

Covid Catch-up Premium: Impact statement

Chilmington Green Primary School 2020-2021



1. Summary information

School	Chilmington Green Primary School				
Academic Year	2020-2021	Total COVID catch-up budget	£5,920	Date of most recent review	Sept 2020
Number of pupils	110	Number of Pupil Premium pupils		Date for next internal review of this	May 2021

Strategy Statement

“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. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.” **(DfE July 2020)**

At Chilmington Green Primary school we are committed to ensuring the school closure during Lockdown (March 2020) and January (2021) lockdowns and any subsequent class closures or school closures will have a minimal effect on children’s learning and well-being.

The investment of the Catch-Up Fund takes account of best practice identified by

- Department for Education - Guidance Catch Up Premium (November 2020)
- Education Endowment Foundation – Guide to Supporting School Planning : A Tiered Approach to 2020 -21

The funding is directed to measures proved to be effective and there is a key focus on our most disadvantaged pupils. This whole school strategy calls upon the expertise of the Teaching and Nurture professionals.

Priority Areas for Catch up funding

TEACHING

- Staff CPD, professional development and mentoring
 - Whole school nurture provision
 - Delivery of a recovery curriculum
 - Formative assessment
- Remote learning support for all families

TARGETED ACADEMIC SUPPORT

- One to one or small group interventions delivered by skilled TAs
 - Trained staff
- Continuity of learning between class lesson and intervention

WIDER SUPPORT

- Embedded nurture provision
 - Reinforcing routines
- Robust assessment of social, emotional and mental health well-being with planned targeted measures
 - Bespoke support with attendance led by SLT & PSA
 - Inviting new members to the Parent Forum

Barriers to future attainment - academic

Teaching

- Teaching and learning will need to take account of impact on transitions due to the pandemic and gaps in learning. Additional training on the recovery curriculum and the role of formative assessment will be crucial.
- Working in bubbles, Nurture provision will have to be wholly led by the class team (as opposed to the Nurture Lead going from class to class) necessitating staff training. Additional training will be needed.
- Teaching profile includes 1 newly qualified teacher who have had a disrupted final teaching practice placement due to the pandemic. Intensive support from the leadership team will be required due to a large part of their training being missed.
 - School expanding and therefore new staff being recruited and intensive support through induction and training program.

Targeted Academic Support

- Vulnerable groups of children who have missed key learning.
 - Additional, targeted in school support will be required due to high in year admissions.

Wider Strategies

- Potential further disruptions due to a third wave of the pandemic. This necessitates the need for home learning resources to be available to all families and a robust approach to remote teaching and learning.
 - Attendance, as there may be significant concerns about sending children into school during a global pandemic.

Planned Expenditure

Teaching

Quality of teaching – classroom pedagogy – whole school strategies delivering a recovery curriculum – embedded Nurture provision

Action	Intended outcome	Implementation	Staff Lead	Impact/Evaluation
<p>To support Formative assessment and flexible planning by ensuring the following is in place and teachers have the understanding and skills to implement -Diagnostic questions, mixed ability teaching, fluid teaching (reshaping) 'Anchor' task, 'Do now' tasks.</p>	<p>Teachers are able to use formative assessment effectively to identify gaps and accelerate progress.</p> <p>Teachers have good subject knowledge so that their teaching is adapted and fluid in order to close gaps and build knowledge.</p> <p>The lesson structure across the curriculum includes subject specific assessment for learning opportunities.</p>	<p>Webinars held by Trust Curriculum leads (Summer term)</p> <p>Ongoing CPD in the form of Subject networking meetings drop-in surgeries and How to Videos to support Teachers and Teaching Assistants.</p>	<p>Curriculum Leads</p> <p>Lead Practitioners</p> <p>Senior leaders</p>	<p>Trust CPD & school SLT support have ensured all staff are confident in using formative assessment in planning and teaching for curriculum recovery.</p> <p>Use of diagnostic questioning, mixed ability teaching, reshaping teaching, anchor & do now tasks are embedded practice throughout the school.</p> <p>Gap analysis through assessment for learning prioritised.</p>
<p>To identify statutory requirements of the curriculum not taught during school closures for each year group</p>	<p>All statutory requirements in the 2020/21 curriculum including those not taught due to school closures</p>	<p>CPD Webinars in the Summer Term</p> <p>MTP review with leadership</p> <p>Team</p>	<p>Curriculum leads</p> <p>Lead Practitioners</p> <p>Senior leaders</p>	<p>NCETM RTP grids, revised MTPs, Trust CPD, SLT support used to ensure comprehensive coverage of NC statutory requirements.</p>
<p>Revise long term plan and topics for 2020/21 to include</p>	<p>All CTs able to deliver curriculum effectively as evidenced through ongoing</p>			

<p>the above and provide ongoing CPD for all teachers to ensure they are prepared to deliver the revised curriculum</p>	<p>CPD and support from subject leaders. Children are showing a good ability to make connections in their learning through building on previous knowledge in the wider curriculum as evidenced through pupil conferencing</p>			
<p>Staff receive training on: 6 principles of Nurture, Restorative justice, PSHE curriculum, SRE curriculum, DFE training module on mental well-being including TAs trained in mental Health First Aid.</p>	<p>All staff are better informed about the holistic approach of the Recovery Curriculum. How best to support children through the curriculum with the different emotions and behaviours that they may display. PSHE curriculum is effective in supporting children's mental health and understanding of relationships.</p>	<p>Survey sent to families to help construct Recovery Curriculum based on their responses and experiences. September Staff Development Day – a Recovery Curriculum. Class assemblies and circle times based on the mental health training module</p>	<p>HT SENCO PSA Nurture TA</p>	<p>Trust CPD and SLT support has ensured that every classroom throughout the school is a nurture classroom, building on existing practice on the school's journey to becoming a nurture accredited school. Strategies such as daily emotional check in and worry monsters are embedded practice.</p> <p>All school staff have undertaken additional nurture training in response to the pandemic, enabling staff confidence in responding to this unprecedented time.</p>
<p>Provide robust, on-going training and support for class teachers to develop their understanding of class-based Nurture and their ability to support children's well-being in class</p>	<p>Classroom practice will be informed by the 6 principles of Nurture and teachers are providing an environment where children feel safe, secure and happy. They understand their emotions and are able to self-regulate.</p>	<p>Assess the needs of all children in terms of wellbeing and social, emotional and mental health needs. The Leuven well-being assessments used for key children at the beginning of Term 1</p>	<p>HT SENCO PSA Nurture TA</p>	<p>Use of well-being survey completed at home alongside the use of Boxall profiles and</p>

		and whole class Boxall profiles at the end of Term 1		Leuven well-being scales have enabled effective gap analysis and rapid intervention to be implemented
Targeted Academic Support				
Intensive, evidence-based, high-quality intervention delivered by skilled staff				
Ensure all teaching assistants have up to date training for reading interventions: Switch On, Inference training and Phonics interventions.	To catch up the vulnerable readers who have slipped to below age expected. Entry and exit data assessments show that all children are making above expected progress because of the support. Targeted years 1 to 3 children have filled the gaps in their phonics knowledge and can decode words with fluency and spell with greater accuracy. Phonics assessments will show progress and gaps are closed.	Daily 1:1 reading with pupils who do not read at home using phonetically decodable books (Big Cat) Switch on Intervention Children in years 2 to 6. Small group support during Phonics lessons in Year 1 with targeted pupils from the cohort. Daily phonics boosters for 15 mins with small groups in Year 1 to 3.	HT AHT SENCO Maths and English Subject leaders CT	All training been undertaken and interventions in place and being monitored for impact by SLT.

<p>Ensure KS2 TAs have up to date training in maths interventions, including pre-teaching, CUSU and any chosen structured intervention such as switch on.</p>	<p>Targeted years 3 to 6 children are fluently recalling multiplication facts. Targeted children in years 3 to 6 show number fluency by recalling key skills. Targeted children are more confident in maths lessons through pre-teaching. Writing of targeted children in year 5 is improved through targeted reading including comprehension and inference skills. Targeted children for spelling intervention in their writing in Years 3 & 4.</p>	<p>Timetabled interventions and out of class interventions that includes after school targeted tutoring for key children in KS2, led by TAs (1:6) Boosters for Arithmetic, Maths Comprehension, Times Tables. Timetable of in class support for small group tuition in class for Maths in KS2</p>	<p>HT AHT SENCO Maths and English Subject leaders CT</p>	<p>All training been undertaken and interventions in place and being monitored for impact by SLT.</p>
<p>Class teachers and teaching assistants to run after school booster sessions with their classes (as their clubs) over this academic year.</p>	<p>Targeted children in each class to have an after school reading session, to develop reading for pleasure, reading mileage and any areas to develop identified by each teacher.</p>	<p>Teachers to run an after school reading club for 3 terms a year with focus identified children.</p>	<p>HT AHT SENCO Maths and English Subject leaders CT</p>	<p>All targeted children and parents been notified and interventions in place and being monitored for impact by SLT.</p>
<p>A Year 1 and a Year 2 TA to be trained to deliver the 1stClass@Number intervention.</p>	<p>To develop targeted children's number and calculation ability and their mathematical understanding, communication and reasoning skills.</p>	<p>Maths lead and TAs trained in term 2.</p>	<p>Maths Subject leader TAs</p>	<p>All targeted children and parents been notified and interventions in place and being monitored for impact by SLT.</p>

	Entry and exit data will be provided by the Sandwell Numeracy Test and data will be tracked throughout the 10-week programme.			
Total Cost	£5920			

Wider Strategies				
Specific support for remote learning and attendance.				
Action	Intended outcome	Implementation	Staff	Impact
Revise the Remote Learning Policy in the light of a new online platform which will be adapted as the year goes on. Provide Ongoing CPD on the online platform (Microsoft Teams) for	To provide high quality Remote learning to all children by ensuring that elements of effective teaching are present. Ensure access to technology for pupils, particularly for disadvantaged pupils based on responses to the	Remote learning policy shared and all staff clear of their roles. Microsoft Teams launched in September 2020 for remote learning.	Virtual learning Headteacher Director of Communications and media CEO and SIP	Trust policy revised in light of using TEAMS. Shared with all parents and Parent Forum feedback sought. Feedback has been extremely positive.

<p>Leaders, Teachers, Teaching Assistants and pupils and guidance for families at home.</p>	<p>survey sent to parents to confirm if they have Wi-Fi and devices at home.</p> <p>Identified SEN children (HNF/EHCP) are provided with home learning that they can access with some independence.</p> <p>Daily catch up calls so that children's well-being is monitored and support for learning given.</p>	<p>Home learning meets the needs of all groups of children.</p>		<p>Remote learning policy and Trust CPD have ensured all teachers have been well prepared to deliver teaching remotely during lockdown and to reshape their approach upon whole school return.</p> <p>All children had access to IT equipment needed, included wifi.</p> <p>Bespoke learning delivered for children with additional needs.</p>
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<p>To develop the role of the Parent Support Advisor, to support families in the school community, returning after a prolonged absence.</p>	<p>Families confidence in returning to school improves and overall figures for attendance will not be significantly lower than national expectations (95%) or school norm.</p> <p>Communication with vulnerable families is good through regular contact so that barriers are identified and support given.</p>	<p>Alongside the Administrative Assistant, identify families who may now require additional support regarding attendance to support them back into school.</p> <p>The priority for the SLT and the well-being team (PSA, SENCO, Attendance officer, Trust Safeguarding Lead, Nurture TAs) will be to work together to communicate and support families to gain their trust.</p> <p>Food parcels and vouchers delivered by the well-being team to vulnerable families (FSM).</p>	<p>SLT PSA SENCO Nurture TA Administrative Assistant</p>	<p>Attendance closely monitored – both in school and engagement in remote learning.</p> <p>Barriers rapidly identified and strategies put in place.</p> <p>Regular catch up calls enabled well-being to be closely monitored and rapid intervention to be put in place as required. This included food parcels, food vouchers and Christmas hampers.</p>
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