

CCCR Return to School Strategy

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

As we welcome all pupils back to school, our ambition remains the same: we want every child to flourish and be the best that they can be. We intend to build upon the work that we already do so that we meet the social, emotional, spiritual and academic needs of our pupils at such a crucial time. Our focus will be on developing the resilience, positivity and optimism that we have seen demonstrated by our children during this challenging time.

Context: Why is this strategy needed?

The consequences of restricted on-site school attendance in 2020 and early 2021 are complex. Whilst the impact on every pupil is unique, There are key categories which we have considered.

Pupil attainment and progress

- We anticipate that there will be knowledge gaps that are difficult to anticipate. Despite the positive engagement in remote lessons we remain cautious about the extent to which new learning has been remembered.
- As usual, areas of focus for each year group were identified in December following our autumn assessments. We expect these priorities will still apply when pupils return in March.

Pupil wellbeing and spiritual development

- *Motivation:* In some cases, motivation for learning will have decreased. *Anxiety:* There have been increased reports of anxiety amongst pupils. In some cases, a lack of routine exacerbates this.
- *Isolation:* Many pupils have missed their friends and felt isolated.
- *Spiritual development:* Participation in daily worship has reduced. Parent responses indicated that only 50% of pupils working from home engaged with the daily worship resources 'most days' or 'every day'. All pupils have missed the usual discussions (alongside the opportunities to pray and worship together) within collective worship that play an important role in their spiritual development.

Pupil attendance and engagement

- Engagement with lessons has been positive (given the remote context) but has been lower than during usual school attendance. The average lesson completion rate has been between 65% and 89% in each class.
- Engagement has been lower in wider curriculum areas. Average lesson completion rate (60 - 80%)

- During lockdown School provided 78 places in school during lockdown (42% of total school population), therefore 62 to 55 children are in school daily equalling 32% on a daily basis.
- We anticipate that the variation in the quality and frequency of engagement will have widened the attainment gap in each class.

Our strategy: What are we going to do?

The Education Endowment Foundation's tiered model has been used as framework for our strategy (see [The EEF guide to supporting school planning: A tiered approach to 2021](#)). Actions to address the problems identified have been split into three areas: teaching; targeted academic support; and wider strategies.

How can parents help?

In February 2021, we captured parent views through a survey entitled 'My Child's Remote Learning'. The purpose of this survey was to help us understand each child's experience of learning whilst accessing lessons remotely at home. The responses parents provided will help us meet the needs of pupils as they return.

As we move into implementing our strategy, parents have an important role to play in helping us achieve our goals. As always, this begins with keeping parents informed; we hope to do that through this web page, through regular updates within newsletters and ParentApp messages.

Parents will be able to help in specific ways, for example:

- Supporting their child towards personal targets (these will be shared at parents evening and, where appropriate, activities will be suggested or signposted).
- Asking their child to recall key learning from the day.

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: Autumn 20	£3,880	Second installment: Spring 21	£5,226	Third installment: Summer 22	£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 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 @4,921.125</p> <p>5 sessions Y2 2 sessions KS2</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>Reading catch up – Year 2 and Year 3</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</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 Term -7 pm sessions TBC</p> <p>£3937.44</p>	Class teacher	

comprehend and apply their phonics knowledge					
Maths catch-up all classes Maths assessments demonstrate variability and gaps in the children's basic skills within maths Introduction of Power Maths to fill in identified gaps Autumn 1 /Autumn 2 focus on arithmetic skills Spring 1 and 2 Reasoning focus.	100% of children show improvements in their standardized scores Over time the proportion of children working at the EXPT standard increases	100% of children show improvements in their standardized scores Over time the proportion of children working at the EXPT standard increases	Autumn Purchase of CPG books for mixed reasoning problems £300	Class teacher	
Reading assessments Year 4 and year 5 Teacher Reading assessments show that children have 'slipped' from where they were pre-lockdown. Children who have read regularly have performed best 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. RAG rate the children and listen to readers to ensure that fluency develops	100% of children show improvements in their standardized scores Over time the proportion of children working at the EXPT standard increases Children exposed to a wide variety of high quality children literature.	100% of children show improvements in their standardized scores. Over time the proportion of children working at the EXPT standard increases			
Total spend:			£ 8,858.57		

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 consistent	Interventions monitored half termly support adjusted as needed.
Total spend:			£		

Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<p>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.</p> <p>Train staff on the use of screen sharing and Showbie</p> <p>Have a plan ready for the event of a bubble closure in school/isolating pupil in school</p>	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>P K</p> <p>PK</p>	<p>Cost of setting up and training staff with Showbie is currently £1500</p> <p>Training provided throughout Autumn term PK</p> <p>Summer term all staff achieved Showbie Educator status.</p> <p>School closure effectively managed and a smooth transition to remote learning due to Autumn prioritized training and Subject leader work</p>

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	2,500 books read across school
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	Reading challenge very popular and children talk enthusiastically about these books.
Total spend:			£19,304 (extra funding from school budget)		

Summary report

What is the overall impact of spending?

Review Spring term 2021

80% of children pass the phonics screening test in December Actual 85% of pupils passed phonics.

Extra 2 TA funded sessions In Key Stage 2 – Daily reading targets with Children for year 2 and year 3

Big October read increased participation in reading of all children and created momentum throughout the term. (2,500 books read across school)

Teacher assessment data collected November 2020 shows gaps across classes which will continue to plan for at class level utilizing extra staff.

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. The investment in training and purchase of Showbie ensured a smooth transition to online teaching and learning in January 2021 for the second lockdown

Review Summer term 2021

Statutory assessments did not take place summer term 2021. Internal data based on teaching assessments has been used to identify key priorities for academic year 2021-22. Information has been shared during transition to all children are provided with support high quality teaching and extra support as needed.

The school participated in the times table assessment for year 4 with 89% of children achieving over 22 or above out of 25.

How will changes be communicated to parents and stakeholders?

Full Governors meeting/committee meetings

Support for individual children communicated on parent's evening.

Final comments

Final spend: £19,304 (extra funding from school budget)