



COVID-19 Catch up statement: Christ Church CE (C) Primary School 2021-2022

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. Schools need to identify what was not taught whilst schools were not open along with identifying other learning which may have been forgotten.

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.

Aim

The aim of this funding is for schools to get back on track and teaching a normal curriculum as soon as possible.

Funding allocation

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

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](#).

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.



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1. Summary information		
School	Christ Church CE (C) Primary School	
Academic Year	2020/21	
Total number of pupils	418	

2. Assessment Data: Percentage working AT National Expectation					
Year Group	September baseline (on track to achieve target)	Autumn	Spring	Summer	End of year target
YEAR 1					
READING	88%	90%	87% (3 new children – 2 SEN)	88%	90%
WRITING	80%	85%	82% (3 new children – 2 SEN)	82%	83%
MATHEMATICS	88%	88%	85% (3 new children – 2 SEN)%	88%	90%
YEAR 2					
READING	90%	85%	85%	88%	88%
WRITING	82%	81%	81%	81%	84%
MATHEMATICS	90%	83%	83%	83%	83%
YEAR 3					
READING	90%	90%	93%	93%	91%
WRITING	85%	85%	85%	88%	88%
MATHEMATICS	86%	86%	89%	90%	90%



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Year Group	September baseline	Autumn	Spring	Summer	End of year target
YEAR 4					
READING	87%	88%	92%	92%	90%
WRITING	85%	87%	87%	87%	89%
MATHEMATICS	88%	88%	90%	91%	93%
YEAR 5					
READING	88%	90%	90%	90%	88%
WRITING	87%	88%	88%	88%	87%
MATHEMATICS	88%	90%	90%	90%	90%
YEAR 6					
READING	90%	90%	92%	96%	93%
WRITING	85%	82%	82%	89%	90%
MATHEMATICS	85%	89%	89%	95%	92%

3. Areas of concern identified by school

In-school barriers

A.	Children have been through two lockdowns and so have missed significant amounts of face to face teaching
B.	School closures and continued absence from September 2021 due to COVID-19(testing positive) have meant that some children have gaps in their learning which need to be filled.
C.	Impact on school closure on children's mental health and social interactions/maturity



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External barriers		
D.	Potential absence due to COVID-19	
E.	Impact of COVID-19 on parents' mental health/anxieties/engagement in school.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	By the end of the academic year, all pupils have made good progress from their baseline assessments	Assessment data at the end of the academic year shows children are on track to achieve prediction based on prior data. (As above)
B.	Children have reduced anxieties and develop their social interactions/maturity. Children continue to remain positive about school and feel safe to attend.	Attendance across the school is at least in line with the national average: 97.1% Individual children who have anxieties are identified and support is given on an individual basis
C.	The online platform is successfully used by the whole community for both homework and COVID-19 issues.	The school is suitably prepared if a lockdown occurs or year groups have to isolate. Pupils/parents/carers actively use the learning platform to complete set work
D.	Parents are reassured about any concerns regarding children attending school. Any concerns are spoken about and there is a clear communication path between school and parents.	Attendance is at least in line with, if not above the national average. (97.1%). Parents' are given the opportunity to communicate with teachers during an early Parents' evening in October and over the phone/in face to face meetings. Parents/carers see teachers on a daily basis on entrance/exit doors
5. Planned expenditure		
Academic year	2020/21	
The three headings below enable schools to demonstrate how they are using the COVID catch up fund to improve classroom pedagogy, provide targeted support and support whole school strategies.		



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i. Quality of teaching for all							
Desired outcome	Chosen action / approach and cost	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impact review
By the end of each term, pupils have made progress from their September baseline assessment, catching up to their expected ability levels of prior attainment.	Quality resources will be available for all children within each lesson to ensure quality first teaching takes place	£500	Quality first teaching enables all children to achieve well in the classroom environment and the resources listed will help support this and staff workload.	Upper and Lower School leaders and DHT who lead curriculum will monitor the use of resources and the impact of these. They will also assess if any other learning resources are required and look to purchase these.	DHT/ Upper and Lower School Leaders	- Year group teachers to input progress on a termly basis - Year group teachers to identify any children who are not making progress for extra intervention to address gaps in learning every half term.	Pupil progress meetings take place on a termly basis. There is clear evidence (internal data) that children are making progress across school and learning gaps are closing.
Desired outcome	Chosen action / approach and cost	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impact review



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Attainment in phonics and reading improves from baseline data in all year groups. Particularly the lowest 20%	Bug Club will be consistently used across KS1 for all children support our early readers. This also links to accelerated reader already used in KS2.	£3500	Half termly monitoring of phonics progress will evidence the impact of bug club. These assessments will be done through phonics tracker.	Monitoring from SLT to ensure that phonics is taught daily at 9am -- 9.30am in KS1. Phonics leader will monitor the delivery of phonics to ensure its effectiveness and consistency.	DHT/ Lower School Leader/ phonics leader	Reviewed end of each term by using phonics tracker/Accelerated reader	100% of the children in Yr2 passed their phonics screening in December 2022. This was the same as the December 2021 outcome, evidencing that Bug club is impacting on the children's phonics and reading progress.
	A TA will be employed on a 30 hour contract to work with readers (on a daily basis) who now form our lowest 20%	£11,000	TA will keep detailed records of intervention and the impact of this intervention which will be shared with SLT on a half termly basis.	Progress and attainment of children who have been identified as the lowest 20% in each year group will be monitored half termly via bug club and phonics tracker	SLT	Reviewed each half term looking at progress and attainment of pupils	The TA employed to deliver phonics and reading support for all children in the lowest 20% in each year group can clearly evidence progress through phonics tracker and AR data. This has been shared with SLT and class teachers on a termly basis.
Desired outcome	Chosen action / approach and cost	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impact review
High quality phonics teaching	Further training delivered to teachers about phonic lessons and delivering this effectively to support gaps in learning	£150	Consistent and frequent teaching enables individual children to make clear progress in reading	The phonics leader will monitor the planning and delivery of phonics in YrR to Yr3 to ensure quality teaching and consistency across the school	Phonics lead	Phonics delivery will be reviewed on at least a termly basis with training given on the back of this where necessary	External visitors to school have identified strong phonics teaching within Reception, Yr1 and Yr2. There is clear consistency seen in phonics when monitored over the academic year.



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High quality, small groups reading intervention delivered by the TAs will support learning and fill identified gaps.	Training on teaching reading to be delivered to TAs	£150	Consistent and frequent teaching enables individual children to make clear progress in reading	TAs will be observed delivering reading support to 1:1 and small groups. Class teachers will also monitor the impact of their intervention Progress and attainment of pupils will be monitored on a half termly basis.	DHT	Reviewed each half term looking at progress and attainment of pupils	Teachers and TA have had high quality training (both internally and externally) to enable them to effectively deliver reading support Internal reading data shows progress in reading across the school.
Desired outcome	Chosen action / approach and cost	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impact review
Clear small group or 1:1 support will be given to pupils across the school who have identified as having gaps in their learning	Small group and 1:1 intervention for identified children: Intervention teacher employed full time September – July 2022	£20000	The learning gaps identified will be specifically targeted by intervention. This will enable identified children to improve and make progress	- Intervention will be discussed and changed on a half termly basis to ensure that it impacts on children needing the support. - Work produced in books will evidence progress - Book reviews will highlight good progress and areas of development	DHT/ HT/ class teachers	Termly	Small group intervention is reviewed and changed on a half termly basis. Internal data and work in books shows good progress during the intervention Pupil voice evidences the intervention increases confidence and the children feel that they have made progress.



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<p>National Tutoring used (Pearson) to support selected children in Yr4-6 in maths to fill basic skills learning gaps.</p>	<p>15 weeks of high quality tutoring to support selected pupils</p>	<p>£5000</p>	<p>The learning gaps identified will be specifically targeted by intervention. This will enable identified children to improve and make progress</p>	<p>- Gaps will be filled and this will be evident in classroom learning</p>	<p>HT/ DHT</p>	<p>15 weeks</p>	<p>12 children from Yr4, Yr5 and Yr6 accessed the online tutoring. There was a maths Focus for this. Evidence provided from the online tutors showed progress from the start of the tuition to the end. School believe that the tuition also helped to increase the children's confidence in the areas covered.</p>
Desired outcome	Chosen action / approach and cost	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
<p>All staff have a high skill set to ensure quality teaching and learning across the school</p>	<p>Curriculum training for staff including HT</p>	<p>£1000</p>	<p>Staff will have up to date teaching knowledge which they can apply in the classroom. High quality teaching/learning equating to good progress</p>	<p>Staff will complete course evaluation with actions to complete. These will be monitored. High quality teaching and learning.</p>	<p>DHT/HT</p>	<p>Training impact and further needs will be discussed frequently with staff</p>	<p>Staff have received CPD training throughout the Academic year incl. Subject specific training, Safeguarding, Evolve, reading support, writing moderation, science training, maths support and purple mash. CPD opportunities continue to take place for the rest of the academic year.</p>



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Total budgeted cost (approx.) **£40,000**

ii. Targeted support

Desired outcome	Chosen action/approach	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impact
Individuals and groups of children demonstrating gaps in learning are targeted for support.	1:1 and small group provision with TAs. These will be reviewed on a half termly basis	School budget	Some of the students need targeted support to catch up. Use of programmes that have been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	HT/DHT	End of each term. Children will complete assessments to track progress.	TA intervention is reviewed and changed half termly. Evidence in books shows progress where support has been provided and the support has enabled children to access the learning.



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	Extra support in EYFS to support learning and transition into Reception	School budget	Support children who have not been able to attend nursery or transition days before starting school and continue to support learning throughout EYFS	Monitor the use of TA through their weekly timetable and data impact	DHT/AO	Sept – Oct Half term	External support was in place until November 2021. This was also to support an individual child with specific needs access the curriculum.
Total budgeted cost						£21,338	
iii. Other approaches							
Desired outcome	Chosen action/approach	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impact
A home learning platform continues to be used for children who are not attending school due to COVID-19.	Microsoft Teams will continue to be used as the learning platform for home learning.	None	Teachers are confident to use Microsoft Teams due to using it last academic year during lockdowns.	SLT will continue to monitor its use.	GR/HT	Ongoing review.	The Learning platform has been and continues to be actively used where necessary.
Desired outcome	Chosen action/approach	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
Parents are reassured about any	Staff available daily on entrance/exit	None	Ongoing communication is key to success within school.	All staff need to be open and have clear communication.	HT	Ongoing when parents	A parental survey took place in January 2022 (results on the front page of



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concerns. There is clear communication	doors to discuss any parental anxieties. Parents' evening					experience anxieties. Parental surveys	the school website). Parents identified that they wished for more extracurricular opportunities/curriculum enrichment when restrictions were lifted. These have been taking place across school during the spring and summer term.
Desired outcome	Chosen action/approach	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impact
TA used during lunchtime to provide nurture support for identified children	TA hours are re-directed so that they can provide nurture support for children who have been identified as struggling with social interactions	None	It has been identified that due to the lockdowns, children social maturity and ability to socialise with peers has been impacted on	Clear timetable and discussions with TAs	HT/TB	Half termly	We will continue this provision for the whole academic year, with the intention of retaining it going forward as children have really benefited from the support
Desired outcome	Chosen action/approach	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impact
Airp purifiers bough for all classrooms	Ensures that children good air flow in classrooms	£500 each x	Air purifiers will ensure that air is circulated to help reduce any germs from being spread. They	Monitor their use	HT/TB	Half termly	These have been purchased and are used throughout school



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	to protect from COVID-19	14 = £7000	also impact on children's concentration.				
Desired outcome	Chosen action/approach	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impact
Emotional and wellbeing support for individual pupils	External support from a behaviour specialist	£5000	Sports coaches are providing support for social interactions of children in identified year groups.	Monitor children's behaviour and if the support reduces anxieties	HT	Half termly	The children are learning from the sessions and social interactions have continued to improve.
Total budgeted cost						£20000	