

Catch-Up Premium Plan

Chandlers Ridge Academy

Summary information					
School	Chandlers Ridge Academy				
Academic Year	2020-21-22	Total Catch-Up Premium	£27,760	Number of pupils	319

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 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.

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
<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>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology

➤ Summer support

Identified impact of lockdown

Maths	<p>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'.</p> <p>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 arithmetic assessments.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps 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.</p>
Reading	<p>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. The bottom 20% of readers have been disproportionately affected.</p>
Phonics	<p>There are now significant gaps in knowledge of phonemes particularly in Reception, Y1 and Y2.</p>

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

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Phonics support within school time and out of school time</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 and this supports</p>	<p>TAs provided with planning and able to provide catch up provision in small targeted groups before school. (£500)</p> <p>Purchase additional manipulatives for where necessary in school (£300)</p> <p>E books purchased for during lockdown 2021 so children can continue reading at home- also can be used in school on children's return. (£700 through school budget)</p>	<p>All the children who attended the small groups target groups attained the phonics check in June 21.</p> <p>Children have access to manipulatives and understand the fluency of maths. This has supported the ambitious curriculum</p> <p>Remote access allows a range of books and children have opportunities at home to read more frequently in addition to reading books from school.</p>	<p>AD</p> <p>phase leaders</p> <p>NB</p>	<p>June 21 Nov 21</p> <p>June 21</p> <p>March 21</p>
<p><u>Supporting great teaching</u></p> <p>Purchase more systematic synthetic reading books</p>	<p>Phonics lead has taken advice from advanced skills teacher to purchase an increased number of reading books which are systematic and synthetic phonics based. Books for EYFS to lower KS2. (£3500)</p>	<p>Enhanced to a wider range of books which provide progression and structured way of learning to read.</p>	<p>AD</p>	<p>Dec 21</p>
<p><u>Teaching assessment and feedback</u></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>Baseline for all children and progress meeting following this. Regular data collected Information about progress also collected through low stakes testing, quizzes and questioning. (part of normal costs)</p>		<p>NB</p>	<p>July 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Chandlers Ridge have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>Transition videos provided for new starters. visits for parents when allowed</p>	<p>Parents/carers of Reception 2021- invited with children to visit after school before the planned transition for the children.</p>	<p>phase leaders</p>	<p>Ongoing</p>
Total budgeted cost				£4300

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children	Y1/ Y2 will be catch up phonics in sessions before school with TA	Each phase leader has plan and impact of these across their phase.	AD/AB	Dec 21
	2 days a week in Y3 and 4 for teacher cover for 2 terms so Teacher could take small groups in maths and English(including phonics and reading)	Y1/ 2 impact all children with this support achieved phonics standard.	LA	Dec 21
	Y4 multiplication support after school – continuing October 21	Y3/4 improved mental maths skills and over learning provided. Children gained confidence. In English skills work with reading – supporting children with phonics strategies and comprehension. Children made progress as shown in testing and books.	NB	July 21
	Y5 catch up maths, English and reading Y6 catch up, English, maths and spelling	Y4 multiplication tests showing progress.	MR	
	Each phase has completed a more detailed plan for their area.	Y5/6 was more variable in progress due to attendance out of school times. Data for Y5 and Y6 was very positive in summer 2021		
	From September 2021 Y6 and Y5 to have small group work on Maths basic skills after school		MR	Dec 21
<u>small group tuition- from September 21</u> <u>small groups and 1-1</u>	Y1/2 support in maths and phonics – 2 additional mornings a week Phonics and reading support Y4 multiplication after school support.	TA support two additional mornings a week. Phase leaders have a plan and look at impact across the phase.	AD LA	Dec 21
<u>Intervention programme</u>				

An appropriate intervention supports those identified children in reinforcing their understanding.	Interventions occurring during the school day when necessary.			July 21
<u>Extended school time</u> Identified children are able to access a catch-up after school sessions. The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.	Catch up for reading, writing and phonics across school. More detailed plans by phase leaders.	Detailed plans of the impact of this kept by phase leaders.		July 21
Total budgeted cost				£23 355

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning. Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	Additional online learning resources will be used such as My Maths (£475) Exercise books purchased to have available in case. Photocopying of work where necessary if children cannot access learning. (£50) SPAG.com and spelling shed bought to support parents and children at home. (£220)	This has continued to be used as learning that can be accessed at home or at school and is self marking and provides teaching points. This allows children independence. Provided for those children who needed this. Support for children that is easily accessible to all		Dec 21 Feb 21 Dec 2021
<u>Access to technology</u>				Feb 21

<p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>DFE supplied devices where necessary. Children to borrow school device if necessary.</p> <p>New laptops on order for staff-these can run the boards and can be taken home when necessary (approximately £5000)</p>	<p>All children who needed a device over lockdown 2021 were provided with one. This was invaluable for use of MSTeams.</p> <p>In school and in use. Supporting staff and children.</p>		<p>Feb 21</p>
Total budgeted cost				£33460
			Cost paid through Covid Catch-Up	£27760
			Cost paid through school budget	£5700