



# CHURCHILL C.E.V.C. PRIMARY SCHOOL

## Catch-Up Premium Plan – Review actions shown in purple April 2021

Summary information					
School	Churchill CE VC Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£15,680	Number of pupils	198
Of budget to date £4716 spent – shown in red			£10,964 allocated for spend April to July – shown in purple		

### 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 aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations have been calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in year's reception through to 6.

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
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The Government guidance advises that 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. We have used 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 and Summer support

Identified Impact of Lockdown	
<b>Mathematics</b>	<p>The use of the WhiteRose mathematics videos and materials, during the lockdown period, certainly supported a significant proportion of pupils with maintaining their mathematical understanding. We are aware, however, that specific content has been missed which has led to gaps in learning and fragility in pupils' transferable knowledge. Children still have an appetite for maths and lockdown has not affected their attitudes, however, those pupils who had very low levels of engagement with the remote learning, have fallen significantly 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to quickly recall addition and multiplication facts and there is a lack of secure understanding around fractions. This is reflected in our NFER assessments and analysis.</p> <p>January – March lockdown has compounded the issues we experienced after the last lockdown in spring and summer 2020. Children who engaged well with the remote learning provision, have managed to fair a lot better than pupils who engaged 50% or less of the time. Pupils who were working towards the expected standard have, in the majority of cases, struggled the most as their learning is insecure and not yet embedded.</p>
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning, however, they have lost essential practising of writing skills. Spelling, grammar and punctuation (SPAG) specific knowledge has suffered, leading to lack of fluency in writing especially with regards to spelling. Those who have maintained writing throughout lockdown are less affected, however, those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation to write.</p> <p>We also recognise that many families found supporting pupils' learning of writing at home, more challenging. Challenges with understanding expected standards was a contributing factor.</p> <p>This subject area has again fared the worst. Poor habits around handwriting and pencil grip are a priority to address. Despite encouragement and very supportive feedback from the teaching team, pupils have struggled remain committed to producing their best written work during lockdown. Sloppiness in punctuation, poor spelling accuracy and poor handwriting are significant issues across the board, and certainly for lower KS2 and KS1.</p>
<b>Reading</b>	<p>The support of book bundles really helped pupils to be able to continue to read, during the lockdown period. Whilst decoding skills have generally been maintained, children have notable gaps in their comprehension skills, such as word choices and inference.</p> <p>The supportive book bundles, an initiative used last lockdown, worked well and where used by families, have supported children to maintain their levels of achievement.</p>

<p><b>Foundation subjects</b></p>	<p>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. They are also 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 WOW sessions.</p> <p>A statement of how the curriculum is being prioritised, for each year group, is being prepared. This will indicate how wider curriculum subjects are being covered, either through a creative light touch or aspects that are going to be covered in forthcoming years.</p>
<p><b>Well-being and learning attitude</b></p>	<p>Our wellbeing checks and strong communication with our families, helped us to respond if families were really struggling. What we did notice was that pupils’ resilience dropped and their desire to do their very best reduced. Families did not fully appreciate the standards of work required and a significant majority of pupils got into a habit of rushing things and not showing care or pride in their learning. A significant focus on WAGGOLS, first thinking and next best has been required since opening.</p> <p>The wellbeing checks were once again hugely appreciated by families and pupils. Since returning to school, we have had a significant focus on developing community and a sense of belonging. It is evident that the children have needed time to find their place within their class communities. Only being able to play with their bubble peers has caused, for some, additional challenges. Kindness and friendship are the key principles underpinning services and PHSE sessions throughout the next two terms.</p>

<b>Planned expenditure</b> - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools				
<b>i. Teaching and whole-school strategies</b>				
<b>Desired outcome</b>	<b>Chosen approach and anticipated cost</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date</b>
<b>Supporting great teaching</b> Consistent whole school approach to teaching writing, based on a book based philosophy which creates meaningful and authentic contexts.	Purchase access to 'The Literacy Tree' - high quality, whole school planning guidance for English curriculum. Through links with the Lighthouse MAT, access training and curriculum development support. (spent <b>£600</b> )		TM and English team	Term 4 21
<b>Teaching assessment and feedback</b> Teachers have a very clear understanding of the gaps in learning, both at whole class and individual pupil level. Detailed gap analysis is used to inform planning and focussed small group interventions. Use of an assessment tool that is aligned with standardised norms, provides the team with a greater degree of confidence and accuracy in the assessments.	Purchase and implement the NFER assessment suite for reading, spelling and mathematics. (spent <b>£500</b> ) Additional investment in assessment materials was required in order to create comparable baseline assessment after second period of lockdown. (€628) 'YARC' ASSESSMENT - detailed analysis of reading skills tool: reading accuracy, reading rate and comprehension. (€250) <b>Total £1128</b>		LW and NB	July 21
<b>Purchase of whole school resources</b> Pupils have access to high quality and challenging fiction and non-fiction reading books that extend beyond the current KS2 reading scheme.	Invest in high quality fiction and non-fiction reading books for Year 5 and 6, including new challenging reading material for the children (taken from top 100 reads and new recommended authors). New reading scheme books for lower KS2 and EYFS (spent <b>£783</b> )	The introduction of these books has been really positively received by the children. There is great enthusiasm to choose from the book shelf.	NB and PH	Term 4 21
<b>Supporting a great curriculum</b> Curriculum leaders to review their subject curriculums to ensure key skills, knowledge and understanding are prioritised. Curriculum support	Invest in new science, PHSE, D&T, music curriculum materials to support the development of strong links between concepts and themes in the curriculum. (spent <b>£500</b> )	These new curriculum materials have been purchased and are in use in the classes. Where classes are needing to significantly	Subject leaders	Term 4 21

and new assessment systems introduced to help identify gaps and support future years		review their curriculum provision, some of these subjects are being covered by a light touch or areas of the curriculum deferred to another year.		
<b>Total budgeted cost</b>				<b>£878</b>

**ii. Targeted approaches**

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><b>1-to-1 and small group tuition</b></p> <p><b>Reading</b> Children identified as requiring additional intervention to close learning gaps will have significantly increased rates of reading fluency and comprehension skill. They will be able to comprehend reading better as a result of being able to read at pace, without the need to invest large quantities of their working memory in decoding the text. They will be confident readers and dips in reading attainment will be addressed</p> <p><b>Maths</b> Identified children will have significantly increased rates of maths fluency and understanding. They will be able to recall facts and apply knowledge and skills and be confident mathematicians.</p>	<p>Additional 9 hours per week for LSAs to lead targeted reading support (Years 1-6). As CPD, LSAs will also be able to observe the English reading leader providing targeted intervention. <b>(£817 spent to date)</b></p> <p>From April, additional 11 ¼ hours per week for LSAs to lead targeted reading support (Years 1-6) <b>(£157.83 per week)</b></p> <p>English reading leader to provide ½ day / fortnight for tailored reading comprehension intervention for KS2 pupils - <b>(£296 just 2 sessions due to lockdown)</b></p> <p>From May, Penny Hardwick (English reading leader) to provide 1½ day / fortnight for tailored support in Years 3 and 4. Half day weekly in Year 3 and half day fortnightly in Year 4 <b>(£222.75 per week)</b></p> <p>Mathematics subject leader to provide ½ day / week for tailored mathematics intervention for upper KS2 pupils <b>(£264 just 2 sessions due to lockdown)</b></p> <p>From May, Year 6 teaching team to provide ½ day a week additional teaching time to provide</p>		<p>LW / PH</p> <p>PH</p> <p>NB</p>	<p>Term 4 21</p> <p>Term 4 21</p> <p>Term 4 21</p>



<p><b>Extra in class support</b></p> <p>Identified children will have accelerated progress in their use number facts (to increase their fluency and understanding in mathematics) and English spelling and punctuation.</p>	<p>Additional LSA capacity created through the use of a sports coach to provide intervention for identified pupils with social / emotional and physical needs</p> <p style="text-align: right;">(£1080 per term)</p>			<p>Term 4 21</p>
<p><b>Intervention programme</b></p> <p>Identified pupils who are struggling with early reading and spelling, increase and reinforce their understanding through the use of this intervention to supplement their class learning.</p>	<p>Use Nessy and Hairy Letters as a whole school intervention for pupils who require additional catch up help with their early reading and spelling. LSA time provided to oversee the pupils' use and provide a data summary weekly.</p> <p>Uplift cost of admin hours to pupil facing LSA hours</p> <p style="text-align: right;">(£20 per week)</p>		<p>KN</p>	<p>July 21</p>
<p><b>Total budgeted cost (based on 9 teaching weeks)</b></p>				<p><b>£6553.36</b></p>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><b>Engagement with the National Tutoring programme to support core skills in improving reading.</b></p> <p>Tutoring activities are designed to improve reading skills, fluency, comprehension, spelling and phonics.</p>	<p>Tutoring with the Lightning Squad - developed by FFT and Success for All - is a reading tutoring programme where pupils work with a tutor in two cooperative pairs, taking turns as 'Reader' and 'Coach'. The tutoring is a blended approach with in-person tutoring supported by an online tutoring platform. Research has demonstrated that pupils</p>			<p>Feb 21</p>

	<p>using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment.</p> <p>Focus years: 1-4</p> <p>With the 75% subsidy from the National Tutoring Programme, the tutoring costs £55 per pupil for the school. This provides daily 30-minute tutoring sessions for 6 weeks and 15 hours' tutoring per pupil. (£1100 for 6 week programme)</p>				
<b>Total budgeted cost (based on 6 weeks and 20 pupils)</b>				<b>£1100</b>	
				<b>Catch-up fund already invested</b>	<b>£4716</b>
				<b>Planned spend for April 2021 to July 2021</b>	<b>£8531.36</b>
				<b>Total Catch-up spend</b>	<b>13247.36</b>
				<b>Cost paid through Sports Grant</b>	<b>£2160</b>
				<b>Total</b>	<b>£15407</b>