



Catch – Up Premium Plan  
Canon Sharples 2021

Summary Information					
<b>School</b>	Canon Sharples Church of England Primary School and Nursery				
<b>Academic Year</b>	2020-2021	<b>Total Catch-Up Premium</b>	£23,000	<b>Number of pupils</b>	327

Context and Guidance
<p>Children and their families have experienced unprecedented disruption to their education as a result of the Coronavirus (Covid-19) pandemic. Children from the most vulnerable and disadvantaged backgrounds will be among the hardest hit. The cumulative impact of lost time in school will be substantial, and the scale of our response must meet the scale of the challenge. Findings so far into the impact of the pandemic on children’s development already indicate regression in younger children’s development, for example, some children, who were previously potty trained, have lapsed back into nappies. Older children have lost stamina in their writing, some have lost physical fitness, others show signs of mental distress (Ofsted, November 2020).</p> <p>Canon Sharples CE Primary School and Nursery remained open throughout lockdown for children of key workers and vulnerable pupils. Twenty four key worker children took up a place during the first lockdown (March-June 2020) and five of our sixty five children identified as vulnerable took up a place and attended regularly. Daily attendance numbers fluctuated, with between 8 and 15 children attending school daily.</p> <p>School monitored daily contact with pupils and their engagement with remote education through the digital platforms and communications with parents etc. Our learning mentor made at least weekly phone calls to any identified vulnerable children and made calls to as many other families as possible. The learning mentor also carried out doorstep visits to families where school had concerns about children’s engagement in their remote education, or their wellbeing. Home visits were also made to drop off remote education paper packs and stationery. Grab bags were offered to all 122 children eligible for FSM before the introduction of the nationwide voucher scheme in April 2020.</p> <p>As part of our transition arrangements, our Early Years staff team liaised with nursery providers in July to gather information about individual children to support their start with us in September. Teachers made individual phone calls to each family and signposted them to the class page on the school website with helpful activities and an introduction video from the class teacher.</p> <p>In the Summer term, all teachers made telephone calls to every child in their class as a wellbeing ‘check in’ and to support any queries linked to their Remote Education.</p>



Extended services and liaising with relevant professionals from outside agencies continued during lockdown. Counselling continued with children on a weekly basis during this period via telephone calls. School continued to buy in Skillwise to provide high quality Physical Education for children attending school.

Over the Easter holidays school operated a hub model for eligible children across the trust. This was delivered by Skillwise Sports.

By the end of June, we were offering all children in EYFS, Year 1 and Year 6 a place in school alongside the continuing provision for key worker and vulnerable children with a total number of 104 children attending. In school we implemented smaller group sizes with a maximum of 12 children in each bubble as part of our Covid-19 safety measures. We continued to provide children with paper based remote education learning packs where need was identified. All communication and support procedures actioned between March and June continued to be implemented.

When the children returned in September, class teachers undertook formative assessments, with Reception also completing the CEM baseline. Findings from these assessments showed:

- Wellbeing is a concern for children right across school
- Children displayed reduced focus and concentration.
- Children who have come through to Reception have poor language and communication skills (below age related).
- Children in Year 1 are presenting with poor fine motor control and had limited strength in their hands and fingers with an ineffective grip.
- Children in Key stage 1 are struggling with basic reading and phonics skills.
- Children are struggling to write for any sustained length of time and presentation had regressed.
- Maths fluency across all year groups has deteriorated with children struggling to make connections to previous learning.
- Significant gaps in year group knowledge across the curriculum.

As a trust, we have devised 8 R's to implement in our schools to use as a roadmap to supporting pupils' educational and emotional recovery:

1. Return to School
2. Rebuild Relationships
3. Re-establish Routines
4. Re-engage in Learning
5. Revise Knowledge and Skills
6. Re-assess All
7. Respond to Needs
8. Review Impact



Over lockdown, the Canon Sharples staff team undertook training linked to ACEs and had also read an important think piece by Professor Barry Carpenter 'A Recovery Curriculum: Loss and Life for our children and schools post pandemic'. This led to our school devising a bespoke emotional wellbeing project for the first half of the Autumn term with an emphasis on social, emotional development and using the Arts to support recovery.

School commenced plans in September to adopt a whole school Thrive approach, led by two staff who hold the Thrive licensed practitioner status. Whole school screening of children's social, emotional development has been built into our assessments and is informing staff practice, the PSHE curriculum and 1:1 interventions to support children in these fundamental areas.

Across the Autumn term, school had eight bubble closures, resulting in a significant number of children having to isolate and complete their education from home. Overall attendance in the Autumn term was 93.3%. During the Autumn term we had 247 children affected by an X code, 222 children absent for 1 week with an X code, 153 children absent for 2 weeks with an X code, 99 children absent for 3 weeks with an X code, 47 children absent for 4 weeks with an X code, 5 children absent for 5 weeks with an X code.

FSM eligibility has risen by 6% since January 2020, based on October 2020 provisional results (Primary Profile).

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

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 2020-2021 academic year.

In January 2021, just as schools prepared to return from the Christmas break, the Prime Minister announced that a further national lockdown was needed. Schools were instructed to remain open to children of key workers and vulnerable children and to implement their Remote Education Provision for all pupils.



<b>Use of Funds</b>	<b>EEF Recommendations</b>
<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"><li>➤ Supporting great teaching</li><li>➤ Pupil assessment and feedback</li><li>➤ Supporting remote learning</li></ul> <p>Targeted approaches</p> <ul style="list-style-type: none"><li>➤ One to one and small group tuition</li><li>➤ Intervention programmes</li><li>➤ Planning for pupils with Special Educational Needs and Disabilities (SEND)</li></ul> <p>Wider strategies</p> <ul style="list-style-type: none"><li>➤ Supporting pupils' social, emotional and behavioural needs</li><li>➤ Supporting parent and carers</li><li>➤ Access to technology</li></ul>



<b>Identified impact of lockdown</b>	
<b>Reading</b>	Some children continued to read regularly throughout lockdown and our Remote Educational package offered a range of texts and support within reading, including Serial Mash and My Book Blog. However, the use of these, by the children, was not consistent across school. During the lockdown period disadvantaged pupils have had very minimal access to hard copy books at home and as a consequence have been limited in regards to word richness and reading a variety of language. Children are now less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide, as shown by RWInc assessments carried out in Autumn term. In particular, younger year groups have lost accuracy and speed when reading. Staff have found an increasing need to consistently revisit the Speed Sounds part of their lesson throughout the day to reinforce the basics.
<b>Writing</b>	Children have missed specific Literacy and Language units of work focused on different genres and grammar elements. These gaps in learning have resulted in a lack of fluency and accuracy within writing. In addition to this, initial informative assessment within school shows that children did not write as much or as regularly during lockdown. As a result, this has subsequently caused children to lack writing stamina, with many children struggling to write at length and expand their ideas. Some children complain about aching hands and some children leaving EYFS and beginning KS1 are not currently 'ready to write.' This limited practise at home has also impacted on handwriting standards resulting in poor presentation and inaccurate letter formation.
<b>Mathematics</b>	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Speedy recall and fluency of basic skills in particular has suffered – children are not able to recall addition facts, times tables and are no longer confident independently applying previously taught calculation strategies. Discussions with class teachers during Pupil Progress Meetings have again highlighted that children have lost their fluency and recall which has led to a slower pace when completing calculations and problem solving activities.
<b>Science</b>	There are now significant gaps in knowledge – whole units of work have not been taught. In addition to this, practical hands on experiences have been missed. As a consequence of this, the children have not developed scientific enquiry and investigation skills. Common gaps within learning in year groups include Electricity, States of Matter and Living Things and their Habitats.
<b>Non-core</b>	There are now significant gaps in knowledge – whole units of work have been not been taught. This means that children are less able to access the pre-requisite knowledge when learning something new and they are less likely to make connection between concepts and themes throughout the curriculum. Children have also missed out on the curriculum enrichment experiences e.g. trips, visitors and powerful curriculum moments.



**Planned expenditure** – The heading below are grouped into the categories outlined in the Educational Endowment Foundation’s coronavirus support guide for schools

**i. Teaching and whole school strategies**

Desired outcome	Chosen approach	Anticipated Cost	Staff lead	Review date
<p><u>Effective diagnostic assessment</u> Teachers will use regular low stakes assessment to ensure that they have a clear understanding of what gaps in learning there are. Staff will analyse both formative and summative assessments to inform future teaching and learning opportunities.</p>	<p>Pupil progress meetings were carried out within Autumn term to identify specific gaps in learning, needs of individuals and groups of children and trends across year groups. Following this termly Pupil Progress Meetings have been used to ensure that children remain on track for their targets. Termly NfER assessments to inform teacher assessment and identify gaps in learning</p>	<p>Quality First Teaching Directed time NfER assessments £3711</p>	<p>JW/CK KR Class teacher</p>	<p>Termly</p>
<p><u>High quality teaching for all</u> Using quality first teaching, misconceptions will be challenged and children will make accelerated progress to narrow the gaps.</p>	<p>Using QFTA Plans gaps will be highlighted with subsequent lessons planned to address the gaps and accelerate learning. Following the RWInc, White Rose Hub and Cornerstones progression a balanced curriculum will be created to plan for opportunities to embed the new learning delivered within remote education and teaching new concepts. In addition, opportunities to review learning will be embedded across the curriculum. Half termly RWI Development Days.</p>	<p>Quality First Teaching Cornerstones subscription £1000 RWI Development Days £3000</p>	<p>JW/CK KR/LS Class teacher</p>	<p>Termly</p>



<p><u>Transitional Support</u> Children who are beginning their schooling or returning after lockdown to Canon Sharples have an opportunity to become familiar and confident with the setting and staff they will be working with.</p>	<p>Individual class teacher will record welcome videos to introduce themselves to their new class and begin to develop excitement for the new term ahead. Reception will begin the year by accessing school for half a day at a time to integrate them slowly back into school life. School will create a virtual school tour so that children can access it with parents and become familiar with the setting. Extensive class teacher hand over sessions were also undertaken during the Summer term to ensure that teachers understood the needs of their new class from the very beginning of the year.</p>	<p>School promotional video £900</p>	<p>JW/CK Class teachers</p>	<p>Autumn</p>
<p><u>Wellbeing support</u> Children will settle well into school, have time to discuss their experiences, their initial thoughts and feelings around returning to school and begin the year with a positive mindset. They will engage with therapeutic Art activities which will be joined together as a whole school art installation where they can view their work as part of the whole community.</p>	<p>Whole school PSHE and Art Therapy Well-Being project, Autumn 1 half-term. Focusing on the use of 'The Invisible String' and 'Inside Out', covering the key areas, belonging and feeling safe, recognising emotions, managing worries and fears, loss and bereavement, looking forward and being positive and developing a Growth Mindset. With a particular focus for our younger pupils on recognising their emotions and what they feel like. Alongside therapeutic arts which will contribute to a whole school art installation.</p>	<p>£500</p>	<p>CK PSHE/Art leaders Class teachers</p>	<p>Autumn Termly</p>
<p style="text-align: right;"><b>Total budgeted cost</b></p>				<p><b>£9111.00</b></p>



ii. Targeted approaches				
Desired outcome	Chosen approach	Anticipated cost	Staff lead	Review date
<p><u>Maths tuition</u> Identified children will have significantly increased rates of mathematical fluency and understanding. They will be able to tackle a range of mathematical problems confidently and use appropriate strategies accurately. They will be confident mathematicians and dips in mathematical attainment will be negated.</p>	<p>White Rose Hub virtual tutoring – 33 children will access 1 hour a week for 12 weeks. Year 3 9 children Year 4 9 children Year 5 15 children The children will work in a group of 1:3.</p>	<p>£5,494.50</p>	<p>KR</p>	<p>Summer</p>
<p><u>English tutoring</u> Identified children will have increased rates of progress in writing. There grammar will increase in consistency when writing across all areas of the curriculum.</p>	<p>Virtual RWInc interventions delivered by JT and NW. 3 sessions a week for 12 weeks</p> <p>Virtual Fresh Start intervention delivered by JT and NW, with a Grammar focus. 3 sessions a week for 12 weeks.</p> <p>ES to teach a group of Year 3, 1:9, twice a week to booster grammar, using gaps from NFER assessment and information from L and L units edited for Remote Education. ES to release KR once a week to boost Year 5 grammar 1:8, using gaps from NFER assessment and information from L and L units edited for Remote Education. ES to release KF once a week to boost Year 5</p>	<p>£957.60</p> <p>£957.60</p> <p>£20, 660</p>	<p>KR</p>	<p>Summer</p>





	<p>grammar 1:6, using gaps from NFER assessment and information from L and L units edited for Remote Education. ES to release class teachers to deliver targeted intervention based on NFER assessments.</p> <p>Nuffield Early Language Intervention RC to lead NELI groups based on assessments, for 12 weeks Group 1 1:6 30 minutes Group 2 1:5 30 minutes Group 3 1:3 30 minutes</p>	£232.20	LW	Summer
<p><u>Additional Resources</u> Children will gain knowledge in the areas which have been identified as gaps in learning.</p>	<p><b>English</b> Subscription to additional RWInc portal to provide Remote English Education</p> <p>Subscription to RWInc e-book access.</p> <p><b>Mathematics</b> Subscription to online WRH Maths premium resources.</p> <p><b>Science</b> <b>For KS2</b> CGP Science Study Book and Question book (purchased directly from GCP website with school discount)</p> <p><b>For KS1</b> Discover and learn Science and study book (available for Y1 and 2 separately)</p>	£1000  £300  £99  £958	JW/CK	Termly



	3 year subscription to Purple Mash and Serial Mash online learning platform.	£2925		
	Reading Plus	£3577		
	TT Rock Stars	£241		
<b>Total budgeted cost</b>				<b>£37,401.70</b>

iii. Wider strategies				
Desired outcome	Chosen approach	Anticipated cost	Staff lead	Review date
<u>Thrive Approach</u> Children will be able to regulate their emotions and deal with strong negative emotions in a healthier and more appropriate way.	Whole school screening using the Thrive online profiling and action planning tool. A personalised plan will be created for children, or groups of children identified as having additional needs. Individual or group work will then be completed, two or three times a week, to support the children in their area of need. Plans will be reviewed on a termly basis.  In March the whole school will be re-screened using Thrive online profiling and action planning tool. This will ensure that we are addressing any emotions steaming from the second lock down.	THRIVE Inset £2118 THRIVE emotional literacy texts £202 THRIVE implementation resources £397 THRIVE Vital Relational Functions cards £30 THRIVE online annual subscription £1098	CK/LS/FT All staff	Termly
<u>Supporting parents and carers</u> Children will have access to appropriate stationery and paper based remote education if required, so that all can access learning irrespective	Pastoral team will identify families who are vulnerable, disadvantaged or who are not engaging with remote education through a rigorous engagement tracking system. Barriers	£16,187	JW/CK/VA	Ongoing



<p>of the ability of the child/parent to navigate the remote education online. Food packages will be available for collection or delivered to families who require them. Regular phone calls home to families who require that contact will be made by the pastoral team or class teachers. Dojo will be used daily to communicate with parents.</p>	<p>will be identified for children who are not accessing remote education. Support will be then given to negate these barriers to learning e.g. delivery of devices and paper work packs.</p> <p>EYFS specific learning packs have been sent home to support parents and children e.g. Busy Fingers packs.</p>	<p>£200</p>		
<p><u>Access to technology and internet</u> Children who do not have access to the appropriate technology to efficiently access remote education will be identified. Through the DfE, devices will be supplied to these children in order to narrow the gap in their learning.</p>	<p>Families who do not have access to the technology required to engage with remote education will be provided, with devices, by school and their engagement will be monitored.</p> <p>Routers and additional mobile data will be provided for families who do not have access to the internet.</p>	<p>Access to DfE allocated devices</p>	<p>JW/CK/VA</p>	<p>Ongoing</p>
<p><b>Total budgeted cost</b></p>				<p><b>£20, 232.00</b></p>

<p><b>Total Spending</b></p>	<p><b>£66,744.70</b></p>
<p><b>Total Funding</b></p>	<p><b>£23,000.00</b></p>
<p><b>School's main budget contribution</b></p>	<p><b>£43,744.70</b></p>