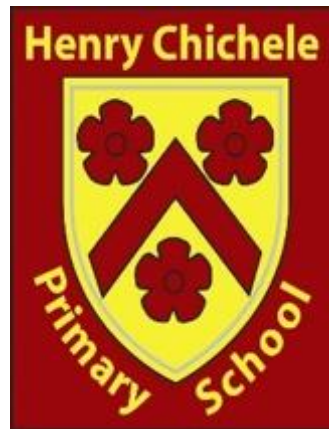


Henry Chichele Primary School

Catch Up Strategy Statement

2020-21



COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
School:	Henry Chichele Primary School	Total number of pupils:	382 (Oct Census)
Academic Year:	2020/21	Amount of catch-up premium received per pupil:	£80
Date of strategy:	January 2021	Total catch-up premium budget:	£30560
STRATEGY STATEMENT			
<p>Covid-19 has had an impact on all our lives. There are many positive stories coming from lockdown and we need to celebrate these with our young children. We also need to be mindful that many pupils did not attend school between March and September 2020 as well as January to March 2021. We need to have consideration for the impact that this will have had on both their education, emotional wellbeing and readiness to learn. Many of the children received home schooling and the school provided lessons through paper packs (where needed), the school website, Purple Mash, Timestables Rockstars, and more recently Microsoft Teams (Jan 2021). However, it is important to remember that children, due to home circumstances, will not have received the same quality of education, consistently and as thoroughly as if they had been in school during this time. Some families have struggled to engage with the home learning especially as the weeks of lockdown continued. Bereavement and anxieties about catching the virus, is an on-going worry and supporting families on schools reopening with this remains a focus.</p>			

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Lack of confidence for remote teaching and learning for some staff.
B	Gaps in learning due to school closures. (Summer term 2020, Spring term 2021)
C	Lack of capacity for adults (teaching and non-teaching staff) to provide 1:1 and small group tuition.

ADDITIONAL BARRIERS

External barriers:

D	Pupil's mental health and wellbeing have been impacted on during lockdown.
E	Lack of engagement in education by some families.
F	Lack of access to devices to enable online learning for some families.

Planned expenditure for current academic year

QUALITY OF TEACHING FOR ALL						
Barrier	Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Cost	Staff lead	Impact/ evaluation Autumn/ Spring/ Summer
A	<p>Provide focused training on the effective use of technology for live teaching.</p> <p>Share good practice of remote learning strategies amongst staff to ensure that good practice is built on across the school.</p> <p>Procedure in place for remote learning, involving staff setting and feeding back on work.</p> <p>Staff made aware of remote learning requirements through CPD.</p> <p>Families informed of the provision for remote learning through newsletters.</p> <p>Parents evening system setup to implement remote appointments.</p>	<p>All teachers and relevant support staff confident to use the technology to support pupils learning 'on line'.</p> <p>All teachers aware of the appropriate activities to engage pupils when learning remotely.</p> <p>Teachers given opportunities to share best practice, examples of positive outcomes with all staff.</p> <p>All children to continue to learn in the event of remote learning.</p> <p>Children to continue to receive feedback on their work.</p> <p>Parents to be supported and encouraged to engage with their children's remote learning activities.</p>	<p>EEF Toolkit suggests that digital technology approaches often require additional training and support for teachers which is essential in ensuring the technology is properly used and learning gains are made. (+4)</p> <p>Parental engagement (+3), homework, primary (+2), Feedback (+8).</p>	<p>Teams – DfE cloud funded platform £1500 refunded to school.</p> <p>Parents eve system - £500</p>	HT	

A/D	<p>PE lesson once a week with a specialist teacher.</p> <p>Professional development for all teachers in the planning and delivery of high quality PE session, through team teaching and modelling.</p> <p>Physical challenges to be shared with children via remote learning/ social media platforms.</p>	<p>All children to have access to an increased amount of physical activities/ outdoor learning.</p> <p>Staff to have increased confidence in delivering high quality PE lessons.</p>	<p>Due to children being indoors and less active during COVID isolation periods/ School closures, children's health and wellbeing have decreased, making it even more essential that children are engaging in high levels of physical activity and establishing good active behaviours for later life.</p> <p>EEF Toolkit states that recent evidence from the UK that sports participation can have a larger effect on, for example Maths learning, when combined with a structure. (+2)</p>	<p>Get Set PE £1375</p> <p>Cost to be covered by Sport Premium funding.</p>	<p>PE Lead SLT</p>	
TARGETED SUPPORT						
Barrier	Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Cost	Staff lead	Impact/ evaluation Autumn/ Spring/ Summer
B	<p>Invest in a standardised assessment tool to identify gaps in Reading, Maths and Spelling</p>	<p>Assessments provide clear gap analysis which is used to inform planning and teaching.</p> <p>Intervention groups identified through analysis of data.</p> <p>Assessment data can be compared to ARE, local and national data to inform school priorities.</p>	<p>Children have gaps in their learning due to school closures (Summer Term 202, Spring Term 2021)</p> <p>The EEF guide to supporting schools planning: A tiered approach to 2021 states; planning effective assessment is integral to supporting great teaching. Schools will have to deploy their own assessment approaches to sensitively diagnose the actual impact that COVID-19 school closures may have had on their pupils.</p>	<p>NFER Standardised assessments £5366</p> <p>Rising stars SpLD and Behaviour support assessments. £514</p>	<p>HT SLT</p> <p>IM</p>	
B	<p>Invest in an online platform for all KS2 pupils to support additional online learning.</p>	<p>All children have access to individualised online learning though the use of artificial intelligence and teacher direction. This impacts on the progress that pupils make over each term.</p>	<p>Children have gaps in their learning due to school closures (Summer Term 202, Spring Term 2021)</p> <p>EEF toolkit suggest that digital technology approached are beneficial for writing and Maths practice. (+4)</p>	<p>Century Tech £1900</p>	<p>IM SLT</p>	

B	Invest in synthetic phonics program for all staff in order to close gaps in children's knowledge.	All staff will be trained in and aware of schools approach to the teaching of reading.	<p>Phonics data.</p> <p>EEF tool kit states that teaching phonics is more effective on average than other approaches to early reading, though it should be emphasized that effective phonics techniques are usually embedded in a rich literacy environment for early readers.</p>	RWI phonics training whole staff. ISB allocation.	Phonics Lead SLT	
B/C	<p>Use additional support staff to provide short term clear interventions to identified pupils over 2-3 days.</p> <p>Pupils identified for academic interventions through data analysis. Baseline assessments to be completed.</p> <p>Deployment of additional staff to be reviewed regularly.</p> <p>Intervention plans to be reviewed termly and whole school provision map updated.</p>	<p>Gaps identified in children's learning to be met through whole school provision map.</p> <p>Identified children to make accelerated progress.</p> <p>Gaps in learning to be reduced.</p>	<p>Children have gaps in their learning due to school closures (Summer Term 202, Spring Term 2021)</p> <p>EEF Toolkit: One to one/ small group tuition (+5)</p>	<p>Additional teaching staff 0.6FT £29232</p> <p>Cost to be covered by Pupil Premium funding.</p>	Inclusion Team SLT	
C	Additional staff time to provide catch up program outside of school hours.	<p>Gaps identified in children's learning to be met through additional tuition/ teaching time.</p> <p>Identified children to make accelerated progress.</p> <p>Gaps in learning to be reduced.</p>	<p>Children have gaps in their learning due to school closures (Summer Term 202, Spring Term 2021)</p> <p>EEF Toolkit states that evidence indicates that, on average pupils make 2/3 months progress per year from extended school time in particular through the targeted use of before and after school programs. (+3)</p>	<p>Cost per hour £15.00 (includes on-costs)</p> <p>Total budget cost of £7,832</p>	SLT	

D	<p>Identify pupils who will benefit from pastoral support through whole school wellbeing tracker.</p> <p>Inclusion team to introduce whole school wellbeing tracker.</p> <p>Teaching staff to complete wellbeing tracker 3 x a year.</p> <p>1:1 sessions with identified pupils to be implemented in liaison with the inclusion team.</p> <p>First week back PSHE focus on settling children back in to school and identifying concerns.</p> <p>SCARF resources to be introduced to staff for teaching PSHE curriculum.</p>	<p>Staff are equipped to identify gaps in children's emotional development.</p>	<p>EEF Toolkit states that Interventions which target social and emotional learning (SEL) have an identifiable and valuable impact on attitudes to learning and social relationships in school. (+4)</p>	<p>Whole school emotion coaching training - Service level Agreement</p> <p>Staff CPD – TaMHs Conference. £150</p> <p>SCARF £1050</p>	<p>Inclusion Team</p> <p>PSHE Lead</p>	
Total budgeted cost:						£17,312

OTHER APPROACHES						
Barrier	Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Cost	Staff lead	Impact/ evaluation Autumn/ Spring/ Summer
E	Identify pupils who are not attending school as much as they are able. Establish a key contact in school who will work to develop good relationships with parents or families to support increased engagement.	Good relationships established with key parents and strategies implemented to increased parent confidence and awareness of the need to attend school and the support which will be on offer.	EEF Toolkit suggests that increasing parental engagement in primary and secondary schools has an average of 2/3 months positive impact (+3)	Family support worker to be employed 16.5 hrs 40 week contract at point 12. £11525(includes on-costs)	Inclusion Team	
E/A	CGP workbooks to be purchased for English/ Phonics, Maths for Y1 –Y6 pupils to be used as additional homework to support in closing gaps in learning.	Gaps in learning to be reduced.		CGP workbooks £1723		
F	Identify pupils who would be unable to access learning if the work needed to be undertaken online. – Survey to be completed and results analysed. Access DfE support as relevant. Resources allocated to families on a needs basis. (6 laptops provided to by the government)	All pupils to have access to online learning through Tapestry/ Microsoft Teams.	EEF Toolkit states that there is some evidence that when homework is used as a short focused intervention it can be effective in improving students' attainment. (+2)	Laptops/ Set up – no cost to the school.	HT SLT	
Total budgeted cost:						£13,248

ADDITIONAL INFORMATION

This statement has been informed by:

- DfE guidance: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- EEF: *Covid-19 Support Guide for Schools*
- EEF: *Rapid Evidence Report: Distance Learning*
- EEF: *Making Best Use of Teaching Assistants*.