

COVID PREMIUM STRATEGY

2021/22

St John Chrysostom Federation – St Chrysostom`s CE Primary School

Unique reference number **104591**

DfE Number **352/3015**

Local authority **Manchester**

Type of school Primary School **Voluntary Controlled**

Age range of pupils **3 to 11**

Gender of pupils **Mixed**

Number of pupils on the school roll **475**

Appropriate authority **The Governing Body**

Chair of governing body **Tayo Adebawale**

Executive Headteacher **Gareth Elswood**

Head of School **Fran Dean**

Website www.sjcfederation.co.uk

Date of previous inspection **29th/30th November 2016**

Grade of previous inspection **Good**



Summary information					
School	St Chrysostom`s CE Primary School				
Academic Year	2021-22	Total Catch-Up Premium	£14,500	Number of pupils	470

Guidance	
<p><i>Children 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.</i></p> <p><i>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 Y6.</i></p> <p><i>The catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19). It will not be added to schools' baselines in calculating future years' funding allocations.</i></p> <p><i>(The school has allocated additional funds from the delegated budget/ Pupil Premium Grant to support Catch Up strategies and interventions)</i></p>	
Use of Funds	EEF Recommendations
<p><i>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.</i></p> <p><i>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.</i></p> <p><i>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</i></p> <p>We know that we have the professional knowledge and expertise to ensure that children recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our recovery and our school Recovery Plan is central to this:</p>	<p>The EEF advises the following:</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 <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their learning attitudes and behaviour.</p> <p>Recall of basic skills has suffered – children are not able to recall addition/ subtraction facts, times tables and have forgotten once taught calculation strategies. This is reflected in formative assessments.</p> <p>Fluency and reasoning have been adversely affected.</p> <p>The number of GD pupils has decreased.</p>
Speaking and Listening	<p>The number of EYFS (and KS1 pupils) with identified with speech and language concerns have increased. This is evidenced by baseline data – 9% children on track for GLD at start of Reception, 47% reached GLD (July 2021).</p>
Writing	<p>Writing stamina has been adversely affected by lockdown. Although children were able to access grammar practice in remote learning lessons, the purpose and effect for writing has been negatively impacted.</p> <p>Younger children have needed more support with motor co-ordination and again with developing writing stamina.</p> <p>Those children who have maintained writing throughout lockdown are less affected, however those who evidently did not write much have had to work additionally hard on regaining writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p> <p>Number of GD writers has decreased,</p>
Reading	<p>Reading is always a priority at St Chrysostom`s as some families do not have access to a wide range of books. Reading has been adversely affected by lockdown.</p> <p>Number of GD pupils has decreased as evidenced by internal data.</p>
Non-core	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum.</p> <p>Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. This has adversely affected their knowledge of `cultural capital` one of our cornerstones of the curriculum.</p> <p>Physical fitness of the children has also suffered.</p> <p>Pupils have also needed more support pastorally as they have had to reform friendship groups and become part of the school community once more.</p>

Catch Up Funding Premium Priorities

Priorities

- Through formative assessments identify gaps in learning which will be addressed through quality first teaching
- Identified pupils will receive targeted support to recover from lost learning
- Develop remote education so that it is integrated into school curriculum planning to ensure all pupils have equal access
(Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of local or national restrictions.)

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools

Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
Supporting teaching: <ul style="list-style-type: none"> ➤ Non-teaching AHT (EYFS/KS1) to support the coaching and mentoring of Phonics and Early Reading strategies throughout EYFS and KS1 ➤ Additional teacher in Y5 where there is an identified high level of educational need (team consists of 3 teachers and 3 TAs for 60 children) ➤ Additional teacher in Nursery ➤ KS2 Reading Lead to coach and mentor teachers to continue to deliver high quality provision ➤ Writing and Maths Leads to have designated leadership time to complete gap analysis and planning alongside teachers ➤ Foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. ➤ Ensure pupils have access to technology to enable them to access remote learning if necessary 	<p>£45,000</p> <p>£35,000</p> <ul style="list-style-type: none"> ➤ Coaching and mentoring of all teachers in the teaching of reading. Initially focus on Y3 where there is a high level of need ➤ Monitoring of standards of quality of teaching and learning ➤ Monitoring of gaps in knowledge through data analysis and planning alongside teachers to address identified issues ➤ Additional time for teachers to research and plan non-core subjects ➤ Streamlined curriculum evidences rapid progress in key skills 	<ul style="list-style-type: none"> ➤ Quality first teaching in all classes ➤ Gaps in learning identified through robust assessment ➤ Children access targeted provision to support learning ➤ Accelerated progress 	AHTs	July 22

<ul style="list-style-type: none"> ➤ Reviewed curriculum and used DfE streamlined guidance curriculum priority areas with a 3:2 split in Maths ➤ Reviewed curriculum and streamlined priority areas 				
<p>Supporting assessment and feedback</p> <ul style="list-style-type: none"> ➤ Teachers have a clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments. 	<p>Reading assessments (Standardised) RWI (KS1) NFER Salford Reading test PM Benchmark YARK</p> <p>Writing Assessments (Teacher assessment) Half termly `Hot Writes` marked against interim framework Incidental writes marked against interim framework Weekly spellings based on Babcock No Nonsense spellings</p> <p>Maths Assessments NFER (standardised score) White Rose hot tasks for each unit of work</p> <p>In addition, formative assessment takes place in all core subjects as evidenced in book scrutinies</p>		<p>LL/SJ</p> <p>EA/RF</p> <p>LD/PH</p>	<p>Dec 21 March 22 July 22</p>
<p>Total budgeted cost (catch up funding)</p>				<p>£ 80.000</p>

Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
1-to-1 and small group tuition All EHCP/SEND support children were invited back into school prior to the ending of lockdown (February 2021) to be assessed so that interventions could be implemented immediately National tutoring programme for designated pupils (Y3, Y5, Y6)	EHCP/SEND Support pupils offered 1:1 remote learning 3 x week during lockdown 1:1 Maths tuition (National Tutoring Programme) for designated pupils (Y3, Y5, Y6)	Bespoke provision for designated pupils leading to accelerated progress	KP EA/PH LD	July 22

Intervention programme All Teaching Assistants have been trained by Reading Leads to deliver interventions. These have been rolled out to target children based on reading assessment data. An appropriate numeracy intervention, such as Y2 Maths Reasoning, supports those identified children in reinforcing their understanding of basic maths skills and application of number. Increased support by SALT as evidenced by Service Level Agreement Pastoral intervention – art therapy delivered by HLTA	All EYFS pupils screened by WellComm All Reception children – baseline assessment Reading Interventions: Reading Rocketeers Reading Gladiators Reading Recovery BRP Speed Sound Recovery PM Benchmark assessments Precision Monitoring Maths Interventions: GD – Assertive Mentoring Maths Reasoning X tables Number Stacks	Identified children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated. Children will develop faster recall of 4 rules of number Children will be able to apply 4 rules of number to problem solving Children will develop effective reasoning skills Appropriate challenge for GD	LL/SJ LD/PH	July 22
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<p>Additional Class Support</p> <p>Year groups identified via assessments to access additional support from teachers and TAs due to level of need</p>	<p>Nursery – 2 teachers and 3 TAs</p> <p>Reception – 2 teachers and 2 TAs</p> <p>Y1 – 2 teachers and 3 TAs</p> <p>Y2 – 3 teachers and 2 TAs</p> <p>EYFS/KS1 AHT to coach and mentor</p> <p>Y3 – 2 teachers and 3 TAs</p> <p>Y4 – 2 teachers and 2 TAs</p> <p>Y5 – 3 teachers and 3 Tas</p> <p>Y6 – 3 teachers and 3 TAs</p> <p>AHT KS2 Reading Lead to coach and mentor</p> <p>Within our staffing structure we have 4 x ECTs. In addition: Designated AHT – ECT tutor Designated ECT mentors</p>	<p>First quality teaching to be evidenced at all times</p> <p>Accelerated progress for all cohorts of pupils</p>	<p>FD</p>	<p>July 22</p>
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Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Supporting parents and carers Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	Additional online learning resources will be developed, such as Oak National Academy and BBC Bitesize. Likewise, pupils will be supported in using all existing online resources.	Home learning to support children at home Parents to have deeper understanding of current learning	EA SJ	July 22
Transition support Children who are joining school from different settings with St Chrysostom's Primary School have an opportunity to become familiar with the setting before they arrive	New starters meet HoS prior to starting Nursery and Reception starters have a teddy bear's picnic New children have a moving up day and meet their new teachers SEND children have additional support with social stories Y6 pupils moving to high school who need additional support have increased transition support INA pupils access support within class – 12 week programme focussing on phonics and early reading comprehension skills	Children feel confident moving to their new classes	Admin team HoS Class teachers	July 22

<p>Parental Engagement</p> <p>Parents are kept informed about their child's progress and what they are learning</p>	<p><i>Communication with parents is extremely important. Parents are reminded of the ways to communicate with the school.</i></p> <p><i>The school has ensured parents are kept informed :</i></p> <ul style="list-style-type: none"> ➤ Year group letters ➤ Curriculum overviews ➤ HoS monthly newsletter ➤ Virtual Parent Teacher Consultations ➤ See saw platform ➤ Zoom lessons ➤ 1:1 lessons for SEND pupils ➤ End of year reports ➤ In cases where bubbles are shut down, parents are informed by text at the earliest opportunity ➤ Meet the teacher workshops (Sep 21) ➤ RWI parent workshops (Sep 21) ➤ Book fayre (Sep 21) ➤ Online safety parent workshop (Nov 21) ➤ Coffee morning (Sep 21) ➤ EYFS Stay and Play sessions (Sep and Oct 21) 	<p>Effective parent communication – analysis of evaluation sheets</p>	<p>Office staff</p>	<p>July 22</p>
<p>Pastoral Care</p> <p>There has been an increase in referrals to CAMHS and families going into crisis.</p>	<p>PSHE Rainbow curriculum accessed by all pupils to make sense of lockdown</p> <p>Reading curriculum incorporated books regarding feelings of loss, separation and isolation</p> <p>A family support worker has been trialled to provide 1:1 art therapy to identified children and support to families to prevent further escalation (Social Care).</p> <p>Sports coaches employed to deliver high quality sports during summer period (4 full weeks) targeting PP children, financed by PP grant</p>	<p>Children to have a better understanding of an unprecedented world wide situation</p> <p>Bespoke support for children with raised anxieties</p> <p>Structured, physical exercise for children over holiday periods</p>	<p>Class teachers</p> <p>EM KP</p> <p>DW</p>	

<p>Access to technology</p> <p>For those pupils self isolating and finding it difficult to access technology, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities if working from home.</p> <p>Teachers and TAs to be provided with a laptop/lpad that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>Provide additional Ipads to those families without technology</p> <p>Provide 4G data sticks to families without data</p>			<p>July 22</p> <p>July 22</p>
Total budgeted cost (catch up funding)				£105,000
		Cost paid through Covid Catch-Up		
		Total		£14,500

Targeted Approaches Autumn 2021				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Phase 1 – Aut 1				
Welcome Back All pupils welcomed back in Sept 2021. EYFS - stay and play sessions to help children settle into routine and to engage parents. KS1 and KS2 – Each year group cohort hold parent meet the teacher and question and answer session to inform parents of what their children will learn and how to help at home. Parents given choice to attend face-to-face or via Zoom	The school has ensured parents are kept informed : <ul style="list-style-type: none"> ➤ Year group letters ➤ Curriculum overviews on the website ➤ HoS monthly newsletter ➤ Seesaw platform ➤ Meet the teacher workshops (Sep 21) ➤ RWI parent workshops (Sep 21) ➤ Book fayre (Sep 21) ➤ Online safety parent workshop (Oct 21) ➤ Coffee morning (Sep 21) ➤ EYFS Stay and Play sessions (Oct 21) 	Effective parent communication – analysis of evaluation sheets	Office staff Cohort teachers EYFS staff	Dec 21
Intervention programme Maths small group GD interventions for Years 2-6	Maths Interventions: GD – Assertive Mentoring Maths Reasoning X tables	Bespoke provision for designated pupils leading to accelerated progress	LD HLTAS TA3s	Dec 21
Phase 2 – Aut 2				

WellComm Screening All Y1 pupils screened using WellComm	All Y1 pupils Current EYFS cohort: 17% are at ARE in Nursery 42% are at ARE in Reception Suggesting Y1 will require WellComm as this cohort requires this specialised intervention due to missing much of EYFS as a result of COVID	Y1 children will have significantly improved speech, language and communication as well as increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated. Pupils with possible extra needs will be identified and bespoke provision/interventions and/or referrals will be made	Y1 staff	Dec 21
1-to-1 and Small Group Maths tuition National tutoring programme for designated pupils (Y3, Y4, Y5, Y6)	Years 3 and 4: 1:2 face to face in school Maths tuition (National Tutoring Programme) for designated pupils (PP) Years 5 and 6: 1:1 online Maths tuition (National Tutoring Programme) for designated pupils (PP) Approximately 15 sessions per pupil (£435 per pupil)	Bespoke provision for designated pupils leading to accelerated progress	KP EA/PH/MZ	Dec 21
Small Group Maths Number Stacks Provision School led evidence-based interventions (Y3, Y4, Y5)	Years 3 – 5: 1:6 ratio, SEND Support pupils After school intervention provision (£200 online subscription plus resources)	Bespoke provision for designated pupils leading to accelerated progress	KP HLTAS	Dec 21
Precision Teaching Research based intervention for specific identified learning Spelling focus (Y2, Y3, Y4, Y5)	Years 2 – 5, 1:1 for designated pupils based on formative and summative assessments of CEW and Nfer Spelling assessment Daily intervention	Bespoke provision for designated pupils leading to accelerated progress	LW TAs	Dec 21

Year 6 Interventions Reading, writing and maths support	Year 6: AHT led bespoke 1-1 and small group interventions for designated SEND support pupils	Bespoke provision for designated pupils leading to accelerated progress	GB	Dec 21
Catch-Up for All Pupils Year groups identified via assessments to access additional support from teachers and TAs due to level of need	Nursery – 2 teachers and 3 TAs Reception – 2 teachers and 2 TAs Y1 – 2 teachers and 3 TAs Y2 – 3 teachers and 2 TAs Y3 – 2 teachers and 3 TAs Y4 – 2 teachers and 2 TAs Y5 – 3 teachers and 3 TAs Y6 – 3 teachers and 3 TAs 7 additional new TAs across the school. New TAs inducted and trained EYFS/KS1 AHT to coach and mentor AHT KS2 Reading Lead to coach and mentor	Accelerated progress through split provision models of teaching Focused, targeted guided group teaching within lessons.	Teachers TAs SJ LL	Dec 21
Arts Week KS1 and KS2 to have the opportunity to ‘catch up’ on the cultural capital lost during Covid lockdowns	An extensively planned and organised arts events week where each year group will have the opportunity to experience various forms of arts that will inspire them and enhance their knowledge and understanding of the arts world. (£4000)	Address some SEMH and pastoral needs in specific pupils. Inspire all pupils and encourage engagement with the school’s cornerstones.	FD	Dec 21

Phase 3 – Spr 1

Review, amend provision

Using formative and summative data review impact of phase 1 and 2 provision
Amend provision accordingly.
Mapping of Spring term provision for designated pupils based on review.
Allocation, induction and training of new staff.

Bespoke provision for designated pupils leading to accelerated progress

SLT

Jan 22