



Christ Church C.E.(VC) Primary School COVID 19 Catch-Up Premium 2020/2021

Life in all its fullness'

John 10:10

Our Vision is for our children to experience 'Life in all its fullness' (John 10:10). Following the Christian inspiration of Jesus, our children will flourish and enable others to grow. Our school will be a place where aspiration and hope enable the growth of knowledge, wisdom and skills. Our children will feel good about themselves, enjoy learning and achieving and become positive members of the community.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	147	Amount of catch-up premium received per pupil:	£33.33
Total catch-up premium budget:	£6860		

Overall aims

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To reduce the attainment gap between your disadvantaged pupils and their peers
- To support the potential social and emotional impact of the COVID 19 pandemic and school closures

Identification

- Program of ongoing assessment to identify gaps in learning created by the school closures so that these can be addressed through quality whole-school programs and resources, long term planning and quality first teaching.
- Program of ongoing assessment to identify attainment gaps in vulnerable groups and individuals who may require targeted support.
- Monitor the mental health and wellbeing of pupils to identify those children that may require increased pastoral support.

Core approaches

Whole school

The COVID 19 pandemic and school closures affected all children. Whole school approaches are vital in minimizing the potential long-term academic impact of these closures. These include ensuring all children access high quality teaching and resources, implementing a recovery curriculum for core subjects, a school-wide focus on basic skills, teacher training and CPD, review of long-term plans to ensure coverage of the National Curriculum over each key stage.

Targeted Support

Identified children may benefit from more targeted approaches. These may include pre-teaching and same day in class intervention, teacher/TA led intervention groups, small group/1-1 support to assist pupils.

Wider Support

This may include communication with pupils, parents and carers to increase attendance or engagement, provide additional group or 1:1 pastoral support around resilience or social skills. It also includes additional opportunities for wider experiences for children in the absence of our usual program of clubs, trips and visitors into school.

It also includes lending devices to families that do not have access to devices at home or where there is only one shared device and children need to access lessons online.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low levels of basic skills in maths and English, especially in KS1 where children may not have been in school long enough to gain competency before the school closures.
B	Gaps due to missed learning during the school closures being a barrier to new learning
C	Low independence leading to increased attainment gaps between vulnerable groups and their peers
D	Difficulties with speech and language, including expressive and receptive language, especially in KS1

ADDITIONAL BARRIERS

External barriers:

E	Lack of access to digital devices and/or wifi in the home
F	Disruptions to attendance due to self-isolation or school cases or low attendance for individual pupils
G	Mental health and wellbeing affected by the outbreak, impacting on motivation, engagement or behavior as well as mental health difficulties such as stress and anxiety.

Planned expenditure for current academic year

Whole School

Action	Intended outcome 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>Reading</p> <p>New reading scheme implemented – Reading Rockets. Fully in line with our phonics program and provides for up to Y6.</p> <p>The timetables allow for 30 minutes reading / day. Every child will have:</p> <p>2x guided reading 1x follow-up 1x individual and independent reading 1x whole class read and respond</p>	<p>Children will read with age-appropriate fluency.</p> <p>Children will read with age-appropriate independence.</p> <p>Children will be able to apply a range of strategies to read new words.</p> <p>Children will be able to demonstrate age-appropriate comprehension.</p> <p>Poor reading will not be a barrier to future progress and attainment across the curriculum</p>	<p>The EEF recommends a structured phonics programme to support reading alongside a range of strategies for decoding and comprehension.</p> <p>Our Ofsted report also recommended that we invest in a reading scheme that closely aligns with the phonics programme.</p> <p>The Reading Rockets aligns with our Letters and Sounds phonics sessions.</p> <p>In addition, we have included reading in the daily timetable, ensuring children engage in reading every day, either individually or in a group.</p>	<p>Staff training: Inset Sept 2020</p> <p>Reading Scheme is motivating, in line with phonics and well-stocked.</p> <p>Protected time time-tabled every day for reading.</p> <p>Well-maintained school records.</p> <p>Teachers review progress every half term - PITA (Point in time assessment)</p>	English Lead	Termly
<p>Writing</p> <p>Implement Jane Consodine – The Write Stuff scheme</p>	<p>Children will write daily.</p> <p>Children will expand their vocabulary.</p> <p>Children will be able to independently write, over a range of genres, using a rich and varied vocabulary and grammar.</p> <p>Children will achieve age related expectations for writing.</p>	<p>The EEF's KS2 Literacy Guidance has as one of its recommendations that teachers should 'develop pupils' transcription and sentence construction skills through extensive practice'</p> <p>The structured approach of The Write Stuff fits this recommendation.</p>	<p>Staff training x 3 – Autumn term.</p> <p>Regular moderation and peer support across classes.</p> <p>Jane Consodine planning support and resources.</p> <p>SLT book trawls.</p> <p>Low-stake independent writing assessment at the end of each unit.</p> <p>Teachers review progress every half term - PITA (Point in time assessment)</p>	English Lead	Termly

<p>Maths</p> <p>Rapid recall of maths facts appropriate to each year group -practiced daily.</p> <p>Identify gaps through a review of coverage in maths in 2019/2020 and through a range of assessment measures.</p> <p>Review planning to include consolidation of previous learning and ensure coverage of missed learning due to closures.</p> <p>Use of White Rose Small Steps</p>	<p>Children will build maths fluency through the daily practise of basic skills / maths facts.</p> <p>Children will have covered the whole National Curriculum in maths for each Key Stage.</p> <p>Children that need further support will be identified.</p>	<p>According to NCETM, mastering maths means pupils acquiring a deep, long-term, secure and adaptable understanding of the subject. Achieving mastery means acquiring a solid enough understanding of the maths that's been taught to enable pupils to move on to more advanced material.</p> <p>This means we need to ensure that we identify gaps that children have as a result of missed learning during school closures and teach/ consolidate the learning that has been missed in order to enable them to move on.</p> <p>The White Rose small steps support teachers to provide well structured, sequential lessons in maths.</p>	<p>Low-stake maths assessment at the end of each unit and at the end of each term.</p> <p>Teachers review progress every half term - PITA (Point in time assessment) and use this to support their planning / identify individual needs.</p>	<p>Headteacher</p>	<p>Termly</p>
<p>Preparation for remote learning</p> <p>Staff training for use of learning platforms and live teaching approaches</p> <p>Children are taught how to use DB Primary in computing lessons</p> <p>Children are taught aspects of online safety in PSHE lessons</p>	<p>To reduce the risk of children falling further behind as a result of self-isolation or lockdowns</p>	<p>Currently we are experiencing further periods of remote learning due to: self-isolation, bubbles bursting, national lockdowns.</p> <p>This means that children will have periods where they are learning from home and teachers, pupils and parents need to be prepared for this in order for them to be able to access quality teaching remotely.</p>	<p>Continuing staff CPD</p> <p>Monitoring of planning and children's work</p>	<p>Headteacher</p> <p>Computer Lead</p>	<p>Half-termly</p>

Targeted support

Action	Intended outcome 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>Targeted support in class Same day interventions for closing the gaps and addressing misconceptions. Pre-teaching established to make curriculum access more equitable.</p>	<p>Quickly close gaps and address misconceptions. Improve independent curriculum access for identified pupils.</p>	<p>'When schools intervene after a lesson, the child has already struggled and may have negative feelings towards re-visiting work they have already found challenging' (Polak, 2017). By pre-teaching we aim to support children to be successful in the lesson and improve their confidence. Addressing difficulties and misconceptions immediately will support subsequent lessons.</p>	<p>Identify children that will benefit from pre-teaching. Good communication between teachers and teaching assistants – clear objectives, key vocabulary, CPA approaches. Teacher observations/feedback – Identified children will be more able to participate and make progress in lessons.</p>	<p>Headteacher Class teachers</p>	<p>Termly</p>
<p>1:1 and small group interventions Employ 0.5 Catch-Up teacher 0.5 Catch-Up TA to run targeted interventions for identified pupils</p> <p>Identify pupils through PITA analysis and pupil progress meetings with HT, SENCO and class teachers</p> <p>Interventions include: Literacy Catch-Up Success@Arithmetic Number Sense Speech and Language Groups/1:1 sessions</p>	<p>Close attainment gaps for vulnerable groups and those most affected by the school closures.</p>	<p>Some children may have specific gaps that can be most effectively addressed in personalized, individual sessions. Some children, particularly those with additional needs, may need opportunities for additional practise and consolidation. Evidence-based interventions have shown that they can accelerate progress by a ration gain of 2 (eg, 12 weeks progress in 6 weeks) and therefore help to close the gap.</p>	<p>Training where required, both in-house and from advisors (for example SALT). Use of high quality, evidence based interventions and resources. Monitoring by lead adult and SENCO. Pre and post intervention assessments, including: York Assessment of Reading Comprehension Sandwell Early Numeracy Test Communication Trust Communication Progression Tool</p>	<p>Heateacher SENCO</p>	<p>Termly</p>

<p>Nuffield Early Language Intervention (NELI) - National Tutoring programme</p>	<p>Improved oral language and early literacy skills to</p> <ul style="list-style-type: none"> - improve access and participation in curriculum lessons - support social interactions / confidence 	<p>An evidence-based, 20-week intervention designed to improve the language skills of reception age pupils, delivered by trained school staff, usually teaching assistants. Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group.</p>	<p>Staff training for a teacher and TA Pre and post assessments show progress</p>	<p>Head teacher EYFS Lead</p>	
<p>Supporting identified children with remote learning, including those with SEND - develop a remote learning provision map, for example to include: use of breakout rooms, adjustments to resources, increased communications with parents/carers - identify children that may need adjustments through ongoing monitoring and assessment</p>	<p>All children to access quality teaching and learning during periods of remote learning All children to make progress during periods of remote learning</p>	<p>Our remote learning includes a range of approaches, including live lessons, paper resources and online tasks set through the VLE. This is intended to provide quality remote learning for most children although we recognize that some children may require a more targeted approach in order to be able to access and engage with the learning, for example some children with SEND may require adjustments to pace or resources.</p>	<p>Provision map implemented Monitoring shows engagement and progress in line with peers</p>	<p>Headteacher SENCO</p>	

Wider approaches					
Action	Intended outcome 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>Identify children who may need additional pastoral support as a result of COVID 19.</p> <p>All staff mindful and respond to any concerns without delay</p> <p>Timetabled pastoral sessions where required</p>	<p>Protective measures implemented to reduce the impact of Covid 19 / school closures on children</p>	<p>Some children may have been isolated for long periods during the pandemic.</p> <p>Some children may have seen news or had experiences that have caused them to have worry and/or anxiety.</p>	<p>All staff to continue with CPD and updates from Compass Buzz</p> <p>CPOMS records kept up to date</p> <p>Good communication with parents</p>	<p>Headteacher SENCO</p>	<p>Half Termly</p>
<p>Seek opportunities for wider learning and experiences, eg, sports coaches, online theatre, creative activities, mindfulness activities</p>	<p>Protective measures implemented to reduce the impact of Covid 19 / school closures and reduced opportunities for wider experiences on children</p>	<p>Children may have had many of their extra-curricular activities cancelled.</p> <p>In school, after school activity clubs have been affected as well as our usual program of trips.</p> <p>Seeking additional opportunities for wider experiences is important s part of our commitment to 'Life in all its fullness'</p>	<p>Discussions in staff meetings</p> <p>Range of activities takes into account physical and mental health as well as varied interests</p>	<p>Headteacher/ SLT PE Lead</p>	<p>Half Termly</p>
<p>Lend devices such as netbooks and iPads to families where they do not have access to a digital device and their child needs to access online learning or where there is only one shared device but more than one child accessing online lessons.</p> <p>When isolating/bubble bursting – children with no internet access identified and paper packs given</p> <p>In full lockdowns – children with no internet access identified and allocated a place in school.</p>	<p>All children will be able to access the lessons online.</p>	<p>Some children in our school community do not have access to devices and/or reliable broadband.</p>	<p>Parent surveys via Parent Mail and follow up via telephone</p> <p>Monitor attendance and engagement and follow up via telephone</p>	<p>Headteacher/ SENCO</p>	<p>At the start then weekly during lockdowns / isolation periods</p>