

Chapel Street Community Primary School Catch – up Premium strategy and plan 2020 - 21

Funding allocation (Mainstream Schools) Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Reception through to Year 6.

Payments This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. A further £33.33 per pupil will be paid during the summer term 2021. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. 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 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. **See also EEF - School Planning Guide 2020-21 - <https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>**

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and monitoring As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

Teaching Quality teaching is the most important lever schools have to improve outcomes for their pupils.

Targeted Academic Support There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact. Pupil Assessment and Feedback Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been effected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

Wider Support Strategies Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parent, especially to increase attendance and engagement with learning

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School overview

| Metric | Data |
|--|--|
| School name | Chapel Street Community Primary School |
| Pupils in school | 686 |
| Proportion of disadvantaged pupils | 40.4% |
| Catch up Premium allocation this academic year | £50,400 |
| Academic year or years covered by statement | 2020 / 2021 |
| Publish date | November 2020 |
| Review date | July 2021 |
| Statement authorised by | Ella Hughes |
| Catch up premium lead | Phil Heath |
| Governor lead | TBC at Curriculum Committee meeting – January 2021 |

Context of the school and rationale for the strategy (With specific reference to the impact of COVID 19)

- Chapel Street Community Primary School is a large three form entry Primary in the heart of Levenshulme, Manchester. Chapel Street serves a very diverse community in which a high proportion of families have English as an additional language.
- EAL - 85%, SEND -12%, PP Most recent statutory data is from 2019: GLD - 59%
- Phonics - 80% for year 1 and 92% at end of year 2
- KS1 Reading - 65%, writing - 56%, maths - 63% and science 77%
- KS2 reading - 53%, writing - 54% and maths 66%. Combined was 44% and progress scores were -0.94 for reading, -1.99 for writing and +0.84 for maths.
- Prior to lockdown starting in March 2020, teachers and school leaders had been working extremely hard to deliver an exciting and engaging curriculum and the benefits were beginning to be seen in pupils' learning and progress. The impact of lockdown was however, disastrous for many children. The digital poverty in the majority of homes meant that many pupils were unable to engage with remote learning with a significant impact on levels of attainment and outcomes for pupils.
- Covid SEF was completed in full with evidence submitted to LA - Feedback and put in place for current provision / any future closures of school.
- Significant negative impact on mental health and wellbeing for some pupils through lack of provision from CAMHS.
- When referrals are made there is often a significant delay. This significantly impacts for the individual child, their family and school.
- Relational approach followed consistently by SLT is leading to high levels of staff feeling well supported and confident to be in school.
- Effective communication and relationships with pupils, parents / carers and families has meant community felt confident to return to school in September and attendance is improving – low percentages impacted by increased unauthorised holidays and absence overseas.

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- Effective prioritising based on safety, health and wellbeing of all pupils and staff – including mental health. This has meant making decisions to not complete some tasks (for example learning walks, book scrutiny and lesson observations) and refocusing some elements of directed time (for example pupil progress meeting time used for remote learning packs).
- Focusing on essential elements of school provision and curriculum to maintain staffing and resourcing within sustainable levels and help ensure business continuity – for example not restarting before and after school club provision (including breakfast club), external provider of after school club moved to another site (which our families can access), LSA and EAL teams of TAs redirected into classrooms, no educational visits or trips.
- Making use of remote technology where possible for example visitors, assemblies and staff meetings.
- Focusing on paper based Home / Remote learning so that it is immediately accessible by all pupils, meaningful, in line with our curriculum in school and supplemented by online resources such as White Rose, Oak National Academy, BBC Bitesize and other reputable and quality sources. These are also being used as part of our catch-up programme to provide opportunity for additional practice and consolidation of basic knowledge and skills.
- Survey of all parents / carers and families to ascertain access to technology (devices and internet) at home – this will be used to inform longer term approach to remote and home learning.
- **The following proposed plan will benefit all pupils in school and raise standards of quality first provision, as well as to specifically target identified children – including disadvantaged, vulnerable and those who we have evidence have been more significantly impacted by Covid in terms of their progress and attainment.**

| | | Barrier | Desired outcome |
|----------------------------------|---|--|---|
| Teaching priorities | A | Staff need to develop a greater understanding of children’s mental health and well being 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 and well being needs. |
| | B | 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. Online Remote learning activities are uploaded and feedback to pupils given as and when appropriate. |
| | C | To focus upon strategies and support which develop greater resilience and self confidence in our children | To have an overall increase in children’s resilience and self confidence by the end of summer term 2021 |
| Targeted Academic Support | D | To use December baseline assessments to ascertain exactly where all children are in relation to their age related learning in English and Mathematics | Pupils make accelerated progress in key areas from December 2020. |
| | E | 85% of pupils have English as an additional language and low levels of spoken language | To improve the spoken language and ability of children |
| Wider Strategies | F | 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 since school closures in March 2020. | All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020/2021. |

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Teaching priorities for current academic year i.e. Professional development and support

| Action | Desired Outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Cost | Responsible Person | Impact and Review (When) |
|---|--|---|--|--|---------------------------|---|
| Introduction and implementation of whole school mastery maths approach. (Training, text books, work books etc). | Staff confident in delivery of maths mastery approach. Pupils make accelerated progress in maths from Dec baselines. | Consolation with DfE and EEF | Staff training and introduction Teacher moderation Data analysis Book looks | £15,000 | P Heath J Heath | January 2021 April 2021 July 2021 |
| Home / Remote learning packs and learning resources for all children within school (CGP / White Rose booklets). | 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. Remote learning activities are uploaded and feedback to pupils given as and when appropriate. Paper based learning provided so all pupils can access. | Staff feedback and consultation DfE guidance EEF consultation | Teacher moderation Pupil Voice feedback Parental feedback Case studies Regular leadership consultation | £16,000 <i>(See breakdown of cost in Action Plan)</i> | R Smith P Heath | January 2021 April 2021 July 2021 |

Targeted Academic support i.e. Structured interventions, small group tuition, 1:1 support

| Action | Desired Outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Cost | Responsible Person | Impact and Review (When) |
|--|---|--|---|-------------------------------------|---------------------------|---|
| for NELI (The Nuffield Early Language Intervention – Elklan) programme, targeting disadvantaged children as a priority | To improve the spoken language and ability of children in Reception | High number of pupils with EAL | Regular assessment and moderation Case studies | No cost – Funded by the DfE | K Ortoft | January 2021 April 2021 July 2021 |
| Non-class based teacher redirected to work with additional group of identified pupils from year 5 with a focus on English and maths. | Pupils make accelerated progress in key areas from December 2020 baselines. | Assessment data analysis | Teacher moderation Data analysis Case studies | No cost – included in school budget | P Heath | October 2020 December 2020 |

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|--|--|---|--|-------------------------------------|--------------------|---|
| Non-class based teacher redirected to work with children who have additional needs in Nursery | Addition needs of identified Nursery Pupils are met in early stages of education | School leadership consultation New pupils have missed out on essential transition into school due to COVID restrictions in Summer 2020 | Baseline and Regular assessment and moderation Staff feedback Case studies | No cost – included in school budget | P Heath R Smith | January 2021 April 2021 July 2021 |
| National Mentoring and / or Tuition scheme alongside other strategies recommended in EEF toolkit. | Pupils make accelerated progress in all areas of learning by Summer term 2021 | Consultation with EEF toolkit | Baseline and Regular assessment and moderation Staff feedback Pupil voice feedback Case studies | £19,400 | P Heath | January 2021 April 2021 July 2021 |
| Purchase KS2 science study guide for all pupils in KS2. <i>(This is a one-off cost and they are being kept in school for use in subsequent years.)</i> | Pupils show improvement in Science learning and progress By end of Summer term 2021 | Data analysis Consultation with teachers Address long term learning of all | Baseline and Regular assessment and moderation Staff feedback Pupil voice feedback Case studies | £925 | J Heath P Heath | January 2021 April 2021 July 2021 |

Wider strategies i.e. Approaches to behaviour, mental health, social and emotional support

| Action | Desired Outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Cost | Responsible Person | Impact and Review (When) |
|--|---|---|--|-------------------------------------|---------------------------|---|
| Redirection of LSA and EAL teams to be classroom based with focus on disadvantaged children and those with additional needs. | Disadvantaged children and those with additional needs make appropriate progress by the end of Summer term 2021 | Teacher and School Leadership consultation Data Analysis | Baseline and Regular assessment and moderation Staff feedback Pupil voice feedback Case studies | No cost – included in school budget | P Heath | January 2021 April 2021 July 2021 |
| Play Therapist on site two days a week plus | To have an overall increase in children's resilience and self | Data analysis DfE guidance | Baseline and Regular assessment | No cost – included in school budget | P Heath | January 2021 |

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| a Place 2 Be therapist through the Thrive approach. | confidence by the end of Summer term 2021 | Teacher feedback | Play Therapist supervision and feedback Case studies | Place 2 Be funded through Thrive | | April 2021 July 2021 |
| Ensure an effective transition / recovery curriculum implemented | Pupils return to school safely and are quickly ready to learn. Pupils continue to learn and make progress during Autumn term | DfE guidance Data analysis Consultation with teachers Address long term learning of all | Baseline and Regular assessment and moderation Staff feedback Pupil voice feedback Case studies | No cost – included in school budget | B Morgan | October 2020 December 2020 |
| Re deployment TAs within each year group bubble to support children with SEMH in class and at lunchtimes. | Pupils feel safe and can express feelings and. Pupils are supported to regulate themselves. Pupils make progress | Teacher and School Leadership consultation Consultation with EEF toolkit | Baseline and Regular assessment and moderation Staff feedback Pupil voice feedback Case studies | No cost – included in school budget | P Heath | January 2021 April 2021 July 2021 |

Additional funding supporting provision

Baseline assessments have been informed by AfL to adapt to teaching as part of the recovery curriculum. Formal data will be collected in December 2020. This will be analysed in January 2021 to inform next steps and targeted support.

Governance – monitoring the effectiveness of the Pupil Catch-Up Premium Strategy

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|---|----------------------------------|--|
| Governors involved: Chair of Governors: Tobias Latham | Head Teacher: Ella Hughes | Lead Governor: TBC January 2021 |
| Committee meeting dates Autumn: January 2021 | Spring: April 2021 | Summer: July 2021 |
| Autumn 2020 summary (Briefly state what was discussed and the outcome) | | |
| Spring 2021 summary | | |
| Summer 2021 summary | | |