

COVID-19 catch up premium strategy 2020-22

Name of school/academy: Christ Church Primary

What catch-up funding is for

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds.

Funding allocations

School allocations will be calculated on a per pupil basis.

Mainstream school will get £80 for each pupil in from reception to year 11 inclusive

Special, AP and hospital schools will get £240 for each place for the 2020 to 2021 academic year

Date of strategy publication	01/21	Review dates	July 2021		
Total number of pupils:	421 (Oct 2020 census)	Total catch-up premium budget	£33,680		
Disadvantaged pupils (%)	16.9%	Pupils with EHC plans (%)	2.2%	Pupils on SEND support (%)	16.9%

Barriers to learning and achievement

Academic barriers	
1.	English <ul style="list-style-type: none">● Children have not practised their writing skills in as much depth and have missed out on Shared Writing opportunities and writing for longer periods.● GPS specific knowledge has been missed, leading to lack of fluency and resilience in writing.● Younger children are finding it difficult to write independently. At school children have lots of opportunities for speaking and listening activities and social interaction both during lessons and in playtimes. It has been difficult to emulate this through remote learning opportunities and for some children vocabulary and sentence structure has been impacted● Some issues with retention of phonics and blending of sounds in younger years.● For the older children, there has been a reliance on digital for technology for spell check and they have not practised spelling as they would have done in school, using editing opportunities after free writing to improve their spelling● Some of the older children struggle writing at length● Although many of the older children completed lots of reading during lockdown, the gap between those children that read widely and those children who don't is now increasingly wide.
2.	Maths <ul style="list-style-type: none">● Many children accessed the Maths learning online. There were opportunities for support but not all children accessed these● Some specific content has been missed and not fully embedded due to the nature of remote learning● Some children are struggling with the recall of basic skills and calculation strategies previously taught.● Younger children have not had access to practical resources to consolidate their concrete understanding of number● Older children are finding the reasoning and application of skills harder. When working at home they preferred fluency style activities and without face to face questioning and support from class teachers, some lacked the confidence and resilience to approach more open ended mastery style questions.
3.	<ul style="list-style-type: none">● In other subject areas there are now some gaps in knowledge. Some units of work have had to be greatly adapted for remote learning and children are less able to access pre-requisite knowledge when learning something new. 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.● Readiness for learning has been impacted. Younger children are often adult dependent and need support to work effectively within free flow.● After a prolonged period away from their peers, some children have developed social and emotional needs, finding it difficult to share, resolve conflict and interact appropriately with each other● Some older children have also struggled to work independently and to sit and concentrate for longer periods.● Some families require extra support with return to school and with dealing with the experiences they have had during the pandemic.

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Additional barriers (including external barriers such as access to home learning, attendance, etc.)	
1.	Mental wellbeing - All children have experienced a sense of loss - loss of structure, routine, relationship, opportunity and freedom ('The Learning Shared podcast: A Recovery Curriculum' by Dr Barry Carpenter). This can lead to grief, anxiety and trauma in children. The current National curriculum does not include the 'lived' experiences of the children of the children at this time. Support is needed for the children (and staff) to adjust to the new normal and be ready and equipped for future changes to this
2.	Some children require specialised SEND support to meet their needs at school which has been more difficult to deliver remotely.
3.	Some families have struggled with their access to technology even with the school loaning devices to the most vulnerable.

Catch-up premium strategy statement

Christ Church Primary school serves the children and families living in Purley. We have close links with Christ Church Purley and believe that the work of the school is an expression of the love of God in the community. Our aim is that our values of love, courage, forgiveness, faith and honesty are both implicit and explicit and permeate the life of the school and the communities in which our children live. Staff work to ensure children have opportunities to reflect on all aspects of their learning and relationships in school and beyond, enabling them to celebrate what they have achieved every day, in order that they develop self-belief and self-worth and become the person that God intends them to be.

The catch up premium priorities at Christ Church are:

- Setting up intervention to support teachers in filling gaps that children have developed due to prolonged periods away from face to face teaching
- Staff training to ensure remote teaching is robust and effective
- Additional counselling to support with the emotional wellbeing of pupils
- Establishing nurture space for children to utilise when required
- Addressing subject specific issues relevant for each year group initially prioritising:
 - Language development in Reception and Y1
 - Reading in KS1 and Year 3
 - Gaps in Maths knowledge especially in number across the school with specific intervention starting in Y5 and 6

These priorities will be addressed in a number of ways: one to one and small group intervention, additional training opportunities, purchasing of relevant resources and recruiting new staff where required.

Interventions - pupils will complete baseline and diagnostic assessments and then learning sessions will be planned in light of these. Plans will be adjusted throughout in light of subsequent assessments and feedback from the children

Opportunities for additional counselling time will allow us to address barriers to learning which are related to the individual circumstances of the child and their experience during the pandemic. Children have had a range of experiences which have caused increased anxiety levels, trauma and stress. This needs to be addressed most importantly for the child's wellbeing but in addition to aid their learning.

The outcomes and impact of our provision will be assessed termly using feedback from staff, pupils and parents and carers alongside formative and summative assessments and progress data.

How the school intends to use the catch-up premium						
Quality first teaching						
Barriers to learning	Actions	Outcome and Success criteria	Dates	Lead	Review date	Cost
<u>Supporting effective 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.	Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA. (£1000)	Formative and summative assessments show that children have made progress and are broadly in line with expectations in foundation subject for their year group	Summer 2021	HT/DHT	28/6/21	£1000
Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths	Purchase additional manipulatives for EYFS/KS1 initially. (£1000)	Children's understanding of number is consolidated aiding more children reaching expected standard in Maths or better	Summer 2021	DHT	28/6/21	£1000
Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning	Release time for JL, FN and AH to research suitable gap analysis and interim assessments	There is effective gap analysis and teachers use this to inform planning next steps and targets and also to ascertain which areas need reteaching. As a result the gap narrows	Spring 2021	DHT AHT	28/6/21	£600

that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.	Train staff on utilising Rising Stars NTP and Shine interventions Staff training on using Target tracker and Rising stars summative assessments effectively			FN		
Subject specific quality teaching - READING Children have access to additional reading resources to extend their phonics knowledge, reading fluency and enjoyment of reading.	Purchase additional Bug club books for Year 1 to 3 (£847) Purchase sets of books to use in Book club for Years 4 to 6	Pupils will progress through their reading, having opportunities to read books which are suitable for the phonics they are learning.	Spring 2021	FN		£1200
Targeted academic support and intervention						
Children in Year 1 and Reception have targeted support using NELI strategies (The Nuffield Early Language Intervention) Opportunities are planned for vocabulary and sentence development and additional Speaking and Listening opportunities	Recruit a teacher for Language Development for Year R and Year 1 (£5936) Additional training for EYFS and Year 1 team NELI training for identified Early years educators	A language rich curriculum is supported and enhanced in Reception and year 1 Children can express themselves Pupils will have increased opportunities to staff for targeted language development.	Jan 2021 - July 2021	Gemma		£5936

Staff are confident in delivering these strategies						
Target children have weekly individual Maths sessions to support with filling gaps in their number skills NB.	Third Space Learning Tuition for Year 6 for 17 pupils (Autumn and Spring) Third Space Learning Tuition for Year 5 for 16 pupils (Spring and Summer) Third Space Learning Tuition for Year 4 for 16 pupils (Summer) AUT: £2735 SPR: £4064 SUM: £4064 ex VAT	Children work on the gaps they have in their understanding of number and calculation Formative and summative assessments show that they have made good or better progress from their starting point	Oct 2020 - July 2021	Anne/ Joel		£10,863
Wider strategies						
Support the mental wellbeing of pupils offering individual sessions with a trained counsellor	Counselling 1 day School to form part of the Well being pilot	Children have opportunities to explore their responses to the losses experienced during the pandemic and are more able to access learning when back in class School will audit the areas we are already supporting staff and children with and will then be identify next steps to support with mental health and well being across the school.		Jo P		£4, 778 £2700
Offer one to one sessions for those children experiencing trauma due to loss of family members	Employ bereavement specialist counsellor for one morning a week	Children have opportunities to explore their responses to the losses experienced during the pandemic and are more able to access learning		Jo P		£1,800

		when back in class				
Tailored support for SEND children with social and emotional needs	Develop a nurture room/space Employ a trained member of staff full time for this space (ELSA)	Pupils who require additional support will have the benefit of a nurture/safe space and dedicated adult to support, who will target support to meet their needs.		Jo P		£1000 Funding for this will be fixed for 1 year from school budget.
Total expenditure:						£30,877

Review of strategy:	
Date	Impact of actions taken