

# COVID Catch-up Premium Plan

GREAT CHESTERFORD C. OF E. PRIMARY ACADEMY



Two are better off than one, because together they can work more effectively.  
Ecclesiastes 4:9

<b>School</b>	<b>Great Chesterford C. of E. Primary Academy</b>
<b>Academic year</b>	<b>2020-2021</b>
<b>Total Catch-Up Premium</b>	<b>£16,960</b>
<b>Number of pupils</b>	<b>Funding based on 212 pupils</b>

<p><b>Guidance</b></p>	<p>In August 2020, the Government announced additional funding for schools to deliver Catch- Up funding following the COVID 19 lockdown measures. This amounted to £80 per pupil.</p> <p>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.</p> <p>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. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil.</p> <p>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 <a href="#">curriculum expectations for the next academic year</a>. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p>
------------------------	--

<p><b>EEF recommendations</b></p>	<p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> 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.</p> <p>In summary, the EEF projections for the impact of widespread school closures identify;</p> <ul style="list-style-type: none"> <li>• The disadvantaged attainment gap widens</li> <li>• Assessment of lost learning is crucial</li> <li>• Targeted support in addition to wider school initiatives are required</li> <li>• Absence rates upon return are crucial.</li> </ul>	<p><b><u>Teaching and whole school strategies</u></b></p> <ul style="list-style-type: none"> <li>• Supporting great teaching</li> <li>• Pupil assessment and feedback</li> <li>• Transition support</li> </ul> <p><b><u>Targeted approaches</u></b></p> <ul style="list-style-type: none"> <li>• One to one and small group tuition</li> <li>• Intervention programmes</li> <li>• Extended school time</li> </ul> <p><b><u>Wider strategies</u></b></p> <ul style="list-style-type: none"> <li>• Supporting parent and carers</li> <li>• Access to technology</li> <li>• Summer support</li> </ul>
-----------------------------------	--	--

<p><b>Identified areas for catch up</b></p>	<ul style="list-style-type: none"> <li>• Reading fluency and comprehension</li> <li>• Communication and language (EYFS)</li> <li>• Social and emotional health and wellbeing</li> <li>• Writing (all areas including: stamina, vocabulary, spelling and handwriting)</li> </ul>
---	---

### Planned expenditure

We have opted to use the bulk of our premium to fund additional support throughout Key Stage Two as these were the year groups that did not return to school in June 2020 following the direction of priority year groups. This will be delivered through additional teacher time or intervention tutor time in addition to whole school approaches.

#### Teaching and whole-school strategies

Objective	Chosen approach	Staff lead	Impact – once reviewed	Resources	Cost
Supporting great teaching	<p>Review of EEF approaches for effective classroom support/ making best use of teaching assistants.</p> <p>Deployment of staff to increase small group and 1:1 interventions.</p> <p>Staff meetings to cover the recovery curriculum for English and maths.</p> <p>Governor monitoring to focus on Subject Leadership to coach and monitor all subject leaders in reviewing and evaluating provision in their own subject areas</p> <p>The KS1 reading scheme has been reviewed and updated to ensure that pupil books align with the phonics programme which will assist in giving an accurate view of children’s reading fluency in the Autumn term and after any subsequent lockdowns. This will also support any reading interventions.</p> <p>Staff meeting time used to provide in-house training on Sway, Visualiser software and features and PowerPoint to help teachers up-skill for any periods of remote learning.</p> <p>Six week external CPD training scheduled in Autumn 2020 for all teaching staff for remote learning (including Teams; narrated PowerPoint using Stream; remote learning assessment; Synchronous teaching) for any periods of remote learning.</p>	<p>Headteacher Deputy Headteacher External Advisor Subject Leaders</p>	<p>Teaching and learning support effectiveness is maximised.</p> <p>In-class approach is tailored to help individual students to close gaps.</p> <p>Teachers and support staff have an accurate view of children’s reading fluency in line with age-related expectations that clearly matches school phonics programme.</p>	<p>CPD resources</p> <p>External advisor feedback notes</p> <p>Subject monitoring time / feedback</p> <p>Time to meet governors</p>	<p>Fundraising contributed to KS1 books.</p>
Pupil assessment and feedback/ Transition Support	<p>Continued assessment of all areas of curriculum and data analysis to inform interventions throughout the school.</p> <p>KS2 children assessed in all core subjects using standardised tests in the Autumn term. Children assessed in all areas of the curriculum using the on-going school based MME assessment</p>	<p>Headteacher Deputy Headteacher Subject Leaders</p>	<p>Areas for development identified</p> <p>Individual student strengths and weaknesses assessed</p> <p>Identified children for targeted interventions</p>	<p>Formal assessment papers.</p> <p>MME system</p> <p>Science resources</p>	<p>£720</p>

	<p>system.</p> <p>Teachers use assessment data and on-going formative assessment to inform planning and identify areas for interventions.</p> <p>Staff deployed across the school to ensure all classes have TA support within a Covid-secure structure.</p> <p>Classes and time-tabling organised to provide all classes with their own break-out areas so that required interventions can be implemented.</p> <p>Children assessed in all core subjects using standardised tests in the Spring and Summer terms to review catch-up programmes and any further lockdowns.</p> <p>History and Science: Drop-down subject days to be used in Autumn and Spring to re-visit key areas of knowledge covered during remote learning that may not be covered regularly or again during the next academic year.</p>		<p>Areas of the curriculum missed by whole cohorts identified and addressed</p>		
Transition support	<p>On-site transition days for all pupils in Reception through to Year 5 to meet class teachers 2020-21 and allow them to review any changes to the setting.</p> <p>Regular parent updates.</p> <p>Early Autumn term parent consultation via Zoom, to promote open communication as children adjust to being back in full time education.</p> <p>Art therapist available to continue support for any vulnerable children who struggle to make the transition and bereavement.</p> <p>Learning Mentors throughout the school to be available to pupils of all classes where additional 1:1 transition support is required – where possible this will be staff linked to bubbles.</p> <p>During any periods of remote learning opportunities for daily live social interactions with the teacher and peers will be arranged in addition to the curricular activities.</p>	<p>Headteacher Deputy Headteacher SENCO Art Therapist</p>	<p>All pupils have a positive transition</p> <p>Support is maintained for any pupils who require extra emotional support to prevent any adverse effects on their return to school</p> <p>Regular contact with teacher and peers are maintained through any periods of self-isolation or remote learning periods.</p>	<p>Art Therapist Learning Mentor time</p>	<p>Funded from another budget source</p>

	Collective worship maintained during any lockdowns to maintain community spirit and facilitate pupil interactions with others which will assist with transitions back to school.				
				<b>Total costs</b>	<b>£720</b>

**Targeted approaches**

<b>Objective</b>	<b>Chosen approach</b>	<b>Staff lead</b>	<b>Impact – once reviewed</b>	<b>Resources</b>	<b>Cost</b>
One to one and small group tuition/ intervention programmes	Teaching, assessment and feedback interventions above are used in order to identify children for interventions.  Plan and implement interventions  Regular assessment of interventions	SENCO Class teachers	Attainment/ progress gaps closed between identified children and other children;  Interventions meet pre-identified targets and inform future planning and interventions.  Assessment demonstrates impact of interventions.	Interventions Overview/ Timetable, including interventions in:  Reading fluency  Reading comprehension  Phonics  Learning mentor / emotional support  Communication & language - EYFS	Contribution of £16,240 from catch-up funds to primarily fund an extra teacher (0.5) to allow the extra teacher time in Years 4 to 6)  (remainder of costs made up from another budget £8,059)
Year 3	Intervention tutor time to help individual / small groups of pupils to address identified gaps / support in English / maths.	Headteacher Class teachers	Attainment gaps closed for children with identified gaps in extended writing and maths.	Intervention tutor – 1.5 days	
Year 4	Additional class teacher time so that the pupils can be taught in smaller groups and /or can be provided with a wider variety of booster groups.	Headteacher Class teachers	All pupils benefit and any attainment / knowledge gaps are closed in English and maths.	Additional teacher time – 0.5 day	
Year 5	Additional class teacher time so that the pupils can be taught in smaller groups and /or can be provided with a booster groups in English and maths.	Headteacher Class teachers	All pupils benefit and any attainment / knowledge gaps are closed in English and maths.	Additional teacher time – 1 day	
Year 6	Smaller class size approach for English and maths (15) to support the year group with the least time left in the primary system so that they can catch up well and prepare for a successful transition to secondary school regardless of ability	Headteacher Deputy Headteacher Class teacher	All pupils benefit and any attainment / knowledge gaps are closed in English and maths  Year 6 pupils are well prepared for a successful transition to secondary school.	Additional teacher time – 2.5 days	
				<b>Total costs</b>	<b>£16,240</b>

**School-wide approaches**

<b>Objective</b>	<b>Chosen approach</b>	<b>Staff lead</b>	<b>Impact – once reviewed</b>	<b>Resources</b>	<b>Cost</b>
Supporting parent and carers	<p>Parent guide provided at the start of each term to enable parents to understand the school's risk assessment/ policies for those children in attendance.</p> <p>Remote learning policy details the school's approach should lockdown be required.</p> <p>Resources such as books and stationery will be provided to families during a lockdown.</p> <p>Learning letters will be posted on each class page of the school website. These will provide guidance for tasks including resources, time and expectations of remote learning during any periods of self-isolation. These will be updated regularly to ensure that they are in-line with the current in-school provision.</p> <p>Welfare telephone calls for families not engaging / struggling with remote learning by class teachers and senior teachers during any self-isolation /partial / full lockdowns.</p> <p>Bi-weekly Headteacher newsletter during periods of remote learning to keep the school community updated and well-informed.</p> <p>Flexible approach to food parcels / vouchers to support FSM families.</p> <p>SENCO / class teacher to have regular contact with parents where their child has an EHCP.</p> <p>Safeguarding lead to have regular contact with any vulnerable families.</p>	<p>Headteacher DSL / Deputy Headteacher SENCO</p> <p>MAT Office Manager</p>	<p>Parent feedback and surveys show that they feel confident in the school's approaches to enhancing children's learning/ supported in facilitating remote learning throughout the pandemic.</p> <p>Attainment gaps throughout periods of remote learning are minimised.</p> <p>School limit any potential barriers to remote learning.</p> <p>Pupils with an EHCP attend school wherever possible and remote 1:1 support provided where this is not the case.</p> <p>School is confident that or families have enough food and are aware of additional challenges that may need signposting for extra support from other agencies.</p>	<p>Parent guides</p> <p>Remote learning policy</p> <p>Record of parent communications</p> <p>Remote learning letters</p> <p>Parent survey/ feedback</p>	n/a
Access to technology	<p>Apply for DFE laptops.</p> <p>Audit of staff computing equipment.</p> <p>Prioritise IT to ensure that teachers are able to provide high quality remote education.</p>	<p>Deputy Head MAT Business Manager</p>	<p>Children have access to high-quality technology to enable all to access the full remote learning provision.</p> <p>Gaps between disadvantaged</p>	<p>Laptops/tablets</p> <p>Home/School agreement for borrowing technology</p> <p>Time to review and set-</p>	From other budget sources

	<p>Laptops to be provided to vulnerable families not attending school and for other families where IT resources are a limiting factor.</p> <p>DHT – continued focus on available resources for staff and pupils.</p> <p>DHT – continued drive on supporting and developing IT provision through engagement with Ed-Tech.</p> <p>Communicate with local businesses and individuals in order to acquire donations of additional technology, to support children remote learning.</p>		<p>and advantaged children are narrowed.</p> <p>Staff have the required technical resource to provide high quality remote learning.</p>	<p>up equipment.</p>	
				<b>Total costs</b>	<b>n/a</b>

**TOTAL SPEND: £16,960+**