

## Context

In 2020/21, the Government provided Coronavirus (COVID-19) catch-up premium funding to schools at the rate of £80 per pupil. Christ Church School received a total premium of approximately £15,200. This funding can be carried forward to future years. Further information can be found here: [coronavirus \(COVID-19\) catch-up premium](#).

The guidance sets out that ‘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. While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed learning. Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected.’

## How we intend to spend the funding

Leaders and governors at Christ Church used detailed baseline assessments of pupils and the Education Endowment Foundation research and school planning guide ([school planning guide: 2020 to 2021](#)) to make decisions on planning how to use the catch-up premium over the academic year 2020/21. This plan and our spending was reviewed by leaders and governors at the start of the 2021/22 academic year, and following the second period of school closure in Spring 2021.

## 2020/21 spending and impact

2020/21 spending plan	Impact and next steps
<b>Funding additional adult support for our Reception class as they settle in to school</b> – our Reception class has missed a significant period of nursery provision and we are funding additional Teaching Assistant support in the classroom to support them to settle in securely to school and class routines.	Reception class settled well into our school in Autumn 2020 and again after second period of closure in March 2021. Good level of development (GLD) scores in line with previous years and good PSED progress across the class and for individuals. Continue additional support for this class as they move into Year 1 and for new Reception 2021 class.
<b>Supporting training for staff</b> – we know that high quality teaching in the classroom makes the biggest impact on all children’s attainment and progress, so we intend to spend a small amount of catch-up funding on training for teachers, with a particular focus on recently-qualified teachers	RQT attended two LA RQT training sessions: positive impact of this training on teacher confidence and skills gained.
<b>Providing after-school booster sessions for small groups</b> – we are paying our class teachers to provide targeted after school booster sessions for small groups of children. Teachers have used their assessments to identify specific objectives that individual children have missed or misunderstood from last year’s curriculum and will provide specific small group teaching, activities and support to address these gaps. This additional after school provision runs alongside our existing SEN interventions and in-school differentiation and booster support.	See Booster impact summary documents for Autumn 2020 and Summer 2021 for details. Autumn 2020 (second half term): 60 children attended (39 sessions) 83% achieved specified learning objectives Summer 2021: 81 children attended (67 sessions) 86% achieved specified learning objectives Booster provision did not continue through second period of closure (funding carried forward). Positive feedback from staff, pupils and parents. Booster provision to continue into 21/22.

## 2021/22 Plans for Coronavirus (COVID 19) catch up premium spending

Planned area of provision	How we will monitor the impact of this provision and spending on pupils' educational attainment
<p><b>Providing after-school booster sessions for small groups</b> – we are paying our class teachers to provide targeted after school booster sessions for small groups of children. Teachers have used their assessments to identify specific objectives that individual children have missed or misunderstood from last year's curriculum and will provide specific small group teaching, activities and support to address these gaps. This additional after school provision runs alongside our existing SEN interventions and in-school differentiation and booster support.</p> <p>We will also make use of school-based tutoring funding to support our booster provision.</p>	<p>Monitor through assessment of specified learning objectives for at the end of each series of booster sessions and ability of the pupil to apply this learning in the classroom later.</p> <p>Summary of impact reported to governors.</p>
<p><b>(Part) funding additional adult support for support for our Reception class as they settle in to school and for our Year 1 class</b> – our 2021 Reception class has again missed a significant period of nursery provision and we are funding additional adult support in the classroom to support them to settle in securely to school and class routines. There will also be additional support for our Year 1 class to consolidate the good progress they made last year.</p>	<p>Monitor through quantitative end of year outcomes for Reception class (progress from baseline, GLD, PSED outcomes) and Year 1 (assessments against NC) as well as qualitative data about children's ability to follow routines, make and maintain friendships and development of early language skills.</p>
<p><b>(Part) funding of additional part time teacher role to support reading fluency for individual readers in Y2-5</b> – reading fluency is the key to the wider curriculum and 1:1 teacher time will be provided for a very small number of readers who, following the recent of periods of school closure, would benefit from support to develop age-appropriate fluency. (This runs alongside our Pupil premium 'reading for enjoyment' group, which aims to develop reading for pleasure.)</p>	<p>Monitor through reading assessments of these targeted pupils.</p>

### Other areas of post-COVID recovery and renewal work – funded through other funding streams

<p><b>Whole school well-being work</b> (funded through a parental donation and school budget)</p> <p>We know that children, families and staff members have faced uncertain and anxious times during the COVID period and we want to make sure all groups are equipped with</p> <ul style="list-style-type: none"> <li>- proactive and preventative strategies to support positive mental well-being (through our Autumn term Happiness Project)</li> <li>- access to sources of support through workshops and signposting</li> </ul>
<p><b>Promotion of excellent punctuality</b> (funded through school budget)</p> <p>Use the return to a single hard start time to ensure excellent punctuality across the school (promotion to parents, children, monitoring, follow up and support for specific families where needed)</p>
<p><b>Building back wider curriculum, extra-curricular and personal development opportunities</b> – to at or above pre-COVID levels (funded through school budget, pupil premium to support disadvantaged pupils and costs/voluntary contributions)</p> <p>This wider provision includes but is not limited to: trips and visits, residential visit, use of Hampstead Heath, workshops in school, use of local facilities for PE, after school clubs, music tuition, school wide groups such as school council and CREW, mixed class and whole school activities.</p>

Throughout the year, as we reassess children's progress and attainment, our priorities may change and we may adapt these plans. We are aware that supporting children's well-being continues to be a key part of a successful return to school and we may also use a portion of our catch-up premium to support pupil well-being activities in order to overcome any barriers allowing them to learn well and make good progress.

A summary of the impact of our additional activities funded by the catch-up premium will be reported to the Governors Teaching, Learning and Standards committee who will monitor the provision and impact this year.