

Churchfields, the Village School

Catch-Up Premium Action Plan

September 2020 – July 2022

Leader: Simon Fatcher (HT)

School Overview

Number of pupils in school YR – Y6	130
Catch-up Premium allocation (No. of pupils x £80)	£10,400
Plan Start Date	September 2020
Plan Major Revision Date	July 2021

Context

- Our proportion of disadvantaged pupils across the school is 12% or 16 children when taking only Pupil Premium (FSM Ever6) into account although the school classes some other pupils as disadvantaged in some instances.
- The vast majority of children from Reception to year six engaged with the detailed online learning provided through our Google Classroom learning platform.
- Upon re-opening after all lockdowns, we had a good response to children coming back to school. Attendance was stable across all year groups upon return.
- Due to no parental demand, our school was fully closed over the 2020 summer holiday period which meant that no school based or remote learning took place over the summer break. This is also likely to be the case for the summer 2021 summer holiday.
- Staff have continued core assessment activities across the year, albeit with adjusted schedules and requirements due to school closures and other COVID-related demands.

		Barrier	Desired outcome
Teaching Priorities		Staff need to develop a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely by closures and Covid-19.	Staff are better informed and have greater clarity about how to support children with mental health needs. COMPLETED – PSYCHOLOGICAL FIRST AID TRAINING COMPLETED AND IMPLEMENTED BY ALL STAFF
		Home learning is quite limited due to the current platforms used and can be developed further during this academic year to improve access to learning at home for all pupils.	A strong remote learning offer to be in place. A new and improved platform is in place and all staff are trained in its use. COMPLETED – GOOGLE CLASSROOM FULLY IMPLEMENTED IN LOCKDOWN 3
Targeted Academic Support		To use baseline assessments to ascertain exactly where all children are in relation to their age related learning in Reading, Writing and Mathematics.	Pupils make accelerated progress in key areas from their starting points.
		Some pupils may have had limited access to reading materials across lockdowns/school closures and therefore, their reading ages may be lower than expected.	Reading skills are much improved and accelerated progress in reading ages to be demonstrated on a term by term basis once data can be reliably interpreted.
Wider Strategies		Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and lack of structured learning experiences over school closure periods.	All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement.

Teaching Priorities

	Action	Desired outcome	Source	Cost	Monitoring	Person responsible	Evaluation
	<p>All staff to receive Psychological First Aid training and this knowledge is implemented to support pupils</p> <p>PSHE lessons are taking place on a regular basis which support the mental health and emotional and social needs.</p>	All staff are equipped for early recognition of children's	DfE / LA	<p>Free training materials but staff cover costs required</p> <p>Approx. £1k</p>	<p>Staff attendance at training and evidence of implementation during formal lesson observations and informal pupil discussions</p>	SF to facilitate	<p>January 2021: All staff have completed the training.</p> <p>June 2021: Staff have been using techniques to support pupils across lockdown school closures and for those attending school. Children and parents report through informal conversations and formal questionnaire that their children feel well-supported.</p>
	<p>CPD provided for staff on the effective use of the new online learning platform (Google Classroom) which has been set up using DfE funding.</p> <p>To use GC as an effective remote education learning platform.</p>	The new platform is in place and staff, pupils and parents are able to use it effectively as soon as possible.	DfE	<p>DfE funding for GC set-up then additional resources to support approx. £1k (maths planning for teachers support; and maths resources for users</p>	<p>Feedback from parents using formal and informal methods</p>	GC with SF support	<p>January 2021: GC fully set up and being used by teachers, parents and pupils for remote education. Engagement was excellent – weekly monitoring available for the whole closure period.</p> <p>June 2021: GC continues to be used for pupils self-isolating. Monitoring carried out as above and shows engagement to be good.</p> <p>Non-engagement fully followed up CT initially then HT throughout.</p>

Targeted Academic Support

Barrier	Action	Desired outcome	Source	Cost	Monitoring	Person responsible	Evaluation
	<p>Reading, writing and maths assessments to identify children in need of further targeted support.</p> <p>Targeted support from interventions planned, carried out and assessed for impact.</p>	<p>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning.</p> <p>Children to make accelerated progress where they have fallen behind.</p>	<p>EEF</p> <p>NFER</p> <p>Other</p>	<p>£4k+</p> <p>Costs will be the main spending of this whole budget and will be in response to the needs of the children and will be divided between this budget and that of the Pupil Premium budget</p>	<p>Data analysis from formal assessments</p> <p>Interim assessments of interventions</p>	<p>SF as strategic overview</p> <p>English and maths leaders</p> <p>CTs</p>	<p>January 2021: Spending so far has been effective at addressing catch-up needs, particularly in terms of the lower-ability and vulnerable pupils which have been a particular focus.</p> <p>June 2021: The additional lockdown has created much more need in terms of social/ emotional so has been a focus of catch-up support since the return to school since the last school closure. This has been successful at addressing some high level needs whilst ensuring future sustainability (e.g. by securing and allocating funding for a new ELSA, supported by PP funding).</p>
	<p>Targeted support from NTP (National Tutoring Programme)</p>	<p>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning.</p>	<p>DfE</p> <p>EEF</p>	<p>£2k</p>	<p>Data analysis from formal assessments</p> <p>Interim assessments of interventions</p>	<p>SF as strategic overview</p> <p>English and maths leaders</p> <p>CTs</p>	<p>January 2021: All information has been submitted to NTP ready for tutoring to begin. The details are specifically linked to identified needs of the children.</p> <p>June 2021: NTP unable to allocate tutors to the school so this will be delayed until the next term (autumn).</p>

Wider Strategies

Barrier	Action	Desired outcome	Source	Cost	Monitoring	Person responsible	Evaluation
	<p>To train an additional ELSA to meet the needs of pupils at both bases in light of the emotional and social needs arising from the pandemic.</p> <p>To deploy both ELSAs effectively to meet the needs of all pupils that require their support.</p>	To address any social/emotional needs of pupils that have arisen as a result of the pandemic.	EEF LA (advice and training)	<p>Costs will be met from this and the Pupil Premium budget as required.</p> <p>Training is £1k</p> <p>ELSA to ELSA support in the region of £400, including resources</p> <p>Additional ELSA provision currently unknown, but £1k set aside</p>	Speaking with pupils and parents informally;	<p>HT/SEND Co to ensure strategic overview</p> <p>Sian Game (current ELSA)</p> <p>Cara Dowding (new ELSA)</p>	<p>January 2021: New ELSA identified from the staff so that there will be an Atworth and MF provision.</p> <p>LA training has been booked and in-school support has been arranged for new ELSA to provide additional support.</p> <p>June 2021: LA training has been delayed twice due to COVID-19. The new ELSA has engaged well with in school support however, and resources have been purchased based on recommendations from authoritative sources. New training dates have come out for the autumn term and the member of staff has been booked on again.</p> <p>New ELSA fully aware of the backgrounds and details of her new caseload.</p>

Date	Current Evaluation of Impact	Next Steps
January 2021	<p>All staff have completed the Psychological First Aid training.</p> <p>Google Classroom fully set up and being used by teachers, parents and pupils for remote education. Engagement was excellent – weekly monitoring available for the whole closure period.</p>	<p>All information has been submitted to National Tutoring Programme ready for tutoring to begin. The details are specifically linked to identified needs of the children.</p> <p>New ELSA identified from the staff so that there will be an Atworth and MF provision.</p>

	<p>Spending so far has been effective at addressing catch-up needs, particularly in terms of the lower-ability and vulnerable pupils which have been a particular focus.</p>	
<p>June 2021</p>	<p>Staff have been using techniques to support pupils across lockdown school closures and for those attending school. Children and parents report through informal conversations and formal questionnaire that their children feel well-supported. GC continues to be used for pupils self-isolating. Monitoring carried out as above and shows engagement to be good.</p> <p>Non-engagement fully followed up CT initially then HT throughout.</p> <p>The additional lockdown has created much more need in terms of social/ emotional so has been a focus of catch-up support since the return to school since the last school closure. This has been successful at addressing some high level needs whilst ensuring future sustainability (e.g. by securing and allocating funding for a new ELSA, supported by PP funding).</p> <p>The new ELSA has engaged well with in school support and resources have been purchased based on recommendations from authoritative sources.</p> <p>New ELSA fully aware of the backgrounds and details of her new caseload.</p>	<p>NTP unable to allocate tutors to the school so this will be delayed until the next term (autumn).</p> <p>LA ELSA training has been delayed twice due to COVID-19. New training dates have come out for the autumn term and the member of staff has been booked on again.</p>