

Catch up funding

Number of pupils in school	101 - based on Reception to Year 6 from the October Census
Proportion of disadvantaged	7.1%
Catch-up Premium allocation (No. of pupils x £80)	£8080
Publish Date	April 2021
Review Dates	September 2021
Statement created by	Vicki Barnes
Governor Lead	Karen Walton

Guidance	
<p>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.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in from Reception through to Year 6 (Year 11 at high school).</p> <p>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.</p>	
Use of Funds - DFE Guidance	EEF Recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition Support <p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time for all students. <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support

Context of the school and rationale for the strategy

Henry Chadwick is a small school in the village of Hill Ridware. Pupil Premium is below the National Average. The school has provision from nursery to Year 6 with children being taught in mixed-aged classes. There are currently four classes across the school. SEND is roughly in line with National average.

Identified Areas of Lockdown	
Maths	The children's engagement in maths has not been affected by the lockdown, which is extremely pleasing. The areas that have suffered during lockdown have been the children's basic skills, particularly the recall of a range of number facts. Children have found it difficult to build on prior knowledge particularly around place value and many have not retained efficient methods for the four operations. Higher ability children have found it more difficult to access problem solving and application activities than before lockdown. This is reflected in assessments and daily classroom practice.
Writing	The main impact on writing has been the loss of stamina for writing. Children have also lost the essential daily practise of applying basic skills such as punctuation and correct use of sentence structure. This has resulted in children failing to include basic features in their writing.
Reading	Children accessed reading during lockdown more than any other subject. This is something that families were comfortable with. On return, however, assessment has shown that comprehension skills are not as strong as previously and fluency in some children has declined.
EYFS	The largest impact has been on phonics. Children have many gaps in there phonetic knowledge and in the application of phonics especially around blending.
Emotional Support	Covid impacted on different children in different ways. When children returned to school, much work had to be done to get them ready to learn again. Some children had suffered emotionally and we immediately began to work with these children and in some cases their families in order to get them school ready again.

	Barrier	Chosen approach and cost	Desired outcome
Teaching and whole school priorities	Maths Children have not retained basic maths facts and skills. Children no longer understand key concepts.	Full mastery approach with catch-up maths sessions, CPA approaches, extension sessions, variation and problem solving. Daily catch up of key skills. White Rose premium resources purchased. £874.20	Through CPA approached, children show a thorough understanding of key skills that have not been retained. They become more confident in all areas of maths and are able to build on prior knowledge. As a result, attainment improves and progress is accelerated.
	Reading Some children are no longer reading with the fluency that they previously were. Developing fluency in reading - reading books are being quarantined so this limits resources.	We need to increase the access that children and parents have to books. Oxford Owl Online unlimited access purchased. A wider range of book-banded books purchased. £510	Children begin to read more fluently and their love of reading increases.
	Writing Children's appetite and stamina for writing has declined during lockdown.	Staff training, purchasing of engaging texts. £100	Children are engaged by the texts and their keenness to write (including at length) increases.
	Emotional Support Children suffering from low self-esteem, lack of confidence, struggling to reintegrate.	Staff member trained in supporting mental health. Resources for sessions and support £704.73	Children become more confident and as such are in a better place to learn. Children have a greater understanding of their emotions and how to manage these.

Targeted approaches	<p>Maths Children have not retained basic maths facts and skills. Children no longer understand key concepts.</p>	<p>Small maths intervention groups revisiting place value and other basic skills. Teacher led.</p>	<p>Through CPA approached, children show a thorough understanding of key skills that have not been retained. Understanding of place value underpins many mathematical concepts thus the securing of place value understanding enables children to build on this in other areas of maths. They become more confident in all areas of maths and are able to build on prior knowledge. As a result, attainment improves and progress is accelerated.</p>
	<p>Reading Children are unable to answer questions based on a text that they are reading.</p>	<p>Small group reading intervention - years 5 and 6 - comprehension. Teacher led.</p>	<p>Children show a greater understanding of what they are reading. They can use inference and deduction skills to make suggestions about a text backed up with evidence.</p>
	<p>Phonics EYFS - Children have gaps in their phonetic knowledge. Children are unable to blend. Year 1 and 2 - children have gaps in their phonetic knowledge. Children are unable to apply their knowledge of sounds to fluent reading.</p>	<p>EYFS Small phonics intervention group revisiting key sounds identified through assessment. Blending taught. Teacher led. Small phonics intervention group revisiting key sounds identified through assessment. Children taught to apply these skills in order to read fluently.</p>	<p>Children can recall all of the phonemes and letters that are age appropriate. They can blend these in order to read. As a result of secure phonetical knowledge and confidence in blending, reading fluency increases. Children can apply their phonetical knowledge to spelling and writing.</p>

	Total of above	£9061.20	
	Children have not had access to the rich vocabulary that is omnipresent in schools and as a result this needs further development.	TA trained and delivering Neli intervention with identified EYFS children. The identification was from a Neli assessment. £917.00	To develop children's vocabulary, sentence structure, speech and language and their phonics knowledge.
	Emotional Support Children suffering from low self-esteem, lack of confidence, struggling to reintegrate. Children do not display learning behaviours - resilience, teamwork, communication, determination and empathy	Children having ELSA intervention £872.10 Children having emotional support through the well-being TA. $2 \times 6 \times 16.15 \times 0.5 = 96.90$ Weekly assemblies delivered to introduce and celebrate learning behaviours. Resources £40	Children have a greater understanding of their emotions and how to manage these. They understand and can use the vocabulary related to emotions. Children are more resilient and determined and don't give up when facing a challenge. They are able to work as part of a team, communicating effectively with others. This will improve their attainment and progress.
	Extended Day Children have a variety of gaps in learning.	Small group / 1:1 targeted support depending on the child and their need. 1514.06	Children make accelerated progress as gaps in their learning are addressed. They are able to build on prior knowledge.
Wider strategies	Children do not have the technology to access home learning	We have allocated 10 laptops to support home learning. Our ICT technician was allocated to set these up for home use. £175.	Children can access home learning and don't miss out on key teaching.
	Summer Support	NA	
		£13, 993.09	

From Catch up funding £8080

From Budget £5913.09

Teaching priorities for current academic year

To improve the geography curriculum in KS2 to reflect local area and build upon the success achieved in Science.

To improve children's inference and deduction skills through the new reading project.

To ensure that the mastery approach of conceptual variation is embedded in KS2 to deepen mathematical understanding and improve outcomes.

To provide effective transition and immediate and accurate assessment to catch-up where learning has been lost due to COVID -19 closure.

Embed, develop and celebrate the school learning behaviours to develop children as independent learners

Resilience, Teamwork, Empathy, determination, cooperation

Use the new PHSE curriculum to deliver weekly lessons develop children's sense of self. Weekly lessons- emotion of the week introduced in whole school assembly, class circle time activity based on emotion of the week, worry box discussion, planned - differentiated lesson

Begin to deliver and monitor ELSA sessions as an intervention