

ST CHRISTOPHER'S CHURCH OF ENGLAND PRIMARY SCHOOL

Part of the Diocese of Ely Multi Academy Trust

Catch-Up Premium Plan

Summary information					
School	St Christopher's CE Primary				
Academic Year	2020-21	Total Catch-Up Premium	£ 18,000	Number of pupils	341

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 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 <u>curriculum expectations for the next academic year</u>. 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 <u>coronavirus (COVID-19) support guide for schools</u> 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

Identified impact of lockdown	
EYFS	The majority of children that entered Reception in September had missed a significant part of their pre-school year due to nursery and setting closures during lockdown. Through our on-entry baseline assessments it was evident that the majority of children (89%) were working below the expected level of development and were not on track to make GLD's by the end of their Reception year. In particular, the need to support children's Prime areas of development became a priority as we looked to support their 'school readiness' in preparation for the Spring term. Our data at the end of Autumn term 1 showed that most children had begun to make significant progress, whilst large-scale targeted interventions were planned (Language Link, Number, Phase One Phonics, Phase 2 Phonics, EAL, PSE) to help support the remaining children. Interventions were proving extremely successful and were due to continue into Spring term. Within phonics, all children were in school to

	experience the teaching of phase 1, phase 2, and part of phase 3 before the second lockdown and subsequent school closure took place. As a result, the consolidation of these phases, and the teaching of the remainder of phase 3 has been prioritised through our remote teaching and face-to-face teaching to our CWV children. Children have not however had sufficient opportunities to practise the application of their phonics skills within school, and therefore these opportunities will need to be planned for when children return.
Maths	Specific content has been missed due to the national lockdown leading to gaps in learning and incomplete sequencing of lessons from the previous year group. Children who have become below age-related expectation as a result of the lockdown are in need of basic number skill refreshers to build their confidence in accessing the three aims of the maths curriculum: fluency, reasoning and problem solving. Alongside this, repetition of skills covered in lessons, often at a slower pace is also required to ensure that it is transferred to their long-term memory. There is very much still a buzz around the school for maths and children enjoy their maths learning.
Writing	Children have missed teaching sequences of writing and build-up of GAPS skills during covid. This has resulted in children presenting as behind in their writing as not only is the grammatical knowledge lacking in their independent writing but their stamina has been greatly reduced. Fluency of writing has suffered. Spelling has also become more of an issue with children forgetting spelling rules taught previously as well as strategies to help when spelling new words.
Reading	Children accessed reading during lockdown through reading scheme books available online and reading comprehension passages. This is something that was accessible for families as it required less teacher input. However, without teacher input, children are likely to have been reading only and it is difficult to know how much quality discussion children were engaged in. In Key Stage 1, children's recall and application of phonics in reading has been impacted. Across the school, children are less fluent in their reading and the gap between those children that read widely and those children who didn't is now increasingly wide.
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)

Teaching and whole-school strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting great teaching:</u> The foundation subjects 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. 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 and reinforces the learning. The identified limitations of children's recall and application of phonics in reading, particularly across KS1. The need for more phonically decodable books to reinforce fluency.	Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA. Purchase additional maths manipulatives for whole school. Purchase of additional phonically decodable books for KS1.		AW LE LF	Summer 2021 Spring 2021 Spring 2021

Whole school identification of a weakness in spelling, reinforcement of spelling rules is needed. The identification of the lack of opportunities for pupils in EY and Ks1 to become exposed to new vocabulary and language that they might usually experience within the school day.	Purchasing of spelling resource – Spelling Shed Purchase of 20 x key texts and 2 x Kindle tablets. Purchase of 1 x Toniebox		AS CSm	Spring 2021 Spring 2021
<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.	Implement the DEMAT preferred Headstart/DIBELS/NMM approaches. Complete termly tests and record assessments on MARK to identify gaps and on Insight to track performance.		AS/LF/LE	Ongoing

Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-3 and small group tuition</u> Identified children to receive 1:3 small group tuition – children will have the gaps identified by class teachers. This will lead to children having the gaps that have been identified filled. The	Year 1 & 4 have been identified to receive tuition for English Year 1 & 4 have been identified to receive tuition for maths.		AW/LE	Summer 2021

identified children will have significantly increased rates of reading fluency. Numeracy tuition and additional fluency sessions, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	Awaiting confirmation from Randstad to provide these tutors to school. Potential for year 1 teachers to work additional hours as tutors. Teacher originally planned to teach SATS (Y6) intervention to now target Y4 (x2 morning). Timeline – To be reviewed after latest closure. 15 sessions per child over 3 weeks.			
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i. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Mental Health and Well-Being:</u> Access to SEMH support for identified pupils suffering with trauma and stress related to impact of situations caused during lock-down. SEMH to work with specified pupils across the school.			MH/SD	Spring 2
<u>Access to technology</u> Quality of the existing technology in EYFS, time is wasted				

Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children. To develop the schools technology resources to allow greater access to the curriculum.	<i>Newmarket Festival gifted £750 to school in the summer to purchase 2 i-pads for Early Years</i>		CB	Ongoing
	<i>Bubble & whole school closure triggered DfE FUNDED Laptops – x21</i> <i>To be distributed throughout school to support on-going teaching and learning. To be sent home if closure occurs to those identified through survey.</i> <i>Additional funding to be spent on the purchase of laptops to support teaching.</i>		CB	Ongoing
Total budgeted cost				£18 000
		Cost paid through Covid Catch-Up	£18 000	
		Cost paid through charitable donations	£750	
£24 PER PUPIL (Centrally funded offer) See catch – up offer from DEMAT for Trust wide details School is participating in:		DEMAT (centrally funded offer)	£8280	

Reading Reconsidered training Primary Knowledge Curriculum (PKC) – training and resources Cambridgeshire PSHE Curriculum and resources Access will be provided to: DEMAT Ed. Psych DEMAT Approved Assessment resources MIT training (Maximising the Impact of Teaching Assistants) 3x3 hr sessions Emotional Literacy Support Assistant (ELSA) training 1XTA per 100 pupils DEMAT Speech and Language Therapist Access to ELKLAN training for identified staff		
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