

CCCR -Covid-Catch up funding

'I can do all things because Christ gives me strength' Phil 4:13

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish. The Education Endowment Foundation's ['School Planning Guide 2020-21'](#), may help schools to develop their plans for the premium. For more details, please refer to our [QA](#) regarding the catch-up premium.

Catch-up plan

School name:	Christ Church Charnock Richard Church CE Primary School						
Academic year:	2020-2021						
Total number of pupils on roll:	196						
Total catch-up budget:	£ 15,639	First installment:	£3,880	Second installment:	£5,226	Third installment:	£6,533
Date of review:	February 2021						

Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<p>Phonics catch up for Year 2 and Year 1 children</p> <p>Use phonics in school assessments to assess the children, reveal the gaps in their knowledge. LS to lead staff and parents in plugging the gaps with the aim that all children pass the phonics assessment test in Autumn</p>	<p>80% of children pass the phonics screening test in December</p> <p>100% of Y3 children pass the phonics screening test by June</p>	<p>80% of children pass the phonics screening test in December</p> <p>Actual 85% of pupils passed phonics.</p> <p>100% of Y3 children pass the phonics screening test by June</p>	<p>15 weeks autumn 7 pm sessions per week @4,921</p> <p>5 sessions Y2/Y1</p> <p>2 sessions extra KS2 classes.</p>	L S	<p>Currently we are massively restricted with our inability to stream children across bubbles through school.</p> <p>We have employed a TA2 on a short term variable hours contract to allow us to relocate our current staff to best meet the needs so the children in school without compromising bubbles</p> <p>Update March 2021: Extra TA sessions for classes approximately 2 extra sessions per class.</p>
<p>Reading catch up FS to Year4</p> <p>Teacher assessments have shown that there are a to fill in gaps greater number of children are working below ARE and rapid catch up is needed. Due to a lack of reading during lockdown, reading fluency is weak and stilted – children struggle to comprehend and apply their phonics knowledge</p>	<p>February assessments show a greater proportion of children working at the EXPT standard increases</p> <p>Reading fluency assessments show that an increased proportion of children read with age related fluency in year 2 and year 3</p>	<p>Over time the proportion of children working at the EXPT standard increases</p> <p>Reading fluency assessments show that an increased proportion of children read with age related fluency in year 2 and year 3</p>	<p>12 weeks Easter/ 11 weeks Summer Term -7 pm sessions TBC</p> <p>£5,000x2</p>	Class teacher	

<p>Maths catch-up all classes</p> <p>Maths assessments demonstrate variability and gaps in the children's basic skills within maths</p> <p>Introduction of Power Maths to fill in identified gaps Autumn 1 /Autumn 2 focus on arithmetic skills Spring 1 and 2 Reasoning focus.</p>	<p>100% of children show improvements in their standardized scores</p> <p>Over time the proportion of children working at the EXPT standard increases</p>	<p>100% of children show improvements in their standardized scores</p> <p>Over time the proportion of children working at the EXPT standard increases</p>	<p>Autumn Purchase of CPG books for mixed reasoning problems £300</p>	<p>Class teacher</p>	
<p>Reading assessments Year 4 and year 5</p> <p>Teacher Reading assessments show that children have 'slipped' from where they were pre-lockdown. Children who have read regularly have performed best</p> <p>Prioritise Lets read sessions (30 mins x2 sessions) and 1:1 reading interventions as necessary. Class novel read x2 30 minute session. Adapt whole class reading to identified gaps.</p> <p>RAG rate the children and listen to readers to ensure that fluency develops</p>	<p>100% of children show improvements in their standardized scores</p> <p>Over time the proportion of children working at the EXPT standard increases Children exposed to a wide variety of high quality children literature.</p>	<p>100% of children show improvements in their standardized scores</p> <p>Over time the proportion of children working at the EXPT standard increases</p>			
			<p>Total spend:</p>		<p>Autumn/Spring £ 8,858</p> <p>Summer projected £5,000</p>

Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Targeted programme of support for identified children in Y6 who are at risk of not meeting ARE	To ensure that children in Y6 have the greatest chance possible of meeting ARE by the end of Y6	Increased number of children ARE by end of Y6 from the group	(see comments above)	NC dedicated TA for class to allow consistency.	Interventions monitored half termly support adjusted as needed.
Total spend:			£		

Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Complete a remote learning policy and set of protocols which will enable work and lessons to be delivered remotely in the case of a lockdown. Train staff on the use of screen sharing and Showbie	Continuity of education for all children throughout the pandemic	All children, throughout the year has access to good quality remote learning and make good progress in spite of disruption	£637.50	P K	Cost of setting up and training staff with Showbie is currently £1500

Share policy and protocols with parents and governors					
Have a plan ready for the event of a bubble closure in school/isolating pupil in school					
The Big October read	Promote reading across the whole school and encourage excellent daily reading habits	Children will respond to the competitive nature of the challenge and read a greater number of books	£150	LS	
Develop Class reading challenge for each year group. 3 books to be read over the whole school year.	Children read a variety of genre which they may not normally try.	Reading experiences widened. By the challenge books. Increased confidence in own ability.	£500	LS	
Total spend:			Committed Autumn £10,792		

Summary report

What is the overall impact of spending?
<p>Review Autumn /Spring term 2020</p> <p>80% of children pass the phonics screening test in December Actual 85%of pupils passed phonics.</p> <p>Extra 2 TA funded sessions In Key Stage 2 – Daily reading targets with Children for year 2 and year 3</p> <p>Big October read increased participation in reading of all children and created momentum throughout the term. (2,500 books read across school)</p> <p>Teacher assessment data collected November 2020 shows gaps across classes which will be prioritised at class level utilising extra staff.</p> <p>January 5th -March 8th 2021 Schools closed to the majority of pupils.</p> <p>National lockdown reduced numbers in school. Class teachers providing high quality lessons and interventions when possible. There is balance to be had between overloading children and parents at home. February assessments to be moved for when children return and used diagnostically to identify gaps.</p> <p>Review Summer Term</p>

Final spend:	£ 15,680