

Christopher Reeves Primary School COVID Catch-up Premium Plan

Summary Information					
School	Christopher Reeves Primary School				
Academic Year	2020-2021	Total Catch-up Premium	£7,440	Total Number of Pupils	93

Guidance	
<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, and the scale of our response must match the scale of the challenge.</p> <p>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.</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.</p>	
Use of Funds (DfE Guidance)	EEF Recommendations
<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 curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Supporting remote learning <p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Planning for pupils with Special Educational Needs and Disabilities (SEND) <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting pupils' social, emotional and behavioural needs • Supporting parent and carers • Access to technology

Identified Impact of Lockdown	
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPaG specific knowledge has suffered, leading to lack of fluency in writing. 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 due to the lack of fluency in their ability to write.
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in assessments that have taken place to assess attainment.
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 memorable curriculum moments.

Rationale: Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Christopher Reeves Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)				
i. Teaching and whole school strategies				
EEF Recommended Strategy	EEF Rationale	Specific implementation at Christopher Reeves Primary School	Cost	Expected Impact
Supporting Great Teaching	Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning	All 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.	£0	Knowledge gaps will be identified and planning adapted to address these. This will ensure that attainment across the Curriculum is maintained

	<p>Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.</p>	<p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in maths to support understanding.</p> <p>Training in The Write Stuff for all teaching staff throughout the Spring term to develop writing strategies to be implemented in English.</p> <p>Appraisal meeting (October) to identify training needs of both teachers and support staff - schedule to be then put in place</p> <p>Appraisal system and monitoring will be rigorous to ensure any previous CPD/areas for development are followed up and supported</p>	<p>Write Stuff Training £1,600</p> <p>Write Stuff Resources to support teaching £150</p>	<p>and pupils attain in line with National Expectations.</p> <p>The use of manipulatives in Maths will ensure that children are able to use concrete aids to build their understanding of abstract topics. Maths outcomes do not widen because of COVID and evidence of outcomes continue to improve across the school.</p> <p>A personalised approach to CPD will ensure quality first teaching for all children. All teaching will be at least good.</p>
<p>Teaching, Assessment and Feedback</p>	<p>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.</p>	<p>Staff to ensure marking and feedback is immediate where possible and AFL is used throughout lessons to ensure maximum progress within a lesson.</p> <p>Develop assessment of Foundation subjects in order to identify gaps. Teachers to have opportunities to assess foundation subjects.</p> <p>Subject leaders to revisit progression grids to adjust curriculum map accordingly.</p> <p>Frequent low-stakes testing (Quick Quizzes) to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.</p>	<p>Teaching and Learning meetings used to develop progressions grids £0</p> <p>NFER Assessments used as part of assessment cycle £295</p>	<p>Ensuring effective feedback is given to pupils will enable them to identify areas for development and make improvements.</p> <p>Analyses of assessments will identify gaps and inform future planning. This approach will support in closing gaps in R/W/M - Data will evidence this.</p>

		Assessment cycle to be revisited and NFER tests will be used to identify gaps and offer standardised score. The analysis will then inform the following terms planning and PPM conversations.		
Supporting Remote Learning	Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning. EEF suggests that when implementing strategies to support pupils' remote learning, or supporting parents to do so, the key things to consider include: Teaching quality is more important than how lessons are delivered Ensuring access to technology is key, particularly for disadvantaged pupils Peer interactions can provide motivation and improve learning outcomes Supporting pupils to work independently can improve learning outcomes Different approaches to remote learning suit different tasks and types of content	<p>Teacher CPD on the use of Google Classroom and how to implement this within school and at home. This will take place during Teaching and Learning meetings.</p> <p>Should there be multiple pupils in the same year groups isolating for individual reasons, live lessons will be delivered daily. Should a bubble close, live lessons will be delivered as per a 'typical' school day.</p> <p>Teachers plan to teach the children how to use Google Classroom while they are in school during the autumn term to remove any technical barriers to using this tool at home.</p> <p>Purchase of Chrome books to ensure that laptops can be set up to lend out to those families that need them to be able to access home learning.</p>	<p>£0</p> <p>£0</p> <p>£0</p> <p>£4,450</p>	By ensuring prompt and relevant remote learning is accessible, any gaps that children experience in their learning due to absence will be minimised and data will evidence that predicted targets end of year targets will be achieved.

ii. Targeted Approaches				
EEF Recommended Strategy	EEF Rationale	Specific implementation at Christopher Reeves Primary School	Cost	Expected Impact
One to one and small group tuition	High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or	Lightening Squad Reading intervention for 40 pupils falling behind in reading	£55 per pupil (£2200 in total)	By increasing targeted time spent reading data analysis will indicate gaps in reading progress will close.

	<p>made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</p> <p>Providing additional out-of-class support after lessons can help to close gaps and/or deepen understanding. It may again be useful to look back at previous years' steps to support this</p>	Small group and 1:1 tuition delivered by teachers within school that know the children very well	£1,270	
Intervention Programmes	<p>Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils. We suggest schools should adopt one or two well-chosen, and wellimplemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning.</p> <p>In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks). Staff receive extensive training from experienced trainers or teachers.</p>	<p>Daily 1:1 reading with targeted children</p> <p>Specific catch-up interventions (pre-teach and post-teach) to close gaps so that pupils can access learning within the classroom</p> <p>Additional Phonics intervention to ensure children have the sounds that have already been taught.</p> <p>Numicon and White Rose maths intervention specific to specific pupils.</p> <p>Most interventions delivered by an additional Teaching Assistant</p>	<p>£0</p> <p>£4,124</p>	By providing maths and reading catch-up interventions for identified children in the afternoons, data analysis will indicate gaps in maths and reading to close and progress to accelerate.
Planning for pupils with Special	Creating a positive and supportive environment that promotes high	The deployment of teaching assistants are reviewed regularly and redeployed on	£0	Pupils with SEND are able to access the learning both in

<p>Educational Needs and Disabilities (SEND)</p>	<p>standards and positive relationships can help ensure pupils can access the best possible teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND.</p> <p>An important principle for teachers in managing behaviour is to get to know and understand each pupil, supporting them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable steps. Pupils will need teachers, teaching assistants or tutors to scaffold self-regulation to support them in organising equipment, their time and remembering routines.</p>	<p>need. The deployment is reflective of need/provision map.</p> <p>Any additional support given post universal support is by adults who are familiar to the pupils and to ensure consistency, programs/interventions are delivered by the same adult. This allows relationships to be built up and trust to be gained.</p> <p>Regular feedback from our Learning Support Team ensures teachers and parents are kept well informed of progress of individuals and as a result impact is maximised within the classroom.</p> <p>Reading intervention programme (NESSY) purchased for them to access</p>	<p>£200</p>	<p>school and at home and therefore make the expected progress from their individualised curriculum.</p>
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iii. Wider Approaches				
EEF Recommended Strategy	EEF Rationale	Specific implementation at Christopher Reeves Primary School	Cost	Expected Impact
<p>Supporting pupils' social, emotional and behavioural needs</p>	<p>A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year.</p> <p>As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils' social,</p>	<p>In many cases, Teachers will transition with their pupils to the next year group to eliminate the need for getting to know a new teacher again at the start of the year. Where this is not the case, time will be given for thorough hand over.</p> <p>Emotional Literacy programme already in place (Casey Caterpillar) to be used throughout the school to support pupils with feelings and transition.</p> <p>The transition and recovery curriculum will be grounded in evidence-informed approaches that have proven to be</p>	<p>£0</p>	<p>Our approach will be holistic, supported by the physical environment which is aesthetically pleasing and calming to the eye. Visual cues in the classroom, such as feelings vocabulary and behaviour charts offer handy reminders for pupils and staff. Our explicit approach means that we are well placed to manage pupils' return to school in the coming academic year. Behaviour</p>

	<p>emotional and behavioural needs. Once more, meaningful and manageable assessment will be crucial.</p>	<p>effective within our context. This will be delivered within timetabled PSHE lessons, and, crucially, within everyday practices. Additionally, staff will use a range of strategies, including the use of a feelings chart to support identifying emotions, regular practice of calming tools such as deep breathing, using stories to examine character's feelings through reflective questioning, and using consistent approaches to solving problems and setting goals are central to our approach.</p> <p>Behaviour charts will continue to be used alongside Restorative Practises to support pupils in making good behaviour choices and being a part of resolution if things go awry.</p> <p>Well-being will continue to be a focus for our SLT. We will ensure a shared language and actively plan daily check-ins with our dedicated and enhanced pastoral team. Increased presence on gate – additional members of the Pastoral team will be on hand each morning to support any pupils with emotional need.</p> <p>An increased focus and school expectation to use outdoor learning regularly in the curriculum and opportunities to partake in the planned activities like Mental Health Day.</p>		<p>incidents will not increase despite pupils absence from school during 'lockdown.' Data analysis will indicate pupils generally remain behaving positive.</p>
<p>Access to Technology</p>	<p>'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'</p>	<p>Purchase of Chrome books to ensure that laptops can be set up to lend out to those families that need them to be able to access home learning.</p> <p>Online Platforms used (TT Rockstars and White Rose Maths</p>	<p>£4,450</p> <p>£120 £95</p>	<p>By ensuring that children have access to digital devices at home, they can access the live lessons and make the expected progress during any further lockdown</p>

Supporting Parents and Carers	<p>Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.</p>	<p>Parents have the opportunity to email all class-based teachers to communicate concerns. This communication can take place outside of the working day to meet their needs. It is agreed however, teachers will respond within their working day.</p> <p>Parent Consultations will continue to take place online so that Parents are kept up to date with their child's learning.</p> <p>Senior Leaders, SENDCo and class teachers will remain in close contact with vulnerable parents and offer any advice/signposting as/when needed. Support packages will include, dinner and food hampers.</p> <p>We will implement a differentiated approach to supporting pupils. We will create bespoke and targeted learning packs. We will ensure home learning is purposeful, achievable and well monitored by staff.</p> <p>The purchase of additional sets of reading books to enable school to have a ready supply of books that can be used in school and also enough for parents to take home on a more regular basis, incorporating book 'quarantine' rules.</p>	<p>£0</p> <p>Printing packs £200</p> <p>£100</p>	<p>By promoting a meaningful relationship between home and school, parents as partners will be encouraged.</p> <p>Parent questionnaires will indicate that parents will feel involved and more confident in being able to support their child's education.</p> <p>By ensuring that all children are able to access a wide range of reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise reading at home, data will evidence accelerated improvement in the children's reading ability.</p>
Total Spending	£14,804			
Total Funding	£7,440			
School's main budget contribution	£7,364			