



Chevening (St Botolph's) CE Primary School Coronavirus Catch-Up Premium Plan 2020-21

DFE Purpose of Coronavirus Catch-up Premium:

“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. We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery, and the government intends for schools and colleges to fully open in September.

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.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, we are launching a **£350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.**

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

Chevening Primary School Summary Information

Number of eligible pupils	195	Amount of catch-up premium	£15,600
School catch-up priorities (not limited to this funding):			
<p>Class teachers:</p> <ul style="list-style-type: none"> • Continue to assess children’s learning, noting strengths and concerns in terms of achievement and progress. • Address ‘gaps’, misconceptions and errors that may have been caused/exacerbated by the 2020 COVID-closure of schools, via adapted planning and quality first teaching strategies. • Identify children they are concerned for, in terms of lost learning and well-being issues, using parent survey comments and own observations and assessments; immediately alert SENCo and SLT to urgent concerns; • Identify particular groups of children, subject-specific gaps, or individuals whose well-being/academic progress is of particular concern. Implement, review and amend strategies and approaches agreed at Pupil Progress Meetings. • Following Lockdown 2021, re-focus on delivering a broad and ambitious curriculum, prioritising the most significant gaps for individuals/groups and subjects (e.g. prime areas of learning for EYFS; vocabulary, reading skills, writing and maths) • Timetable daily exercise, to support physical & mental well-being, improve resilience, confidence and motivation; T6 sports and swimming TBC 			
<p><i>Specific priorities to be addressed through this grant:</i></p> <ol style="list-style-type: none"> 1. Supporting broad and ambitious curriculum and teaching 2. Supporting improvements in spelling/writing 3. Reducing gaps/lost learning in KS2 Maths and Writing 4. Supporting well-being needs – additional pastoral support to aid catch-up and enhance transition. 			
Purpose of spend			
The catch-up grant will be used for additional provision and training to promote resuming a normal curriculum as quickly as possible, whilst addressing unique circumstances that have arisen.			
What children need:			
<p>All children:</p> <ul style="list-style-type: none"> • Supporting great teaching. • Focus on getting writing back on track. 		<p>Some children:</p> <ul style="list-style-type: none"> • Additional support and focus on reading and/or maths. • Additional pastoral support. • Transition support. 	

Chevening Primary School Plan

How the grant will be spent	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed	Cost
Supporting great teaching		
<p>Curriculum development and adaptation (Sonar Curriculum resources)</p> <p>Rationale: Our children have missed significant periods of school, or experienced periods of disruption over the last year. We have purchased a new element to our Target Tracker (assessment software) subscription, which will provide access to curriculum support and resources for 3 years. The soon-to-be-renamed Sonar curriculum will enhance the flexibility of our Chevening Curriculum, as per OFSTED's expectation that each school designs a curriculum to meet the needs of their pupils, which may be challenging for the next few years as we support children and families through COVID-recovery.</p> <p>Expected Impact: Individual/groups of children at unexpected/different points of achievement are supported in adapted learning to secure deeper understanding, extension of knowledge/skills, recovery from COVID-disruption.</p>	<p>Monitoring of attainment and progress via formative and summative assessments, subject leader book looks/planning scrutiny/reports to Governors.</p>	<p>£117 per annum for 3 years (starts Summer 2021)</p>
Focus on getting writing back on track		
<p>Sir Linkalot (spelling app)</p> <p>Rationale: Our Literacy Leader researched this app in T1 and attended some on-line training. Initial findings indicated positive impact in local schools where it had already been introduced, particularly at KS2. At the time, there was no monetary incentive to make this an attractive and sustainable proposition, but this changed with a county-wide discount, which enabled us to purchase the app and introduce it during T3, to support home-learning. More extensive use will be made to enable children whose spelling skills have lapsed to master word lists, as well as support those who struggle to remember phonic and spelling patterns.</p> <p>Expected Impact: Book looks in T5 and 6 will enable staff to monitor progress in spelling in daily writing tasks; formal SPAG assessments for Y2-Y6 in T5 will provide formative assessment for children/teachers/parents, as well as a baseline class profile for spelling, identifying individuals who may need dyslexia screening or further specific support/assessment.</p>	<p>Monitoring of attainment and progress via formative assessment and summative spelling/writing assessments, subject leader book looks/planning scrutiny/reports to Governors.</p>	<p>Sir Linkalot app £420</p>
Additional support and focus on writing and/or maths		
<p>Math and English Support (KS2)</p> <p>Rationale: Class 5 & 6 have the least amount of time to 'catch-up', so are prioritised for initial support from this funding source, using the expertise of a known and skilled teacher for two mornings/week, starting in Term 2.</p> <p>English and Maths 'gaps' for particular attention were identified in T1 Class Teacher assessments and were the focus for small group support.</p> <p>Expected Impact will be measured via T2 formal summative assessments and ongoing assessments 2020-21. March 2021 review: Support stopped during national Lockdown, so T3 costs saved. Support resumed for 3 weeks before end of T4, to support recovery in Y5 & Y6.</p> <p>April 2021 update: T5 and T6 additional teacher support to be prioritised for Y5 and Y4, to support and secure mastery knowledge in English and Maths.</p>	<p>Monitoring of Writing and Maths attainment and progress via formative and summative assessments, subject leader book looks/planning scrutiny/reports to Governors.</p>	<p>Approx £4300 T2-T4</p>

Additional pastoral support

Rationale: The number of children/families experiencing well-being issues/concerns increased during Lockdown March-July 2020; the return to school in September 2020 has helped to alleviate some, but there are more children struggling with different well-being issues. 12 staff completed BTEC qualification in understanding Mental Well-being in Spring 2020, but this course did not equip them to directly support children in school. We propose one/two staff to attend the accredited training, receive the resources and supervision to run the programmes in school. The cost for 2020 training has been significantly reduced.

Further costs might be required to support additional/different times to carry out programmes.

Expected Impact: Children who were/are in the midst of adverse childhood experiences can be supported in school, which may reduce the need for more frequent external referrals. Children receive regular support from ELSA, which should help to alleviate/navigate some experiences, thereby reducing stress, anxiety and worry, which can result in happier, safe children who are ready to flourish in class/school.

March 2021 Review: Online ELSA training started in T3, for one member of staff. T4: training continues and resources identified, gathered and/or ordered. Children who could benefit from ELSA identified, within COVID restrictions, via Parent/Carer Survey T4 responses, class staff and SENDCo referrals. ELSA space identified and prepared, in line with COVID restrictions. ELSA is initially being targeted to LKS2. (Fegan's counsellor has 3 spaces/week to support individuals with more significant needs T4-6.)

April 2021 update: 2 children identified for ELSA support with parental consent starting in T5. Waiting list of potential candidates drawn up.

On-going monitoring of attendance, well-being and learning, via informal/formal assessments, feedback from child/parents.

Training £100
Resources: £500