <p>Review April 2021</p>	<p>£0</p> <p>SN/ST</p>